



Africana Report Is Released

In a report made public Monday by the committee appointed by University President Dale R. Corson to review the progress of the Africana Studies and Research Center (AS&RC), the committee commended the center's role at Cornell but called for greater academic and financial development.

The 46-page report, plus two appendices, contains six major recommendations on the future of the center. *(The report is published in full in this issue of Cornell Chronicle, beginning on page 7.)*

When the Executive Committee of Cornell's Board of Trustees established the center on April 10, 1969, it called for a review of the center's progress after the first two years of operation.

Appointed by Corson in the fall of 1971, the committee charged with the review was chaired by Lisle C. Carter, professor of public policy in the Graduate School of Business and Public Administration.

Other committee members were W. Donald Cooke, vice president for research; C. Dalton Jones, research associate in psychology; Alfred E. Kahn, dean of the College of Arts and Sciences; David C. Knapp, dean of the New York State College of Human Ecology and now acting provost; J. Congress Mbata, associate professor of African history, and James E. Turner, director of AS&RC.

In a memorandum dated Nov. 30, 1971, Corson proposed that the committee examine: "Organizational considerations — Center status, tie to College of Arts and Sciences, relations with other colleges, governance; students

— needs and expectations, numbers and degree of participation; staffing considerations — director's role, faculty and administrative personnel; curriculum considerations — undergraduate, graduate and urban component, research activities and library facilities; financial considerations — (a) adequacy of initial funding level, utilization of resources, supplemental appropriations; (b) future support level and potential sources of project funding, University and outside sources; (c) cost reduction possibility: joint appointments, T.A. (teaching assistant) utilization, consortium possibilities, etc.; comparisons — with other Cornell units and with black studies programs elsewhere; interaction — with University, with total community, and with other minorities."

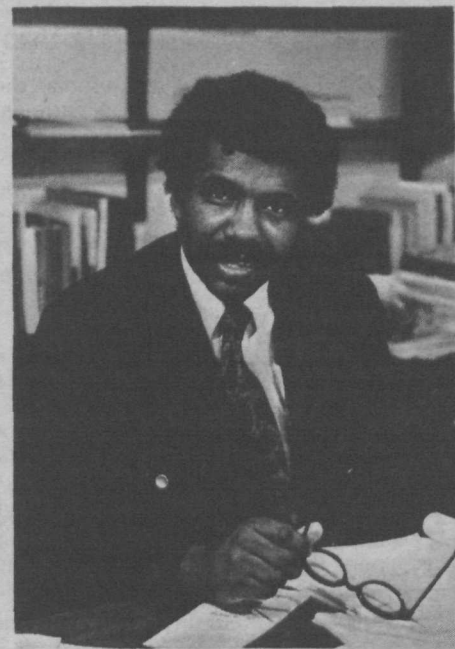
Although the committee was originally scheduled to make its report by April, 1972, the "heavy commitment of committee members in other areas" and internal difficulties concerning the AS&RC graduate program caused a delay, the report stated. Since the committee did not

view itself as a judicial or mediating committee, it allowed the AS&RC time to work out its problems internally.

"The committee divided its work among three sub groups: David Knapp and James Turner were concerned with organizational and administrative issues; Donald Cooke and Congress Mbata with curriculum, staff and facilities questions; and, Dalton Jones and Alfred Kahn with student needs and participation. The chairman worked with the organizational and administrative sub group and on budgetary matters," according to the report.

"The committee also sought the advice of six consultants, three from inside and three from outside of the University. The areas of competence of the consultants roughly paralleled three broad academic divisions of concentration into which the Center has divided itself, i.e., African and Afro-American History; African Politics and Socio-Political Studies of Black America; Afro-American Literature and Theater."

The Cornell consultants were: Richard



Lisle C. Carter

Polenberg, professor of American history; Robert H. Elias, Goldwin Smith Professor of English Literature and American Studies, and William Lambert, professor of psychology, sociology and anthropology. The outside consultants were Andrew Billingsley, vice president for academic affairs, Howard University; Mary Berry, professor of history.

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Senate Votes to Cut Its Membership to 95

The University Senate Tuesday night voted 51 to 9 to reduce Senate membership by approximately one-third to 95 voting Senators from 140.

The approved bill also reapportioned membership among the various constituencies and more clearly defined the non-voting ex-officio members.

The Senate is mandated by its constitution to "reconsider" its membership every three years and make changes by a two-thirds vote provided that student-faculty parity be maintained and voting membership not exceed 150.

The bill will not affect the upcoming elections or the composition of the Fourth Senate. It will take effect in the Fifth Senate.

The Senators defeated a substitute motion which would have only slightly reduced the Senate's voting membership. The motion, offered by Steve J. Hanzlik, chairman of the 15-member student, employe and faculty Reapportionment Committee, proposed reducing student and faculty memberships to 58 from 60 each while increasing employe representation to 15 from 13. Hanzlik is a technical supervisor in theoretical and applied mechanics.

After lengthy debate, 22 Senators voted for and 40 against considering the substitute motion.

As adopted, student and faculty representation was lowered to 40 from 60 persons per constituency. Employe representation was reduced to 10 from 13.

The ratio of undergraduate to graduate students will continue to be determined proportionately. Africana Studies and COSEP representation was modified by an amendment calling for the election of three COSEP members and one student in

Africana Studies courses rather than two from each group, as currently applies.

Among faculty, representation in the College of Arts and Sciences and the New York State College of Agriculture and Life Sciences will no longer be divided into three groups each. In addition, the Graduate School of Nutrition will be combined with Agriculture, and the Geneva Station will be proportionately represented.

Both students and faculty may retain their seats for the remainder of the term under the adopted bill despite a change in their constituency status as long as they remain either students or faculty respectively.

Alumni representation was reduced to one from two. The Provost's seat was eliminated and vice provosts may now be elected in competition with the vice presidents for one seat. Non-professorial academics lost one seat, to two from three, one of whom must be a librarian and the other represents

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Trustee Exec. Committee Summary Agenda

Summary Agenda for Meeting of the Executive Committee of the Board of Trustees of Cornell University to be held February 21, 1973, New York City.

NOTE: This summary agenda, as released for publication, may not include certain confidential items which will come before the meeting. Also other items may be added to the final agenda prior to the meeting.

1. The minutes of the Executive Committee meeting held January 25, 1973 will be submitted for approval.

2. The President will report on the current status of the 1972-73 budgets.

3. The President will recommend the establishment of the Horace White Professorships in memory of Horace White, former Lieutenant Governor of New York State and Trustee of Cornell University, 1916-1943.

4. The President will recommend the establishment of funds from an anonymous \$2.7-million gift recently received by the University.

5. Vice President Lawrence will report on plans to modify student loan programs in accord with recommendations received from the University Senate and from the study conducted by Professor Robert S. Smith.

6. The report of the Committee on Africana Studies and Research Center will be presented to the Committee.

7. The report of the Buildings and Properties Committee will be presented to the Committee, and the minutes of the meeting held January 25 will be presented.

8. The President expects to recommend, subject to the approval of the Buildings and Properties Committee, that the administration be authorized to execute a contract for the design, fabrication and installation of an S Band Radar Transmitter for the Radio Telescope located at the Arecibo Observatory. Funding for this project is available from the National Science Foundation.

9. The President will recommend, subject to the approval of the Buildings and Properties Committee, the Investment Committee, and the Dormitory Authority of the State of New York, that the administration be authorized to convert approximately 10,000 gross square feet of space formerly used for dining in Clara Dickson Hall into rooms for student housing at a cost not to exceed \$300,000. The space will be available for the opening of the fall '73-74 term.

10. The President will recommend, subject to the approval of the Buildings and Properties Committee, that

the third phase of construction on Appledore Island of the Isles of Shoals be authorized within a budget of \$125,000 as part of the overall plan for developing research, residence, and service facilities on the island. The President will recommend further that up to \$125,000 be authorized as an advance from Current Fund Balances as needed to finance this third phase of construction, subject to reimbursement from the State University of New York contract funds and gifts with interest at the rate earned by the Current Fund Pool. The current phase of the program involves the renovation of existing buildings for use as research, residence and service facilities.

11. The President will recommend a series of personnel actions requiring Executive Committee approval.

12. There will be a report of minor awarded construction contracts covering the period December 11, 1972 to January 15, 1973.

13. The President will report that the contract amendment has been signed with the National Science Foundation providing \$3,100,000 for the Wilson Synchrotron Laboratory operations and research covering the period from March 1, 1973 through February 28, 1974.

Zurn Foundation Funds Project

CEQM to Examine Environmental Problems

Beginning in the fall of 1973, four or five senior members of the Cornell faculty will take part in an intimate, interdisciplinary experiment under the Center for Environmental Quality Management (CEQM), according to Walter R. Lynn, director of the center.

Zurn Foundation of Erie, Pa., has pledged \$230,000 to the University to support the project over a five-year period. "We are able to proceed with our program because of the support of the Zurn Foundation," Lynn said.

Frank W. Zurn, a director of the foundation and president of Zurn Industries, Inc., an environmental pollution control company, is a member of Cornell's Board of Trustees, and is vice chairman of the Development Advisory Committee of the Board.

"The center wants an experienced core faculty to tackle some of the big problems facing society today," Lynn said.

The CEQM plan calls for a small group of professors from any fields related to environment to spend a year in close quarters, pitting their expertise against environmental problems. The core faculty, which will be selected before the end of this semester, will probably draw its initial members from the areas of biological sciences, economics, political science, agriculture, law, sociology, engineering and the physical sciences.

"Research will be this group's principal mission," Lynn explained. "Because existing and evolving environmental problems result from the complex interactions of human and natural activities, viable analyses and solutions to these problems cannot be neatly divided into disciplinary territories."

The kinds of issues the core faculty might study are the recycling of waste materials; energy production and utilization; information required for effective environmental management, including monitoring, enforcement and legislative actions; agricultural production, including pest management, fertilizer utilization, etc.

"But no specific research topics will be pre-set for the core faculty," Lynn said. "They will define the problems and issues to be investigated in true interdisciplinary fashion."

One difficult problem facing the group, as Lynn sees the situation, will be for the individual faculty members to learn each other's vocabulary and frame of reference.

The core faculty will spend most of its first four months conducting internal seminars aimed at achieving a clear understanding of



Frank W. Zurn

colleagues' attitudes, assumptions, perceptions and vocabularies. With this efficacy of communication, the following five months of team research should be easier, according to Lynn.

"To form a cohesive team," Lynn added, "they also have to learn about each other's personalities." To this end, the CEQM will provide the faculty with a "compulsive environment" — renovated space on the fourth floor of Hollister Hall is being made into one large room with modern office areas of carrel size. The group will be strongly encouraged to spend a great deal of time in this atmosphere of "togetherness."

Core faculty members will, in effect, be taking an internal leave of absence for one year. During that time the center will provide resources for the various departments involved to help replace the men or women engaged in the experiment. At the end of the year, the faculty members return to their departments, taking all projects and grant money with them.

While proposals will be developed in the center, grant applications made through the center and investigative work begun in the center, the final research and publication will be done when the professors are no longer members of the CEQM faculty.

"In fact," Lynn pointed out, "one way to measure the success of this program is to see how much new research support money goes back to the individual departments at

the end of the year." Thus, projects are conceived in an interdisciplinary fashion, but each professor keeps his own identity by working on the segment of the problem with which he is most familiar.

A new core faculty, not to exceed 10 members, will be appointed each year. The governing board of the center will soon be reviewing procedures to follow in recruiting faculty. It is felt that senior members would be best fitted for the experiment, as there are some "risks" involved; i.e., the project may see no outcome in terms of productivity, publication, research development or new directions for fields.

Plans are also underway to invite selected individuals from state and federal agencies, other academic institutions and industry to join the core faculty for periods of at least one week.

Zurn received his bachelor's degree in chemical engineering from Cornell in 1950. In addition to his Trustee responsibilities, he is presently serving his third term on the Cornell University Council, and is a member of The Tower Club of Cornell and the Cornell Society of Engineers. He is also a member of the Board of Directors of Calspan Corporation, formerly Cornell Aeronautical Laboratory in Buffalo.

Another director of Zurn Foundation is Roger W. Zurn, who received his bachelor of science degree in mechanical engineering from Cornell in 1965. Roger has been active in Cornell alumni affairs, and most recently was president of the Cornell Club of northwestern Pennsylvania. He is also a member of The Tower Club of Cornell and is an area chairman of the Cornell Fund.

Members of the CEQM governing board are W. Keith Kennedy, dean of the College of Agriculture and Life Sciences; Alfred E. Kahn, dean of the College of Arts and Sciences; Edmund T. Cranch, dean of the College of Engineering; W. Donald Cooke, vice president for research; J. Robert Buchanan, dean of the Medical College; Albert R. George, assistant director of the Sibley School of Mechanical and Aerospace Engineering; Kenneth B. Bischoff, director of the School of Chemical Engineering; Franklin A. Long, director of the Program on Science, Technology and Society; Robert S. Summers, professor of law; Kenneth L. Robinson, professor of agricultural economics; Robert J. Young, professor of poultry science, and Richard B. Root, associate professor of entomology.

E. Gasteiger Is Pre-Med Comm. Head

Edgar L. Gasteiger has been named chairman of the Pre-Medical Advisory Committee at Cornell.

A professor in the Department of Physical Biology of the New York State Veterinary College and the Section of Neurobiology and Behavior in the University's Division of Biological Sciences, Gasteiger now has the responsibility for advising and recommending about 200 seniors plus advising 600 freshman, sophomore and junior pre-medical students at Cornell.

Gasteiger succeeds John M. Anderson, professor of zoology in the Division of Biological Sciences, who has been a member of the advisory committee since 1955 and has served as its chairman since 1967.

Acting Provost David C. Knapp said he is pleased that Gasteiger, is serving as chairman of the committee.

Gasteiger is a specialist in neurophysiology. He joined the Cornell faculty in 1961



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Corson Announces Gift, Discusses Carter Report

University President Dale R. Corson announced a \$2.7-million gift to Cornell by an anonymous alumnus and discussed an evaluative report on the Africana Studies and Research Center (AS&RC) at a news conference held Monday in the Day Hall Board Room.

Corson fielded questions regarding the recent gift, Affirmative Action and the future of the University Senate. Lisle C. Carter, professor of public policy in the Graduate School of Business and Public Administration who chaired the AS&RC review committee, joined Corson in answering questions about the report. (For full details of the committee's report and recommendations, see story on page 1.)

Also present at the conference and called on by Corson to speak were Lowell T. George, director of the Safety Division; Elmer E. Meyer Jr., dean of students and assistant vice president for campus affairs; Robert F. Risley, vice provost, and Ramon Rivera, Affirmative Action officer.

Corson, in announcing the \$2.7 million gift, said that the funds had not been specifically allocated as yet, but would be used "for academic purposes, and in particular to support innovative or new kinds of academic programs which we've had to put on the shelf the last several years because of financial stringencies." He indicated that these programs would cross college and department lines.

Corson plans to forward the report on the AS&RC to Norman Penney, dean of the University faculty, "for whatever comments the faculty and its committees want to make about it." Then he will present it to the Board of Trustees with his recommendations. The single decision facing the Board, Corson pointed out, is the continuation of the center as an integral part of the University program.

The president summarized the committee's findings as showing the center to be "a healthy and constructive force on the campus," with "high quality courses" which "do not differ greatly in conception and format from other courses in other fields in the University."

He also said that the center had experienced "growing pains" which were "well on their way to being resolved." His final point was that the center had only partially attained its original educational goals and that more time would be required to achieve the full program. Corson then enumerated the six major recommendations put forward by the committee.

Carter was questioned as to the small number of majors in the center, 16 undergraduates and 13 graduate students, compared to more than 700 black students on campus. He answered that he would be "surprised" to see a large number of undergraduate majors in any program of this nature, as many students take center courses for a basic understanding of Africana studies, while majoring in another field. Carter cited the limited number of available fellowships as the primary reason for the low number of graduate majors.

"We do attempt to make quite clear," Carter said of the committee's report, "that all students on the Cornell campus should have the same access to center courses as they have to any other

courses." The committee specifically recommended unrestricted survey courses with unlimited enrollment to provide all Cornell students with a chance to study the black experience and perspective in American culture, history and economic life.

Carter explained recommendation two, calling for a clear priority of Afro-American studies over African studies, as the committee's general acceptance of the need for a focus. "Everything cannot be done," he said, "there has to be some priority with regard to resources."

In response to a question regarding the date of Robert A. Plane's return to the office of provost, Corson said he expected to find Plane back in his office and "hard at work" on the morning of May 20, the day Plane's six-month leave of absence ends.

A question on the current referendum to abolish the University Senate prompted Corson to recall, "It is less than four years since we had thousands of students sitting up all night in Barton Hall, in the end demanding a voice in the decision-making machinery of the University. This concern was taken seriously by the faculty, by the administration, by the Trustees. A large amount of work went into the creation of the Senate and it has operated for three years. Now, less than four years later, we're in a position where there is a referendum to see whether the Senate should continue or not." Corson termed this turn of events "ironic and unfortunate."

He said he didn't think the fundamental problems had changed in the past four years, but he cited what he thought were some of the Senate's major difficulties. These included the increasing unwillingness on the part of some faculty members to spend time on Senate matters in committees and floor debate, the fact that faculty do not always get credit in their own departments or colleges for time spent on Senate activities, some fault in the Senate's operating methods and the fact that, despite provisions to the contrary, the Senate has become unrepresentative of the campus as a whole.

Corson said that the Senate had done a "first rate" job on many issues; he cited the judicial system as one example.

"The problem," as Corson sees it, "is not how to get rid of the Senate, but how to make it work with maximum effectiveness. If the Trustees should feel that it's essential that the Senate be abolished because the campus no longer wants it, you and I are both going to be retired before the Trustees will again create a self-governance structure of the type the Senate represents."

Corson said, in response to a question, that he thought the mission and responsibilities of the Senate differed from those of the Faculty Council of Representatives. "They should complement each other, not interfere with each other," he said.

In response to a question as to the exact role of the resident advisors (RA's) in the dormitories with regard to the University policy on drugs, Meyer explained that RA's are not expected to "knock on every door in the dormitory and say 'Stop!'" to drug users. Neither are they expected to

contact the Safety Division at any time except where emergency situations dictate otherwise, he said.

RA's do, however, have the responsibility in problem cases to ask students to stop selling and using drugs, Meyer said. If the RA is unsuccessful in this attempt, he should contact the head resident, who may, in turn, go to the Office of the Dean of Students (ODS). As a last resort, a member of the ODS central staff may discuss with the student the possibility of giving his or her name to the Safety Division.

"The purpose of our policy is to control drug use and abuse," Meyer said. "I don't think we can eliminate it, but I don't want what happened in Dryden to happen here." A woman was killed in Dryden last fall in a drug robbery.

Enlarging on this point, George explained, "We place primary emphasis on drug selling and trafficking." He said the Safety Division would investigate all complaints on campus regarding these offenses.

"Even marijuana possession, which many people don't consider too serious, has led to robberies and death," George

said.

Corson announced that Rivera, charged with implementation of the Affirmative Action policy in all segments of the University, has asked for substantial expansion of his staff. Some additional staff will be provided next year, the president said.

In regard to hiring qualified minority faculty members, Rivera said that he was contemplating one course of action not used in the past — approaching professors at predominantly black colleges and offering them an opportunity to join the Cornell faculty.

The president commented that the University will have to file a new Affirmative Action program in the next few months, according to the new guidelines which were issued last fall.

Risley announced that a new job posting program was in effect, aimed at making job opportunities — both internal and external — "greater and more widely advertised." He added that a study now in progress, involving outside consultants, was looking into the salary structure, job requirements and "career ladders."

Feb. 20-21

Senate Elections Coming

Elections for the fourth Cornell University Senate will be held on Feb. 20 and 21 for all undergraduate students voting at any one of 11 campus polling places. Faculty, employees and graduate and professional students will vote by mail. Ballots will be mailed on Feb. 23 and must be returned to the Senate office, 133 Day Hall, no later than 5 p.m. March 2, according to Kay R. Hanna, Senate administrator.

Following the same election procedures, all voters will have the opportunity to indicate on a separate ballot whether the Senate should be "continued" or "discontinued." The Senate voted to conduct the referendum at its Feb. 6 meeting.

In addition to voting on Senate candidates and on the referendum, all undergraduate and graduate students will receive ballots to elect one student and one faculty member to the University's Board of Trustees for terms of two years each.

Concerning the general Senate elections, Ms. Hanna said 230 student, faculty and employee candidates were competing for 118 seats. No candidates submitted nominating petitions for 18 Senate seats. By-elections will be held following the general election to fill these vacancies, Ms. Hanna said.

Election figures are summarized below by major constituency. The elections will be contested in 13 out of the Senate's 47 constituent categories.

Among the student population, 159 persons are competing for 60 seats. Elections will be contested in nine of the constituency's 13 categories. Categories without contested seats are Africana Studies, COSEP, the Law School and the New York State Veterinary College. One student seat allocated to the Veterinary College will remain vacant due to lack of nominees as will one seat in the Law School and one in Africana Studies-at-large.

Fifty faculty members are competing for a total of 60 seats. Contested elections will be conducted in only two of the faculty constituency's 25 categories. The contested categories are natural sciences and mathematics (tenured) and social sciences (non-tenured), both in the College of Arts and Sciences. Thirteen faculty seats will remain vacant due to insufficient candidates.

Among the exempt and non-exempt employees, 19 persons will run for 13 seats. Each of the Constituency's six categories received at least one nominee, although only two elections will be contested. They are for exempt and for non-exempt statutory employees. One employee seat will remain vacant.

Two candidates are running for three seats in the non-professional academic constituency. No contests are scheduled. One category, the non-professional academics, lacks a candidate and the seat will remain empty.

Undergraduate students must produce a valid student identification card in order to vote, Ms. Hanna said. Polling places for any undergraduate are:

8 a.m. to 9 p.m., West Campus mailroom, Class of '17 Hall; North Campus Student Union mailroom and the East Balch mailroom;

8 a.m. to 10:30 p.m., Willard Straight Hall lobby;

9 a.m. to 12 noon, Ives Hall student mailbox area;

9 a.m. to 3 p.m., the lobbies of Goldwin Smith Hall, Hollister Hall and Morrison Hall; and from

9 a.m. to 5 p.m., the Campus Store west entrance, Martha Van Rensselaer student lounge and Mann Library.

The League of Women Voters local chapter is responsible for manning the polling places, according to Ms. Hanna.

Nine students and one faculty member submitted valid petitions for the positions of student Trustee and faculty Trustee respectively on the Board of Trustees. Only undergraduates and graduates will vote for these candidates.

Steve Cram, 27

Steve Cram, 27, former basketball star at Cornell died unexpectedly Sunday night in Rockville, Md., while participating in an adult court game.

The young architect was Cornell's fourth ranking scorer with 1131 career points. He led all four of his Big Red teams in scoring.

Chronicle Comment

Chronicle Comment is a forum of opinion for the Cornell community. Comment may be addressed to Kal M. Lindenberg, managing editor, Chronicle, 110 Day Hall.

Referendum Sponsor Explains ...

Editor:

I sponsored the bill to hold a referendum on continuing the Cornell University Senate for several specific reasons which still have not been countered by proponents for the Senate.

First, there is lack of enough candidates for the Senate to give the voters a choice. Many seats are uncontested; consequently, the group elected to the Senate may not necessarily be representative of the University community. Forcing people to run for the Senate is not the answer. A result of doing so leads to packing the Senate with non-active Senators and problems with obtaining quorums.

Second, there is a definite lack of participation from the faculty and employees in the Senate committee system. The Committee on Committees, of which I am a member, has struggled hard to get active faculty members and employees on committees. Our results are pretty discouraging; we have had a great number of resignations and much non-participation from faculty members and employees. The Senate depends on its committee system to examine and revise legislation with input from students, employees and faculty members, before the legislation comes before the Senate. With this breakdown in the committee system, the Senate has had to contend with biased legislation and has had to spend excessive time considering this legislation. Legislation is now reaching the Senate from committees with only four or five members meeting when the committee originally had 10 or 12 members. In some cases, these four or five members were from just one or two constituencies.

Third, the Senate itself has had problems at its own meetings with both participation of all its members and attendance. On several occasions the Senate has met without a quorum and on most occasions has to wait 30 minutes or more for a quorum to show up. This lack of attendance by Senators may be because the Senate deals mainly with student-oriented legislation, or because some Senators ran for the Senate under pressure and/or without a real personal interest, or because less than two dozen Senators monopolize speaking time and submit most of the Senate's legislation, or because the Senate requires just too much time away from studies or a home and family.

It is my belief that the Senate and its committee system will eventually collapse of its own accord. The reason is the lack of participation from an over-

I Sponsored The Bill for Several Reasons

worked faculty and employee population. The students come and go and thus provide an excellent source of manpower for the Senate and its committee system. The faculty and employees are a set population; the Senate and its committee system has tapped this source of manpower and worked it to death. The Senate has a great deal of responsibility and requires several hours of work a week from those participating. I contend that the faculty and employees have been worked to the point of exhaustion; they can not count on an incoming freshman class to replace the outgoing, heavily-worked senior class.

When you vote on the upcoming referendum, please keep in mind this manpower problem. If you vote to continue the Senate, please become an active participant in the Senate or its committee system. You will be contributing to a healthy Senate that even the Athletic

Department would find a joy to work with. Remember that a vote to continue the Senate means that you are willing to abide by its policy decisions in the future.

If you believe as I do that there is a manpower crisis in the Senate, please consider the following alternatives which will accomplish the same thing as the Senate: For the faculty, have your Senate responsibilities transferred to the Faculty Council of Representatives. For the employees, have your Senate responsibilities transferred to a new Employee Senate or a union. For the students, have your Senate responsibilities transferred to a Student Senate.

Each group would be able to more effectively handle the specific and general problems concerning its group and do it at its own pace.

If you choose to discontinue the Senate, please indicate on your ballot how you would like to be represented in the future.

*Richard Meyer, Graduate
Student Senator
Secretary, Committee on
Committees
former member of the
Washington State
University Board of Regents*

2 Critics Urge Senate's Abolition

Editor:

Let us examine the character of the Cornell University Senate. The Senate is costly. The Secretariat budget alone is \$53,000 per year. The Senate is ineffective. If one considers the time spent by Senators and compares the total value of the effort expended in time and money to the results, the effect is stark. Hours were spent debating whether the first day of examinations should be labelled day 1 or day 0. The star has been removed from McGraw Tower. And so on. Are these "measures" worth it? During the Carpenter Hall seizure the Senate failed to do anything productive. To be sure, its members talked and talked and talked with members of the administration and with the students in Carpenter Hall, but there is no evidence that this talk accomplished anything. "Some issues are too hot for the Senate, e.g. the bill to ban dogs from campus," remarked the Speaker of the Second Senate. If the Senate cannot even regulate dogs on campus, can it be supposed that it can manage people?

The Senate is irresponsible. The lettuce bill seriously jeopardized the financial state of Cornell. This bill could have cut off funds used by Cornell to support needy students, but the Senate neglected the

It Is Flawed, Unnecessary And Expensive

fundamental educational nature of the University in order to make a political point. The point, it might be noticed, was singularly ignored in the world at large. Thus, the Senate was not even effective in an area where it wanted to make an impression. The Senate failed to consider the needs of students when it made up the Campus Life budget for the year. An essential requirement for students who wish to study is the availability of materials and study space in the University libraries. The Senate had the opportunity to provide modest sums to permit students to study, but failed to do so. Instead, funds were allocated for a purpose that lay outside the lives of 99 per cent of the students at Cornell. More generally, the Senate is simply improperly equipped to deal with the \$18.4-million budget that is its responsibility. Committees are formed of partisans who have an ax to grind and who seek to use the budget to grind it. Rank amateurs in financial planning are handed vast sums with which to play, and the results indicate that they are unable to deal responsibly with them.

... and Speaker Replies

Editor:

The arguments presented in Richard Meyer's letter (this issue of Chronicle) can be responded to quite succinctly.

Meyer is concerned, as indeed are many Senators, with the failure of certain segments of the Cornell community to participate fully in the work of the Senate. Recognizing the problem, the Senate during the month of February will be considering two reforms designed to eliminate much of the difficulty: one would reduce membership in the body from 140 to 95, and the other would reorganize the currently unwieldy committee structure. It seems rather drastic, to say the least, to abolish the Senate when these reforms will serve Meyer's ends!

The alternative Meyer proposes for the Senate is appealingly and deceptively simple: he suggests that the Senate could in effect be divided into three bodies, each dealing respectively with student, faculty or employee concerns. There's only one problem: the Senate was formed precisely *because* it was impossible to divide the non-academic areas of the University into such nice neat sections. What, for example, would Meyer do with the Senate's role with respect to campus parking and traffic? Is he seriously suggesting that campus traffic policy could be made independently by three separate groups? Or does he think that this area of concern to

To Abolish the Senate Would Be Drastic

all members of the community could best be handled *solely* by students, faculty, or employees? I can hear the outraged squawks of the other two groups right now.

This indeed brings out the most serious flaw in Meyer's reasoning, for without a Senate control over many important questions of campus life would revert entirely to the anonymous personages who inhabit Day Hall. Issues now discussed and debated in a public forum would again be decided without direct reference to the desires of the campus. Many Cornellians quarrel with the way the Senate handled the recent Campus Life budget: but what if there *were* no published budget? To which of Meyer's groups would the Board of Trustees delegate the authority to review an expenditure of \$18.4 million? The answer is obvious: NONE.

*Mary Beth Norton
Assistant Professor,
American History
Speaker, Cornell Senate*

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Cornell constituency.

The Senate is flawed by conflicts of interest between students, faculty and employees. Mr. (Charles) McKay has already underlined the fact that the Senate cannot do anything because conservative and reactionary faculty members hold things up. Mr. McKay did not mention the fact that partisan students have run out of meetings to prevent a quorum from considering a measure desired by other groups in the Senate. The interests of employees might be better represented in another, more direct form.

The Senate is unnecessary. If the record is closely examined it will be discovered to consist of enormous amounts of busy work that ought to have been done by a competent administration. What Cornell needs is a body that truly represents student opinion at Cornell and which can be used to insure that the faculty and the administration are made aware of what students want. The Senate does not do this, and failure to be heard is one of the most serious complaints of students at Cornell now. The Cornell University Senate is costly, ineffective, irresponsible, unrepresentative, necessarily partisan, flawed by conflicts of interest and unnecessary. The Senate should be discontinued and we urge you to vote for this in the coming referendum.

*Dave P. Williams, Arts '74
Robert L. Brungraber, Engr. '74,*

Abortion Issue Is Discussed

Editor:

Because I am strongly opposed to abortion, I feel compelled to put pen to paper in an effort to provoke the members of the Cornell community into thinking through to clarification their own position on the issue. I choose the present time to do this only because I fear that the silence that has followed in the wake of the Supreme Court's abortion decision may be grounded more in apathy than in conviction. By recording some of my own thoughts on the subject, I hope to spark a meaningful debate.

Since abortion is a moral issue, I have first of all to state the context within which I have considered it. I have come to believe that most people think of morality in terms of right and wrong. A course of action is judged "moral" based upon whether it is "good" for the individual and society. Restating this concept, it could be said that a course of action is moral if it promotes individual fulfillment. As a liberal, I like to think that most people would concede that this fulfillment is not restricted to a particular individual — that the fulfillment can be collective, as well as personal. Looked upon in this fashion, it is clear that there are degrees of morality. Given a choice of several options, one will be superior to another in promoting the achievement of individual and collective potential. Moreover, the morality of a course of action will vary with situations. What may be the best or perhaps only choice in one context may be an extremely poor one in another. Given a particular situation, however, there is a particular "best way" which suits it — an objective "most right" course of action which is a function of the individual's capabilities as limited by his nature and the context. Unfortunately, our analysis of a situation is subjective. The best we can hope to do is to consider as many implications as we can in an attempted objectivity. This means considering physical, psychological and social

I Feel Compelled To Explain My Opposition

consequences.

With this context in mind, it is now possible to understand the chain of thought which has led me to conclude that abortion is in almost all instances immoral. My first reservations came about during discussions on whether the fetus is a "person" or not. This is a philosophical question with far-reaching implications. The underlying question is, "What makes a human being human?" If it is the capacity to reason, as some would have it, then large numbers of the human population cannot be considered human, since reason is far from being a universal attribute of our species. We could consider a multitude of restrictive definitions, each of which would leave out whole segments of the human population. As a biologist, I find this an unacceptable approach. Why should we adopt for our species a definition not applicable to all others? Rather be consistent and say that a unique genetic constitution reflective of many physical and psychological differences distinguishes us. This leads me to include as humans the deformed, the mentally incompetent, and the elderly — which makes sense to me, at least. Now to the fetus.

The fetus is, from the moment of conception, a human being (or at most a couple of human beings, in the case of identical twins). His (or her) development is initiated at that point, and barring a hostile environment or genetic inadequacy, that development will continue until physical maturity is reached some 18 or more years later. The greatest potential for fulfillment is perhaps embodied in the fertilized egg, and the greatest realization of that potential is not achieved until death some 70 years later.

Now consider the implications

of abortion. Nothing inhibits quite so well the potential for self-fulfillment of an individual as death. And no death more decisively negates the potential for self-fulfillment than abortion. The reason for so destructive an act must be compelling indeed if it is to be judged "moral." Only a direct threat to the life of the mother could justify such an action, in my opinion. Considerations of psychological and social implications pale into insignificance when it is life itself that is at stake. This is not to say that I am not concerned with the quality of life and the necessity of population control. What it does say is that these problems must be dealt with using appropriate measures — contraception being foremost in my mind. To prevent life from being conceived is no crime; to destroy it once it has been conceived is one of the most heinous crimes man is capable of performing.

I will by this time have lost at least half of those who may have begun to read this. There may be some who will have agreed with what has been said and still not comprehend my concern over the Supreme Court's ruling. The answer to that question stems from a personal conception of the role of the state in enforcing a moral order.

A large part of the legislation promulgated by the state is intended as a guideline for human action. In a real sense, this is "legislating morality." It is my belief that the proper role of the state is the creation of an atmosphere conducive to the individual self-fulfillment of its citizens. "Rights" are asserted as being for all individuals in order that some may not promote their own well being at the expense of others. There is a delicate balance between a climate conducive to the realization of individual potential and one so restrictive that it does more to stifle than to promote. One thing does seem "self-evident," however. There must surely be some basic "inalienable" rights which ought to be protected. Among these is life. If, as reason drives me to conclude, the unborn are indeed human beings, then the Supreme Court decision degrades living, developing, individual human beings to the status of "things,"

Job Opportunities At Cornell University

The following are regular continuing full-time positions unless otherwise specified. For information about these positions, contact the Personnel Department B-12 Ives Hall, N.W. Please do not inquire at individual departments until you have contacted personnel. An equal opportunity employer.

POSITION	DEPARTMENT
Department Secretary, A-13	Personnel
Department Secretary, A-13	LASSP
Administrative Secretary, A-15	Law School
Administrative Secretary, A-15	Africana Studies
Administrative Secretary, NP-8	Physiology, Biochemistry and Pharmacology
Senior Administrative Secretary, A-17	University Counsel
Account Clerk, A-13	University Unions
Account Clerk, A-11	Bursar
Administrative Clerk, A-16	Management Systems & Analysis
Clerk III, NP-7	Neurobiology & Behavior
Steno A-11	Personnel
Steno A-11	Management Systems & Analysis
Steno I, NP-5	Animal Science
Steno II, NP-6	Vet College
Steno II, NP-6	Animal Science
Counselor	ILR
Administrative Aide I, NP-11	Human Ecology
Administrative Clerk, NP-9	Human Ecology
Assistant Counsel	University Counsel
Senior Auditor	Auditor's Office
Employee Relations Manager	Personnel
Business Manager	Vice President—Campus Life
Statutory Facilities Engineer	Controller
Assistant Director	Alumni Affairs
Dining Manager	Dining
Experimentalist II, NP-15	Animal Science
Lab Technician II, NP-11	Animal Science
Research Technician III, NP-12	Veg Crops
Research Technician IV, NP-14	Vet College
Research Engineer I, A-26	MSC & LASSP
Electronic Technician, A-19	C.R.S.R.
Synchrotron Operator, A-19	LNS
Plant Foreman, A-22	Graphic Arts
Custodian, A-13	Housing
Lab Technician II, NP-11	Biochemistry

PART-TIME POSITIONS

Typist	Olin Library
Lab Technician, NP-8	Animal Science
General Assistant (temporary)	Photo Science
Clerical (2)	B & PA
Telephone Operators A-11 (3)	B & P

to be disposed of at will. Such a dehumanization can only be cause for collective shame, if not horror.

I know that I have stated my case rather strongly. I would that I might have done otherwise, but a recognition of the implications of my argument has precluded it. I earnestly hope that I might be wrong, and I would appreciate any reasoned criticism which

could argue convincingly against the perception of the situation that I have depicted. The question seems to me to be of sufficient importance to warrant careful thought by all. To dismiss the subject as lightly as the community has seemed wont to do strikes me as nothing short of criminal.

Joel P. Gagnon, Grad

Committee Seeks Nominees For Grad School Deanship

The President's Search Committee for a Dean of the Graduate School is seeking suggestions for possible candidates either from within or outside the University.

In addition, the committee would welcome any suggestions about the qualifications that should be kept in mind in the search for a new dean. Those persons proposing someone for the position are asked to indicated in writing why they believe the person should be considered.

All suggestions may be directed to the chairman of the committee, Acting Provost David C. Knapp or to any of its individual members. They are Alice Colby, associate professor of French; Lester F. Eastman, professor of electrical engineering; Douglas B. Fitchen, professor of physics; William Hansel, professor of animal science; Raymond C. Loehr, professor of agricultural engineering; Philip J. McCarthy, professor of economic and social statistics; Anne McIntyre, assistant professor, human development and family studies; Jason L. Seley, chairman, art; David B. Wilson, assistant professor, biochemistry and molecular biology, and Frank W. Young, professor of rural sociology.

Sports Scoreboard and Schedules

Sports Scoreboard and Schedules

BASKETBALL — Record to date: 3-17. Last week's results: Princeton 65, Cornell 40; Pennsylvania 81, Cornell 52. This week's schedule: Feb. 16, Pennsylvania; Feb. 17, Princeton.

HOCKEY — Record to date: 16-4. Last week's results: Cornell 6, Princeton 1; Cornell 8, Waterloo 3; Cornell 5, Yale 2. This week's schedule: Feb. 17, Harvard; Feb. 21, Pennsylvania.

WRESTLING — Record to date: 10-5. Last week's results: Cornell 43, Brown 3; Cornell 25, Syracuse 16. This week's schedule: Feb. 17, Princeton.

SWIMMING — Record to date: 4-4. Last week's results: Villanova 60, Cornell 53. This week's schedule: Feb. 17, at Harvard.

TRACK — Record to date: 2-3. Last week's results: Cornell 81, Yale 37. This week's schedule: Feb. 16, at Syracuse and Colgate.

GYMNASTICS — Record to date: 5-6. Last week's results: Massachusetts 155.10, Cornell 146.25. This week's schedule: Feb. 16, at Pennsylvania and Princeton; Feb. 17, at Temple.

SQUASH — Record to date: 7-3. Last week's results: Cornell 9, Wesleyan 0; Cornell 8, Stony Brook 1; Cornell 8, F&M 1; Cornell 5, Trinity 4. This week's schedule: Feb. 16, F&M.

FENCING — Record to date: 6-2. Last week's results: Cornell 5, Harpur 2; Cornell 25, Syracuse 2. Feb. 16, at MIT; Feb. 17, at Harvard.

Report on Africana Center Released

Continued from Page 1

University of Maryland, and Hoyt Fuller, editor of "Black World" magazine.

The committee report also mentioned use of materials on black studies at other institutions, student questionnaires and formal and informal discussions with AS&RC faculty and administration.

Before making its specific recommendations, the committee stated, "In sum the Committee believes that the Africana Center has been a healthy and constructive force on campus. ... In general conception and format, the courses offered at the Center do not differ widely from what is offered in other fields.

... The black experience is much more widely accepted as a legitimate viewpoint from which scholarship can be undertaken. Much needs to be done in relation to the program at the Africana Studies and Research Center, but it has made an important and valuable beginning."

Each of the six recommendations have sub sections. The recommendations are first stated in the section, "Summary of Recommendations." They are repeated and followed by a discussion in the section, "Recommendations and Discussion."

Recommendation one reads:

"The Board of Trustees should commit itself to the Africana Studies program as a long term and important part of the academic program of the University. Given the present stage of development, the program should continue in the status of a separate Center, for at least three years, to determine whether proposed professional aspects of the program can be significantly expanded.

"In the meantime, steps should be taken to ease some of the organizational and administrative problems of the Center as an academic unit:

"a) An AS&RC liaison council should be constituted to work with the Center, colleges and schools on associated aspects of program development and on ways in which related offerings outside the Center can be coordinated with the Center's program to the advantage of both. The Council should be made up of faculty and students from the Center and concerned colleges and schools.

"b) The Deans' Council should consider inviting the Director to sit with it regularly and take part in its discussions and deliberations.

"c) The Provost and his staff should seek ways of evaluating the on-going budgetary requirements of the Center in comparison with the requirements of academic programs within colleges of similar size and scope.

"d) Budget incentives should be provided to colleges and to the Center to encourage joint appointments between the individual colleges and the Center.

"e) The Director of the Center should continue his efforts to decentralize as much as possible, decision-making responsibilities. While necessarily the Director must retain responsibility for budget development and the setting of budgetary parameters within the Center, academic divisions should be given operating budgets within which they would establish their own priorities. Subject to the policy guidance of Center faculty, academic decisions, other than the final decision on recommendations of appointment, retention or promotion of faculty, should be delegated to the graduate and undergraduate committees, to the divisions and to the special

committees for graduate students."

In support of its first recommendation, the committee pointed out that Afro-American studies did not begin with the turmoil of the 1960's but is a neglected area of scholarship. "An important fact about these early scholarly endeavors is that they occurred almost entirely at black colleges and universities or outside of higher education settings altogether."

"In making this recommendation, the Committee intends simply that the program should be regarded like any other academic offerings at Cornell, rather than as tentative, provisional, and continually subject to special scrutiny."

According to the report, the committee is committed to the Africana program, but not necessarily to its present form of organization. While the AS&RC appears to come close to the ideals of some black studies adherents — an autonomous center under the control of black administrators, faculty and students — its very separateness causes some difficulties, the committee said. Since the AS&RC admits no students, awards no degrees at the undergraduate level and can offer no courses that receive "the automatic comity" that is accorded colleges and departments, it is left in a position of constantly justifying itself, the committee stated.

The committee reported that the center should have three more years to determine the feasibility of its continued existence as a center, although it gave considerable consideration to proposals that the center become a department in the College of Arts and Sciences.

In 1969 the center's plan for development, as presented by its director, called for a program that would on the one hand emphasize scholarship in African and Afro-American literature, history and social sciences and at the same time train people who will be technically competent analyst and community workers. To accomplish the latter goal the committee reported that it would be most desirable to develop "joint relationships with professionally oriented segments of the University like child development, city and regional planning, administration, engineering, social work, etc. The Center's resources are certainly too limited to develop wide areas of professional competence."

More cooperation between the AS&RC and the rest of the University would also be encouraged through the creation of an AS&RC liaison council, regular participation of the center director in Deans' Council discussions and budget incentives for joint appointments to develop the professional aspects of the Africana program, according to the report.

The director's responsibility for getting the Africana program underway and accepted within the University, as well as outside, created a situation of "inevitable dominance of his personal leadership," the report said, and brought criticisms from Africana graduate students as well as from white students seeking admission to center courses.

To alleviate this situation the committee recommended that the director should see as his primary responsibilities the relations of the center with institutions and organizations outside of Cornell, fund raising, relations with the central administration and with the deans of other colleges, and cooperation with other program activities at Cornell.

Recommendation two reads:

"While remaining a program in Afro-

American and African Studies, the Africana Studies program should give clear priority in its development to Afro-American Studies. In African Studies, graduate study and undergraduate majors should be concentrated on the study of southern Africa. The program should also give priority to exploring the development of professional emphases. Finally, the program should offer a limited number of survey courses of unlimited enrollment and unrestricted registration.

"a) In keeping with the proposed priorities, the Center should review existing offerings particularly where these offerings have very low student participation. It also should be useful during the Spring term, to sample Cornell student opinion as to which unrestricted survey courses might have the broadest appeal.

"b) A review should be made of the requirements for undergraduate majors, in view of the feeling that in some instances the requirements may be too demanding, e.g., the requirements of biology and a semester of field research for each major (the Committee understands a study of this nature is underway).

"c) Every effort should be made to simplify and clarify the graduate program in terms of:

1. core requirements
2. admission to candidacy exams
3. thesis research

In addition, special committees for graduate candidates should be reduced from three to two members with the opportunity for the minor member to be from a field outside the Center if a candidate so desires. Consideration could be given to adding a third member from within the major field at the time of thesis examination, as is done in some other areas (again, the Committee understands that a review of the graduate program is well advanced.) Also in respect to graduate study, Center faculty should be available as minor members to students in major fields outside the Center.

"d) Admission policies with respect to Center courses should be made clear. These policies should emphasize the following:

- 1) that there is no exclusion of students from Center courses on grounds of race,
- 2) that courses are open to registration of any student who meets established academic and experiential requirements, provided that courses may be limited to registration by the consent of the instructor.
- 3) that all prerequisites of whatever nature will be fully published and the instructor will have the sole responsibility for determining whether a particular student meets those requirements."

Because AS&RC must inevitably be limited in size and scope, the program must have clear scope and direction, the report said. "One of the areas of concern in this regard most expressed by graduate students in particular and by the observations of outside consultants is the lack of adequate emphasis on Afro-American studies."

The committee felt it is important to the broad educational experience of all Cornell students that they be exposed to the black experience and perspective in American culture, history and economic life. Unrestricted survey courses with unlimited enrollment are recommended to provide this exposure.

Cornell's presently larger and more diversified black student population, as

compared to the black student population in 1969-70, should make less restrictive policies more plausible, the report said. The committee found that only a small segment of the black student population actually majored in Africana programs.

The report states that the most serious complaints about the program came from Africana graduate students. Although efforts have been made to ameliorate the situation, the committee recommended that the program structure be clarified and that graduate special committees be reduced from three members to two. To increase the flexibility of the program it also recommends that graduate students be allowed to select their minor committee from outside the center.

Recommendation three reads as follows:

"The Center should make strong initiatives to build external collaborative linkages. These should include:

"a) relations to other black studies programs to expand opportunities for specialization available to graduate students and undergraduate majors through "In Absentia" terms at other institutions with arrangements for reciprocity.

"b) continuance and expansion to extent feasible of collaboration in the urban studies project in Newark, New Jersey.

"c) vigorous exploration of opportunities for urban academic experience, research and service in nearby upstate New York cities and for collaboration within Cornell and with other institutions in such efforts. Further attempt to develop an urban component in New York City should be ended."

Recommendation three suggested more use of "in absentia" study terms for Africana majors and graduate students. "Just as the Africana program is settling in on its academic priorities, other strong programs are necessarily settling in on theirs," the committee wrote. To the extent that programs elsewhere provide stronger areas of specialization in their particular field, students interested in those areas should be encouraged to work with those programs, the report said.

Because of the inability to raise necessary funds for a proposed "urban component," the committee recommended against further effort to establish such a component.

As an alternative means of providing field work for Africana majors, the committee suggested continued participation in the Newark Urban Institute and the exploration of possible community-based relationships with nearby cities.

Recommendation four reads:

"The Center should maintain its existing fine library collection. There should be no attempt to expand the collection as a general Africana research resource. Expansion along these lines should be limited to the areas of the program's priorities and to major gaps in these areas at other reasonably accessible library centers. Moreover such research additions should be physically integrated with the Olin collection, but as a distinct Africana research collection. Costs and benefits of cross-listing the present collection with the Olin collection should be explored."

The center library can be of most assistance "by serving as a convenient place where students can find required books and supplementary readings for

Continued on Page 18

Full Text of the Carter Report

INTRODUCTION

At its meeting on the 10th day of April 1969 the Executive Committee of the Board of Trustees established the Africana Studies and Research Center and called for a review of its progress after the first two years of operation. Pursuant to this requirement the President created the present Committee consisting of: Lisle Carter, Chairman; W. Donald-Cooke, Dalton Jones, Alfred Kahn, David Knapp, Congress Mbata, James Turner.

In a memorandum dated November 30, 1971, the President proposed that the Committee examine the following issues:

— *Organizational considerations* — Center status, tie to College of Arts and Sciences, relations with other colleges, governance.

— *Students* — needs and expectations; numbers and degree of participation.

— *Staffing considerations* — director's role, faculty and administrative personnel.

— *Curriculum considerations* — undergraduate, graduate, urban component.

— *Research activities and library facilities*.

— *Financial considerations* — (a) adequacy of initial funding level, utilization of resources, supplemental appropriations; (b) future support level and potential sources of project funding; university, outside sources; (c) cost reduction possibilities: joint faculty appointments, TA utilization, consortium possibilities, etc.

— *Comparisons* — with other Cornell units and with black studies programs elsewhere.

— *Interaction* — with University, with total community, and with other minorities.

The Committee was called upon to report to the President and the Trustees by the April 1972 meeting of the Board. It soon became apparent that that deadline could not be met and the President was so informed. Although the Committee has taken more than a year to submit its findings and recommendations it would be a mistake to characterize the report as a year long study. The length of time taken to make the report results primarily from the heavy commitment of Committee members in other areas and the consequent delays in the Committee's work. The chairman's schedule was a particular aggravation to this problem. In addition during the period of the review difficulties came to the surface concerning the Center's graduate program. It was the Committee's judgment that it was more desirable to provide ample opportunity for those differences to be worked through by the faculty, staff and concerned students than to have a report by the Committee become a forcing document in the situation.

From the outset the Committee determined its role as one of reviewing with Center personnel experiences over the past two years, where they saw the program going and its successes and failures, toward the end of making recommendations that would enable the University Trustees, central administration, other academic units and their faculty as well as the AS&RC faculty to work to improve and strengthen the Africana Studies program. Although the Committee called early on members of the Cornell community to submit to it information or questions which they might have concerning the Center and its activities, the Committee never regarded itself as an investigative body. The few communications that were received were used to help define issues which the Committee ought to address rather than cases which it should make judgments about. Similarly although the Committee was seriously concerned about the questions surrounding the graduate program it did not see itself as having a mediating role, but rather one of reviewing the questions raised and the resolutions that have been proposed and begun.

The Committee divided its work among three sub-groups: David Knapp and James Turner were concerned with organizational and administrative issues; Donald Cooke and Congress Mbata with curriculum, staff and facilities questions; and, Dalton Jones and Alfred Kahn with student needs and participation. The Chairman worked with the organizational and administrative sub group and on budgetary matters. Although the sub groups worked individually along the lines described, the report does not follow this breakdown because as would be expected there was considerable overlap among the findings and recommendations of the three groups. In the

same way it does not follow the listing of proposals suggested by the President although it touches on most of the issues.

As indicated above, an early step of the Committee was to seek through campus publications information and questions which individuals or groups wanted particularly to bring to the attention of the Committee. This brought very little in the way of response although the communications that were received were on the whole useful to the Committee in formulating its work. The Committee also sought the advice of six consultants, three from inside and three from outside of the University. The areas of competence of the consultants roughly paralleled three broad academic divisions of concentration into which the Center has divided itself, i.e., African and Afro-American History; African Politics and Socio-Political Studies of Black America; Afro-American Literature and Theatre. In addition the three outside consultants were persons knowledgeable about the Black Studies programs. The inside consultants were: Professor Richard Polenber, History; Professor Robert Elias, English; and, Professor William Lambert, Psychology, Sociology and Anthropology. The outside consultants were Dr. Andrew Billingsley, Vice President for Academic Affairs, Howard University and formerly Assistant Chancellor for Third World programs, University of California; Professor Mary Berry, Department of History, University of Maryland, who is also associated with the Black Studies program there; and Mr. Hoyt Fuller, Editor of Black World. The comments and suggestions of the consultants were extremely helpful to the Committee in its deliberations and have been relied on very heavily by the Committee, but needless to say, the recommendations reached by the Committee are the Committee's own responsibility and do not always reflect the views of the consultants.

In keeping with the request of the President the Committee examined materials on Black Studies programs at other institutions and Committee members have visited three such programs. The Committee circulated a questionnaire to Cornell students who had taken courses at the Center. The Committee, sub groups and some of the consultants met with groups of students and student representatives. The Recommendations that are made in the report attempt to respond to the issues that they raised in these several contacts. Finally the Committee has met with the faculty of the Center, has had informal discussions with administrators and other faculty of the University and has reviewed a larger number of materials. The report that follows represents the collaborative assessment of this variety of contacts and information. It may well be argued that other and different things should have been done, but it is the collective judgment of the Committee that it has been sufficiently informed by the previously described steps to make judgments that would not be substantially altered by the accumulation of more data.

Before turning to the recommendations, comment should be made on certain kinds of communications which raised very basic questions. These communications were usually represented in the form of copies of or excerpts from articles that challenge the establishment of programs like that of the Africana Studies and Research Center on one or more of several grounds such as: (a) that such programs are a cheap way of the University discharging its commitment to meeting the needs of the minority college age population; (b) that the programs do not represent genuine scholarship but ideological indoctrination; (c) that they provide an easy way for black students to avoid the rigors of academic competition and (d) that they represent racism in reverse and tend substantially toward academic apartheid.

It is beyond the Committee's responsibility or competence to respond for Black Studies programs in general but the experience of the Cornell program, whatever might have been said in early rhetoric about this or other programs, does not bear those criticisms out. Taking them in the order stated: (a) It is true that the Africana Studies program was one of the major demands of minority students at Cornell in 1968-1969. Another major demand, however, was the recruitment and admission of substantially larger number of students to the University. The Trustees have not only funded the Africana Studies program but have met their commitment with respect to increasing minority student attendance.

There are now more than four times as many minority students at Cornell as there were in September, 1969. Meeting this last commitment was a far more costly undertaking than the support of the Africana Center. (b) The report responds to the question of scholarship in several places. In the context of notions of political indoctrination it can be said that while there is some support for the concept of an African diaspora among Center faculty and while the focus of all courses is the black experience, neither that concept nor experience is treated in isolation. There can be intellectual dispute with this approach as with others. What is important is how students are taught in light of any particular orientation. The evidence is that the faculty approach their subjects with objectivity, present different points of view and aspire to high standards of scholarship. (c) Whatever may have been the expectations of students, or of faculty outside the Center, the quality of course offerings has been high, their difficulty have been comparable to other courses or similar levels outside of the Center and the grading has been comparable to grades received by the students outside the Center. In the case of the graduate program, complaints have been made that the work is excessively and arbitrarily difficult. There have been similar complaints about work load from undergraduates. (d) There has been uncertainty in policy and practice with respect to the admission of white students to the Center. Moreover, in many respects the Center has been isolated academically and physically from other departments and academic units in the University. On the other hand, white students in increasing numbers are attending classes at the Center and are engaged in individual study with the Center's faculty. Moreover, there have been several instances of collaboration between the Center and other academic units, e.g. collaboration in course sponsorship, joint appointments and visitorships and joint sponsorship of research. More importantly although there has been a large increase in the number of black students at Cornell both graduate and undergraduate, these students are majoring in a wide variety of subjects throughout the University. There are 16 undergraduate majors at the Center and 13 graduate majors. A substantial number of students have taken courses at the Center up through Spring of last year, but overwhelmingly they have taken the preponderance of their courses outside of the Center. These students, in any event, do not constitute a majority of black students and there is no evidence that the Center provides a force for self segregation at the University. It certainly would be extremely difficult to argue that, with the much larger black student population on campus, the atmosphere is more separate and divisive between black and whites than it was in the academic year of 1968-1969.

In sum the Committee believes that the Africana Center has been a healthy and constructive force on campus. It has had and has a number of serious difficulties which are discussed in detail in the report. Like so many institutions at Cornell its impact has been experienced very heavily through the students who have taken courses at the Center. They have brought an increasingly informed perspective to other courses that they take at the University. The black experience is much more widely accepted as a legitimate viewpoint from which scholarship can be undertaken. Much needs to be done in relation to the program at the Africana Studies and Research Center, but it has made an important and valuable beginning.

SUMMARY OF RECOMMENDATIONS

RECOMMENDATIONS

1) The Board of Trustees should commit itself to the Africana Studies program as a long term and important part of the academic program of the University. Given the present stage of development, the program should continue in the status of a separate Center, for at least three years, to determine whether proposed professional aspects of the program can be significantly expanded.

In the meantime, steps should be taken to ease some of the organizational and administrative problems of the Center as an academic unit:

a) An AS&RC liaison council should be constituted to work with the Center, colleges and schools on associated aspects of program development and on ways in which related offerings outside the Center can be coordinated with the Center's program to the advantage of both. The

Council should be made up of faculty and students from the Center and concerned colleges and schools.

b) The Deans' Council should consider inviting the Director to sit with it regularly and take part in its discussions and deliberations.

c) The Provost and his staff should seek ways of evaluating the on-going budgetary requirements of the Center in comparison with the requirements of academic programs within colleges of similar size and scope.

d) Budget incentives should be provided to colleges and to the Center to encourage joint appointments between the individual colleges and the Center.

e) The Director of the Center should continue his efforts to decentralize as much as possible, decision-making responsibilities. While necessarily the Director must retain responsibility for budget development and the setting of budgetary parameters within the Center, academic divisions should be given operating budgets within which they would establish their own priorities. Subject to the policy guidance of Center faculty, academic decisions, other than the final decision on recommendations of appointment, retention or promotion of faculty, should be delegated to the graduate and undergraduate committees, to the divisions and to the special committees for graduate students.

2) While remaining a program in Afro-American and African Studies, the Africana Studies program should give clear priority in its development to Afro-American Studies. In African Studies, graduate study and undergraduate majors should be concentrated on the study of southern Africa. The program should also give priority to exploring the development of professional emphases. Finally, the program should offer a limited number of survey courses of unlimited enrollment and unrestricted registration.

a) In keeping with the proposed priorities, the Center should review existing offerings particularly where these offerings have very low student participation. It also should be useful during the Spring term, to sample Cornell student opinion as to which unrestricted survey courses might have the broadest appeal.

b) A review should be made of the requirements for undergraduate majors, in view of the feeling that in some instances the requirements may be too demanding, e.g., the requirements of biology and a semester of field research for each major (the Committee understands a study of this nature is underway).

c) Every effort should be made to simplify and clarify the graduate program in terms of:

- 1) core requirements
- 2) admission to candidacy exams
- 3) thesis research

In addition, special committees for graduate candidates should be reduced from three to two members with the opportunity for the minor member to be from a field outside the Center if a candidate so desires. Consideration could be given to adding a third member from within the major field at the time of thesis examination, as is done in some other areas (again, the Committee understands that a review of the graduate program is well advanced). Also in respect to graduate study, Center faculty should be available as minor members to students in major fields outside the Center.

d) Admission policies with respect to Center courses should be made clear. These policies should emphasize the following:

- 1) that there is no exclusion of students from Center courses on grounds of race.
- 2) that courses are open to registration of any student who meets established academic and experiential requirements, provided that courses may be limited to registration by the consent of the instructor.
- 3) that all prerequisites of whatever nature will be fully published and the instructor will have the sole responsibility for determining whether a particular student meets those requirements.

3) The Center should make strong initiatives to build external collaborative linkages. These should include:

a) relations to other black studies programs to expand opportunities for specialization available to graduate students and undergraduate majors through "In Absentia" terms at other institutions with arrangements for reciprocity.

b) continuance and expansion to extent feasible of collaboration in the urban studies project in Newark, New Jersey.

c) vigorous exploration of opportunities for urban academic experience, research and service in nearby upstate New York cities and for collaboration within Cornell and with other institutions in such efforts. Further attempt to develop an urban component in New York City should be ended.

4) The Center should maintain its existing fine library collection. There should be no attempt to expand the collection as a general Africana research resource. Expansion along these lines should be limited to the areas of the program's priorities and to major gaps in these areas at other reasonably accessible library centers. Moreover such research additions should be physically integrated with the Olin collection, but as a distinct Africana research collection. Costs and benefits of cross-listing the present collection with the Olin collection should be explored.

5) The faculty of the Center should be strengthened in furtherance of the priorities set out above:

a) Three additional full-time positions should be authorized to the Center for appointments in Afro-American concentrations.

b) The Center should recruit vigorously to fill existing vacancies and any additional positions as promptly as possible and every effort should be made to fill these positions with persons who have attained the Ph.D.

c) In its recruiting efforts, the Center should try to assist related departments of the University to make appointments that could become joint appointments with the Center. Increases in joint appointments, however, should not be seen as a substitute for strengthening the full time Center faculty.

d) Academic units of the University should redouble efforts to recruit black and other minority faculty whether they might be interested in relations with the Center's program or not.

e) It is essential that Center faculty give high priority to building the fund of knowledge in their respective concentrations. Increased initiatives should be made to expand the search for research support. Moreover, in view of the heavy, diverse loads Center faculty are likely to carry even with augmentation, faculty members should have a term away every six or seven terms in order to pursue research and scholarship. This would be in keeping with existing University policy on study leaves.

f) In view of the recommendation that the Center offer a limited number of survey courses and the substantially increased teaching load that would be required, the Center should be authorized up to four teaching assistants beginning with two in the academic year 1973-74.

6) Every reasonable effort should be made to increase student participation in and information about AS&RC programs and activities.

a) The Committee supports and encourages the AS&RC's efforts to ameliorate its relationships with its graduate and undergraduate students, and supports present continuing attempts to meet students' needs and academic aspirations.

b) The Center faculty and student representatives together should draw up an instrument for the systematic appraisal of the quality of its courses, as is currently being done in other colleges in the University.

c) A serious effort must be made to get student participation in formulating future areas of study and course offerings.

d) Students should be involved in the selection of future faculty, both in recommending names of candidates and reviewing their qualifications, but with the ultimate decision-making responsibility resting on the AS&RC's faculty.

e) The AS&RC should develop more effective communication channels so that its courses and activities are known to those students who might have an interest in its program. Specifically:

- 1) course listings in the Arts Catalog.
- 2) consideration of supplemental listing with other college catalogs.
- 3) a mailing to all COSEP students informing them of up-dated AS&RC offerings.

f) The Center should make an annual practice of the meetings which it has inaugurated with college advisors to keep them aware of its offerings and a program.

g) colleges and schools should publicize the approval given by their respective educational policy committees to AS&RC offerings and the extent to which such courses can be taken in satisfaction of humanities and social science requirements.

h) consideration should be given to holding some AS&RC classes in more central campus locations. This would be particularly suited to the larger survey type courses as the classes would be more accessible to students and would be more likely to fit their schedules.

RECOMMENDATIONS & DISCUSSION

RECOMMENDATION

1) The Board of Trustees should commit itself to the Africana Studies program as a long term and important

part of the academic program of the University. Given the present stage of development, the program should continue in the status of a separate center, for at least three years, to determine whether proposed professional aspects of the program can be significantly expanded.

In the meantime, steps should be taken to ease some of the organizational and administrative problems of the Center as an academic unit.

DISCUSSION

Afro-American studies as a field of scholarship did not begin with the student turmoil of the late 60's. Men and women have for many years studied and written about Afro-American history, literature and art. A small number of scholars have for a long time engaged in critiques of American society from the perspective of black Americans. An important fact about these early scholarly endeavors is that they occurred almost entirely at black colleges and universities or outside of higher education settings altogether. When the late Carter G. Woodson, a pioneer in Afro American History, observed that the whole system of education in America conspired to teach black people to despise themselves, he was referring to the characteristic of the white dominated education system which almost wholly excluded consideration of Afro Americans in history, culture and economic life of America and which, to the extent it did so, gave recognition of Afro Americans only in peripheral and negative ways. Thus what black people were in America was defined by what white people thought them to be. The surge of interest among black students in black studies on white campuses stemmed in no small part from the drive in the wider black community for black people to define their own existence.

Neither this latter impetus nor the campus turmoils that were its outward manifestations can undermine the legitimacy of Afro American studies nor alter the plain fact of their long neglect at predominantly white institutions. The Committee began its deliberations with the conviction that an Africana Studies program was a desirable and important part of the Cornell experience; that the Trustees were right to create such a program and that the Committee's primary task was to examine how the program could best be supported and improved. The Committee's principal recommendation is that the University make a long-term commitment to the program because it believes that only in such a commitment can the program find the stability and certainty essential to the long-term attraction and retention of able scholars in the field and of the best students.

In making this recommendation, the Committee intends simply that the program should be regarded like any other academic offering at Cornell, rather than as tentative, provisional, and continually subject to special scrutiny.

Commitment to the Africana program does not necessarily imply commitment to its present form of organization. The Committee believes that there are real strengths in a multidisciplinary form of organization of the program. Scholars working daily in the same broad field of interest but with different disciplinary backgrounds support and inspire one another in ways that would be more difficult if they worked in departments organized around their primary discipline. Certainly at this stage of development of Africana Studies, that kind of close collegiality is important.

The Committee was impressed by the comment of one member of the Center faculty that he doubts that he would have undertaken what appears to be an interesting and potentially valuable line of work in his field had he been associated with a department in his discipline from the outset.

A multidisciplinary program does not mean, of course, that the program had to be organized as a separate academic center. Other black studies programs have been organized as departments or programs within colleges. While it recognizes that the organization as a center has been the subject of some controversy on balance the Committee would seriously question whether in 1969 it could have been established within a college in view of the prevailing attitudes of both students and faculty. This is all the more the case because of the quite limited achievement by Cornell up to that time in hiring black faculty or introducing courses having to do with the Afro-American experience.

The idea has been put forward by more than one person that perhaps the program should be a department in the Arts College. Organization as a center clearly has had costs mixed with its benefits. The Africana Studies and Research Center is among a relatively small number of programs across the country that stands outside of other colleges or departments, hires its own faculty and offers its own courses. This relatively unique approach has been much admired among many involved in black

studies programs, and Cornell has received a great deal of recognition for establishing such an enterprise and funding it with "hard" money. In appearances the Center comes close to that ideal of some black studies adherents, that is not without its critics even among supporters of such programs, to have a program at a predominantly white institution which is nevertheless autonomous, separate, and under the control of black administrators, faculty, and students.

In fact, without taking anything away from the contribution made by Cornell and the leadership provided by the Center's administrators and faculty, the Center occupies an ambiguous position, because the University academically is organized around relatively autonomous colleges. Centers at Cornell tend, in general, to be weak institutions, established to provide a place for faculty from different departments and fields to come together around topics of mutual interest. Usually, they are only involved in minor ways in the teaching aspects of the University, and only in special cases are in a position to hire faculty.

The Africana Studies & Research Center is more than a center, but considerably less than a college. The Center admits no students, awards no degrees at the undergraduate level, and indeed can offer no courses that receive the automatic comity that is accorded colleges and departments. Given these limitations, the leadership and the faculty of the Center are entitled to much credit for the extent to which they have been able to secure acceptance for the program from various units of the University and for having within the relatively short period of the Center's existence established an undergraduate major through the Arts College and a major graduate field at the Master's level. These steps, particularly at the undergraduate level, have been achieved, however, at considerable cost. Since no mechanisms exist for the approval of courses for credit outside of the already established schools and colleges, the Center must seek both major and elective credit for its courses in each of the colleges and schools. It is necessary in other words, for the Center director and faculty, where appropriate, to go to the educational policy committee of each college to seek the approval of that college so that students from the college can receive credit toward their degrees. Inasmuch as the Center seeks to serve students through the University, its faculty and staff are thus faced with an almost continuous task of justifying their existence and their actions to several colleges and schools of the University in a way that no academic department is required to do.

In essence then, the Center's autonomy and control is in many important respects more apparent than real, and while the Center has made a more than satisfactory accommodation to this reality it may be that it has done so at the expense of innovation and creativity in teaching methods and in offerings which in part it was founded to advance. It is certain that the respective tasks of justifying and securing approval for Center offerings is an additional and time consuming burden on an already hard pressed faculty and staff.

Thus the Center's form of organization within the Cornell context has probably both slowed and shaped its early development. In 1969 the Center's plan for development as presented by its director called for a program that would on the one hand emphasize scholarship in African and Afro-American literature, history, and social sciences, and at the same time also train people who will be intellectually and technically competent, to develop as serious creative thinkers, disciplined analysts and community workers, who, in many cases, would address themselves to needs of and work within the black community or on its problems. The latter role, it should be noted, is quite in keeping with the original land grant university perspective of Cornell in applying to another sector of society a mission which has been concentrated heretofore mainly on the needs of rural communities.

While undoubtedly the Center's offerings contribute to a perspective and a framework that will be useful to the latter undertaking, little has yet been done to explicitly develop programs in this area. It is the Committee's view that the Center ought to have the opportunity to work on that branch of its program in its next stage of development and that it is more likely to be able to do so as a Center than as a department in the Arts College. The Center's resources are certainly too limited to develop wide areas of professional competence. In any event it would be questionable whether this would be a desirable investment of limited resources given the broader resources available at Cornell. It would seem that a more desirable approach would be through the development of joint relationships with professionally-oriented segments of the University. These might include such areas as child

development, nutrition, city and regional planning, administration, engineering and social work, to name a few. Development of such arrangements will take time, i.e., possibilities must be explored, arrangements formalized and personnel recruited to make the arrangements a reality. All of this will be difficult and may be impossible to achieve. In the Committee's view the Center should have at least three years to determine whether this branch of its original plan is feasible. The Center form of organization for the program can be looked at again at that time. (Dean A. Kahn concurs with the recommendation that the Center have an opportunity during the next few years to explore the possibility of pursuing this portion of its original plan, but expresses his own uncertainty about the appropriateness or likelihood of success of such an effort at a university like Cornell.)

In sum, the Committee gave considerable consideration to proposals that the Center become a department in the Arts College. While not ruling this out as a future possibility it feels that it is somewhat premature. A review of the Center after two-three years is somewhat like pulling up a young sapling to see how its roots are growing. It is true that departmental status would make easier program acceptance and operations in many of the respects that have been discussed, and might well have other academic advantages such as increasing the likelihood of productive links with the traditional disciplines and departments within the College. On the other hand, the Center has accommodated substantially to these obstacles and is at the stage where it should be concentrating on building on a foundation it has established rather than adjusting to a new organizational relationship. Moreover, a move at this time from Center to departmental status may be perceived externally as well as by some students at Cornell as a move away from the initial commitment to the Center and a kind of negative judgment on the Center's progress. Finally, an important task yet to be accomplished is a closer linkage between the Center and related areas within the University. While several of these areas are within the Arts Colleges, by no means all of them are.

Other recommendations are intended to ease some of the difficulties of the Africana's program's present form of organization.

RECOMMENDATION

1a. An AS&RC liaison council should be constituted to work with the Center, colleges, and schools on associated aspects of program development and on ways in which related offerings outside the Center can be coordinated with the Center's program to the advantage of both. The Council should be made up of faculty and students from the Center and concerned colleges and schools.

DISCUSSION

The growth in black student populations at several of the colleges has understandably resulted in demands by those students for programs related to their interests within those schools and colleges. At the same time the relative isolation of the Center, on the one hand, and the schools and colleges, on the other, from their respective internal activities prevents an overall approach to the development of offerings related to the black experience that would assure complementarity rather than overlap and duplication. Although overlap cannot and perhaps should not be entirely eliminated in any university setting, limited resources do argue for the encouragement of complementary efforts where possible. The role of an AS&RC liaison council would be to work towards that end and at a minimum to keep the Center and the respective colleges and departments in closer touch with what all are doing. One of the tasks that could be undertaken by such a council is in exploration of the joint listing of courses. This should lead to closer attention to the mutual impact of offerings in Center and relevant departments. The Committee considered proposals to interpose some group such as a committee of the Faculty Council of Representatives in a review and coordinating role, but could see no advantage in this, because 1) colleges would still make their own determinations about credit for their students, and 2) the AS&RC has invested a good deal in accommodating successfully to the present situation.

RECOMMENDATION

1b. The Deans' Council should consider inviting the Director to sit with it regularly and take part in its discussions and deliberations.

DISCUSSION

Not only is the Center physically and organizationally isolated but the director has no administrative colleagues with whom he meets regularly to discuss common

administration problems and to explore opportunities for collaboration. Inasmuch as the AS&RC is the only Center or program within the University to have a primary emphasis on teaching and a heavy relation with undergraduate and graduate students, and since these students are drawn from several colleges of the University, it would seem mutually desirable if the director were invited by the Deans' Council to sit regularly with the Deans and to participate in their deliberations.

RECOMMENDATION

1c. The Provost and his staff should seek ways of evaluating the on-going budgetary requirements of the Center in comparison with the requirements of academic programs within colleges of similar size and scope.

DISCUSSION

The director of the Center reports directly to the Provost and thus the Center must compete with the other major academic units of the University for the attention of the Provost as to its ongoing affairs. This is a situation which no other academic unit of comparable size faces. It is unlikely, for example, that when the Provost is considering the activities of an endowed college he thinks about the relation of these activities to the AS&RC program, the way that a Dean of a college would think of a department in a similar situation. Although the establishment of an AS&RC liaison council can contribute in part to academic planning in this respect, the Provost needs to develop a mechanism within his office for more consistent attention to the AS&RC program, budget, and its relation with other colleges and departments.

RECOMMENDATION

1d. Budget incentives should be provided to colleges and to the Center to encourage joint appointments between the individual colleges and the Center.

DISCUSSION

Joint appointments may offer the only practical way of developing the professional aspects of the Africana program. Just as importantly, they should provide mutually advantageous means of attracting to Cornell competent scholars with interests in any and all areas of Africana Studies. Finally, increases in such appointments should reduce the isolation of the Center and departments with related interests from one another. The use of financial incentives should enable both the Center and the departments to give such appointments a higher priority than they might ordinarily be inclined to do.

RECOMMENDATION

1e. The Director of the Center should continue his efforts to decentralize as much as possible, decision-making responsibilities. While necessarily the Director must retain responsibility for budget development and the setting of budgetary parameters within the Center, academic divisions should be given operating budgets within which they would establish their own priorities. Subject to the policy guidance of Center faculty, academic decisions, other than the final decision on recommendations of appointment, retention or promotion of faculty, should be delegated to the graduate and undergraduate committees, to the divisions and to the special committees for graduate students.

DISCUSSION

Internally the Director has been necessarily both Dean and Department Chairman. The inevitable dominance of his personal leadership in getting the program underway and accepted within, as well as outside, the University has led to a widely shared view that all effective decision-making power is vested in the Director. The criticisms that have emanated from the graduate students as well as from white students seeking admission to Center courses have underscored this impression.

The issue is undoubtedly much more complex than the mere statement of it. It is almost unavoidable in the beginning of an organization that the leader who carries the responsibility will be looked to by a variety of persons concerned with the activities of that organization, both within and without, to make the important decisions. In the early stages of the Center's life, the students who were involved in its founding took a very heavy interest in its work and the Director and faculty spent long hours in consultation with them. Not surprisingly, as time went on the intensity of student involvement diminished, and attempts to revive it were not successful in part, no doubt, because of the decline of campuswide black student organizations; in part because of the growth of other organizations serving various non-academic needs of minority students. It also is probable that as the Center became more formally organized the routine of its organization and the necessary tasks of keeping the operation going were of less interest to students than during the exciting days of its early development.

At the same time, the director had so many tasks thrust upon him at the Center, at Cornell more broadly and outside of the University that not unexpectedly decisions were frequently delayed or did not receive as much attention as they might appear to warrant. In addition, the habit of waiting for the Director to decide may have contributed to a lack of readiness on the part of faculty to make decisions where they might. It is likely that these circumstances have played a part in some of the problems which graduate students at the Center have encountered.

Over the past year, the Director and Center faculty have been making real efforts toward internal reorganization which would decentralize decision-making particularly in the academic area. They have created a graduate committee and an undergraduate committee, chaired by a junior member of the faculty. Both of these committees are expected to assume primary responsibility for curriculum matters in their areas. Moreover, the three academic divisions of the Center — heritage, literature and expressive arts, and social science — are expected to take on more continuous responsibility for program development and recruitment of faculty in their respective field.

In the Committee's view, the Director should see as his primary responsibilities relations of the Center with institutions and organizations outside of Cornell, fund raising, relations with Day Hall and with the Deans of other colleges and cooperation with other programs and activities at Cornell. He must, of course, provide overall leadership to the Center and maintain responsibility for the budget.

The recommendation that the Director should give each academic division an operating budget may seem unnecessary in a relatively small organization. Nevertheless, the Committee, on balance, believes it to be an important part of the decentralization process. Operational budgets would include such items as field trips, conference attendance, visiting lecturers, long distance telephone calls and even xeroxing. Responsibilities for establishing their priorities, for planning the programs to achieve these objectives together with the allocation of resources for these purposes thus would devolve on the divisions. These new circumstances should remove an irritant in the relations between the director and faculty and students as well as protecting the director from the constant necessary involvement in matters bearing on routine academic decisions.

RECOMMENDATION

2) While remaining a program in Afro-American and African Studies, the Africana Studies program should give clear priority in its development to Afro-American Studies. In African Studies, graduate study and undergraduate majors should be concentrated on the study of southern Africa. The program should also give priority to exploring the development of professional emphases. Finally, the program should offer a limited number of survey courses of unlimited enrollment and unrestricted registration.

DISCUSSION

The Africana Studies and Research Center program must inevitably be a program of limited size and scope. Moreover, what is true for Cornell academic units as a whole is true for the Africana Center program. Hard decisions must be made as to where the program will place its priorities and allocate the bulk of its resources. Questions of priority relate to areas of concentration, topics within those areas, and educational levels which will be given emphasis, i.e., general education, undergraduate majors, or graduate students. From the outset, the Center has attempted to do a good deal with relatively small resources. In the excitement and enthusiasm of the early days of the program, it was undoubtedly difficult to focus and to establish priorities. Indeed there may have been value initially in trying a number of things to see which were most likely to work.

A tendency of this lack of focus has been to drift in the direction that circumstances made most natural. Thus the neglect of the professional emphasis may have flowed not only from its inherent difficulty but from the tendency to accommodate to AS&RC perceptions of the concerns of the Arts College faculty. One of the areas of concern in this regard most expressed by graduate students in particular and by the observations of outside consultants is the lack of adequate emphasis on Afro-American studies, i.e., studies of the experience of people of African descent in relation to the United States. It is likely that the seemingly greater concentration on African studies flows in significant part from the greater difficulty in finding, attracting, and retaining Afro-American scholars.

Nevertheless, the Committee believes that the central concern of students at Cornell is in aspects of the black experience in the United States, and, further, that Afro-American studies are more likely to make a contribution to the professional aspects of the program. These comments are in no way intended to downgrade the competence and value of African studies, but rather to point up that like other small international studies at Cornell, they are not likely to be very high in the bidding for resources and students. The Africana program, however, is particularly strong in the southern Africa area and it would seem that insofar as African studies are to be continued they should rely on that strength and concentrate offerings for graduate students and undergraduate majors in that area. The faculty on the African side are capable additionally of offering more general courses on Africa as a whole.

It is particularly important in giving emphasis to Afro-American studies that attention be given to strengthening the areas of Afro-American history and the social sciences. Emphasis on professional aspects of the Africana program is as noted above dependent primarily upon the ability of the Center to develop working relationships with professionally-oriented departments of the University. Nevertheless, the Center will have to organize itself in such a way as to give high attention to the development of its arrangements and organizing the input of the Black perspective into professionally-oriented education. This furnishes an additional reason for more strength in the social sciences.

The Committee believes that it is important to the broad educational experience of students at Cornell, black and white alike, to provide them with the opportunity to take courses, as a part of their humanities and social sciences exposure, which should make them more aware of the black experience and perspective and of its role in the history, culture, and economic life of American society. It is recognized that investment by the Center in this kind of general education may be in some degree at the sacrifice of devoting more resources to the service of students who are majoring or doing graduate work in Africana Studies and may therefore appear, from that point of view, to constitute dissipation of resources. The extent of that trade-off can easily be exaggerated. The more students an academic program serves successfully the more resources it will and should in the long run attract. Priority given by the Committee to more general offerings reflects its view of this central contribution that the Africana program has the opportunity to make to the academic endeavor of the University as a whole.

RECOMMENDATION

2a) In keeping with the proposed priorities, the Center should review existing offerings particularly where these offerings have very low student participation. It also should be useful during the Spring term, to sample Cornell student opinion as to which unrestricted survey courses might have the broadest appeal.

DISCUSSION

This recommendation does not reflect on the quality of the offerings. In summary, the Committee, taking into account comments of the consultants has found:

(1) The Center is committed to upholding the standards of academic excellence and seriousness of purpose to which the rest of the University is committed.

(2) In general conception and format, the courses offered at the Center do not differ widely from what is offered in other fields.

(3) While the focus in all courses is the black experience, care is taken not to treat that experience in isolation, but rather to portray the needs and interests of black communities against the reality of their background.

(4) The findings of one of the consultants to the Curriculum Sub-Committee appear to be applicable in a general way regarding the interpretation by students and faculty respectively of what is relevant: "Black pride, a wish to be useful in the community, a will to excel assure a commitment not found universally elsewhere. At the same time, such motives can make for impatience with what is not immediately 'relevant', with theory as against practice, with history as against immediate application. But here the faculty declares itself adamant. They insist that understanding must precede action... and that there can be no understanding apart from knowledge of how situations have evolved...."

The present faculty of the Center carry as heavy a teaching load as anywhere in the University. Nevertheless, the course offerings are not weighted toward the Afro-American studies and although limited in

size, often are used by students as general education courses. Moreover, several of the courses may owe their registration to the high number of credit hours required for majors and graduate students in work within the Center. Finally some courses have particularly low enrollment. It would seem desirable for all these reasons to review existing offerings in light of the recommended priorities. For example, if survey courses are developed it should be possible to shift additional small courses to more specialized and advanced work.

RECOMMENDATION

2b) A review should be made of the requirements for undergraduate majors, in view of the feeling that in some instances the requirements may be too demanding, and the requirements of biology and a semester of research for each major (the Committee understands that study of this nature is underway).

DISCUSSION

In view of the study of undergraduate requirements that is underway, it should only be remarked that consultants, as well as students, questioned the requirement of a semester of field research for each major. Student questionnaire responses also referred to lack of flexibility and to excessive work loads in the program. Rigidity, insofar as it exists, runs counter to increasing desire at Cornell to give students as much flexibility as possible in developing their programs beyond a minimal core of required learning.

RECOMMENDATION

2c) Every effort should be made to simplify and clarify the graduate program in terms of:

- (1) core requirements
- (2) admission to candidacy exams
- (3) thesis research

In addition, special committees for graduate candidates should be reduced from three to two members with the opportunity for the minor member to be from a field outside the Center if a candidate member from within the major field at the time of the examination, as is done in some other areas (again, the Committee understands that a review of the graduate program is well advanced). Also in respect to graduate study, Center faculty should be available as mentors to students in major fields outside the Center.

DISCUSSION

Perhaps the most serious complaints about the Africana program were heard from the graduate students in the program. Their complaints ranged from concern expressed by some about program quality and the capabilities of faculty, to others more generally about lack of certainty about program quality and the capabilities of faculty, to others more generally about lack of certainty about program requirements, excessive work loads, and arbitrariness in decisions. The Africana Studies Research Center faculty and staff acknowledge that some mistakes were made in organizing and structuring the program and there were some problems in clarity of communication to the students about the program. At the same time, it has to be recognized that this is a new program, that students came to it with a wide variety of educational backgrounds and that the faculty, in attempting to work through the requirements for a minimal level of knowledge and competence that would justify awarding a Master's degree. Moreover, it is unlikely that the toughness of standards imposed was in part a response to concern about the reaction of faculty outside of the program and in part influenced by the general tendency of newer faculty to be somewhat more demanding than senior faculty in their expectations of their students. In any event, the Committee is convinced that the central issues to be resolved rest, in large part, on a clear statement of core requirements and the number of credit hours in the concentration, as well as requirements for admission to candidacy exams and thesis research. The Committee also believes that by reducing the number of members required for the special committees, fewer demands will be levied on students with respect to work toward completion of their degrees. In addition, the opportunity of having a minor member from outside the Center as one of the two committee members will allow for more flexibility in program development for graduate students. Once general policies with respect to the graduate program are resolved, students and the committees should be left to work out their respective programs.

To the extent that there is basis for the expressed concerns with respect to the adequacy of program and faculty, the Committee believes that its other recommendations on the curriculum and its proposals under recommendation 5 sufficiently address those concerns.

RECOMMENDATION

2d) Admission policies with respect to Center courses should be made clear.

(1) that there is no exclusion of students from Center courses on grounds of race.

(2) that courses are open to registration of any student who meets established academic and experiential requirements, provided that courses may be limited to registration by consent of the instructor.

(3) that all prerequisites of whatever nature will be fully published and the instructor will have the sole responsibility for determining whether a particular student meets those requirements.

DISCUSSION

From the time of the original statement prepared by the Director in 1969 with respect to the program, it was stated policy that students were not excluded from courses at the Center on the basis of race. At the same time, given the genesis of the program and the perception of it by black students as in part a way of their dealing with the overwhelming academic as well as the social and cultural isolation which they felt in this predominantly white environment, it was to be expected that course enrollments would be heavily, if not exclusively, black at the outset. Moreover, the plan offered by the director for the Center provided some rationale for their predominant blackness, in that a large part of the purposes of these courses was to equip serious students to work in and for the black community rather than to meet the needs and interest of those students who only wanted some orientation in understanding the black experience. For this reason courses were to be kept deliberately small, and while whites would not be excluded, their admission would turn on their commitment to the kind of emphasis described above.

In the event, the experience has been somewhat different from that originally planned. The courses have been attended overwhelmingly by black students, but only a relatively small number of these have taken more than a few courses or have shown a desire to make the serious commitment that the director's original proposal called for. Perhaps this results in part from the limited development of the professional aspects of the original plan. Nevertheless, what started as a general policy has hardened into a practice and has made it unclear in what circumstances white students might be admitted to Center courses. Instructors have tended to organize their courses in terms of the explicit black experience of the students who attended them, which may have made it somewhat difficult to teach effectively to mixed groups in some situations. However, it should be noted that the faculty always was willing to accept white students for independent study and since last September there has been a marked increase in attendance of white students in regular classes.

Whatever may have been the circumstances of the past, it is clear that they are not applicable to the present. The numbers of Black students at Cornell are much larger than they were in 1969, and the Center no longer has to play the central cultural role for Black students. The Black student body is not monolithic. It has several centers of association. Finally, it is in keeping not only with general University policy, but also with one of the principal values of black studies programs that white students as well as black students should be exposed to the knowledge and perspective offered by such a program. The Committee believes that the policy proposed in this recommendation will meet the needs of Cornell students as a whole, be consistent with University policy and at the same time permit the program to give special attention to those students who are most seriously concerned in working with and for the Black community.

The Committee intends by its recommendation to have it made clear that the enrollment policy and practices which prevail in the University as a whole, including the right of faculty members to establish prerequisites, should prevail in the Center's program. More specifically it intends for it to be clear that any Cornell student can qualify potentially for any Africana program course.

RECOMMENDATION

3) The Center should make strong initiatives to build external collaborative linkages. These should include:

a) relations to other black studies programs to expand opportunities for specialization available to graduate students and undergraduate majors through "In Absentia" terms at other institutions with arrangements for reciprocity.

DISCUSSION

The Africana program already makes provisions for "In Absentia" study by its majors and graduate students.

What the Committee intends by this recommendation is a more systematic approach to the use of this device to increase the opportunities for specialization open to such students. Just as the Africana program is settling in on its academic priorities other strong programs are necessarily settling in on theirs. To the extent that programs elsewhere provide stronger areas of specialization in their particular field, students interested in those areas should be encouraged to work with those programs. The Center should develop working relationships which make it easy for students to take any fellowship support with them during the "In Absentia" period as well as providing the opportunity for students from other programs to come to Cornell on the same terms.

RECOMMENDATIONS

3b) Continuance and expansion to extent feasible of collaboration in the urban studies project in Newark, New Jersey.

3c) Vigorous exploration of opportunities for urban academic experience, research and service in nearby upstate New York cities and for collaboration within Cornell and with other institutions in such efforts. Further attempts to develop an urban component in New York City should be ended.

DISCUSSION

One of the aspirations of the program from its inception was the creation of an urban component that would be directly related to the professionally oriented aspects of the program. The preferred site for this effort was New York City. Funds were provided by the Trustees initially to study the feasibility of the urban project and subsequently the Trustees agreed in principle to commit support for tuition and living expenses provided students in residence at Cornell to their period in residence in the urban project. Despite these efforts the urban component as an external residential program has failed to mature. The principal reason for this failure appears to be the inability to raise the necessary funds from foundation or other sources to establish it. In light of this history and of the need to develop priorities for resources available to the program, the Committee recommends against further efforts to establish the urban component in its original form.

Community-based learning opportunities are nevertheless extremely important to the development of a professional orientation in the AS&RC program, and the Committee strongly favors search for alternatives. During the past few years the program has participated in some useful work in the community of Ithaca itself. Obviously Ithaca cannot provide the range and complexity of experience in an urban black community that would be necessary to enhance the understanding of students or produce sustained research supports for faculty.

The Africana program has become associated along with other units of Cornell with the development of the Newark Urban Institute. Cornell is one of twelve institutions on the Eastern seaboard that is cooperating in the development of this Institute, which will allow a student to have one semester to one year's experience working in a Newark government or community agency. During a residence with the Institute the student would take course work under the aegis of Rutgers University. Faculties from the 12 institutions are expected to collaborate on a rotating basis in the academic program. This Spring term four students from the African Center are participating in the Newark Urban Institute program.

Cornell and the Africana Center should continue to take the largest part possible in the Newark project, as an undertaking that offers many of the opportunities that were conceived of in regard to the New York City urban component. At the same time, much more should be done to explore possible community-based relationships with nearby cities. While some of this has been done, it has been episodic. Increased relations with the statutory colleges in the exploration of professionally-oriented programs should also pay dividends in increasing contacts with upstate cities and their black communities.

RECOMMENDATION

4) The Center should maintain its existing fine library collection. There should be no attempt to expand the collection as a general Africana research resource. Expansion along these lines should be limited to the areas of the program's priorities and to major gaps in these areas at other reasonably accessible library centers. Moreover such research additions should be physically integrated with the Olin collection, but as a distinct Africana research collection. Costs and benefits of cross-listing the present collection with the Olin collection should be explored.

DISCUSSION

One of the strengths of the Center is the library

collection facility located at the Center. It consists of a small and excellent collection of books and journals relating to the black experience in Africa and the United States. The library can be of most assistance to the students and faculty at the center by serving as a convenient place where students can find required books and supplementary readings for their courses. To develop a major research center, however, and a collection of primary resources would require considerable outside funding both for materials and facilities. Even assuming such funding were available, this would raise a serious question of priorities and also of duplication of resources with other library collections. In the Committee's view any expansion should be limited to areas of priority within the Africana Studies program and to such of those areas where there are no reasonably acceptable alternative collections in other institutions. Moreover research collection additions should be physically housed in the Olin research library with due recognition that they form a part of the Africana collection. Cross listing with Olin collection has been suggested as a desirable step. This issue should be examined further to determine whether it will be more costly to handle the potential increase in demand that might come through cross listing as against the present practice of having interested students come to the Center to use its facilities directly.

RECOMMENDATIONS

5) The faculty of the Center should be strengthened in furtherance of the priorities set out above:

5a) Three additional full-time positions should be authorized to the Center for appointments in Afro-American concentrations.

5b) The Center should recruit vigorously to fill existing vacancies and any additional positions as promptly as possible and every effort should be made to fill these positions with persons who have attained the Ph.D.

DISCUSSION

It is essential to the maintenance of an Africana program of minimal strength and viability to add highly competent full-time faculty. The Committee recommends as such a minimum of three appointments in Afro-American concentrations with emphasis in history and the social sciences. At present, four faculty members are in African concentrations and two in Afro-American areas. Of these latter, one is the Director, who is necessarily only part-time. At present, the program relies excessively on visiting and part-time appointments. In the Spring term, there are four visiting appointments, four part-time appointments, and one joint appointment. It is clear that this mode of operation can provide neither the continuity for program development nor attention to students' needs of which full-time faculty are capable. Moreover, the program is most deficient in the very areas in which it should have its greatest strength. Elsewhere in the report, problems with respect to the recruitment of Afro-American faculty have been discussed. Nevertheless, if the Africana Center is to survive and prosper, these are problems that must be solved.

Had this report been submitted last April as originally requested by the President, it is doubtful that this recommendation would have raised serious question. However, the Fall term of 1972 has seen an overall decline in enrollment from 1295 undergraduate and graduate student hours in the Fall of 1971 to 576 graduate and undergraduate student hours in the Fall of 1972. Several reasons have been advanced for this decline, including the absence of a few popular professors and courses, highly vocal criticism of the program by some of the students, uncertainty caused by impact of this review, changes in the registration practices and lack of widely disseminated information about the changes and Center offerings, the growth of significant Black student enrollments at several colleges which has enabled them to look inward rather than to the Center for social and cultural support, and the establishment of Ujamaa Residential College. There is no way at this writing that the Committee can be sure whether the drop represents a temporary phenomenon due to one or more of the above causes or a trend. It is inclined to believe, however, that the drop is heavily a function of the emphasis on Africa and African-related courses, the small development of the professional aspects of the Africana Studies program, the relative isolation, both physically and academically of the program, and the long term outcome of the orientation of the Center toward the student seriously interested in African studies, as well as some of the problems the program has experienced. If the Committee is right in these assumptions, then the proposals made in this report should bring about a reversal of the downward

trend of the past Fall. (Estimates by the AS&RC staff for the spring term, based on information available at present, indicate a substantial increase over the fall enrollment with overall student credit hours close to 1000 hours.) The Committee does not contemplate the immediate hiring of three additional faculty members, for this would be impossible in any event, but sees them being phased in over the next few years, beginning at earliest in the Spring term of 1974. In other words, there will be opportunity to continually reassess whether student demand warrants the addition of faculty and to what extent increasing resources in desired areas might be accomplished by shifting resources from areas where they are presently allocated in the Center. In the financial segment of this report, (Appendix I), an effort is made to estimate the increase in student demand needed to sustain the recommended increases at present credit hour cost levels. The Committee would emphasize that while credit hour costs are important, it does not accept them as the sole criterion for the academic desirability or needs of a program.

The emphasis of filling the positions with Ph.D.s is an emphasis on assuring high quality in the program. The Committee does not believe that the Ph.D. degree in itself is an assurance of high quality nor that its lack implies in any sense a lack of quality. At the same time, for an academic program to have the respect of the academic community, it must in the end have a predominant number of Ph.D.s on its faculty. This is for more than the sake of appearances. A fund of knowledge would seem to be an essential part of a successful and effective Africana Studies program. Moreover, if the program is to attract the best students it must have a faculty that is perceived to be one of high competence. Qualified faculty with doctorates presumably have demonstrated a commitment to and ability in research that should help in both these respects. At the same time, given the difficulty of finding scholars with traditional training in this new field and the need for continual infusion of people interested in academic work, but with a community perspective, there should be continuing room for faculty who have not attained the Ph.D., but who have other qualities of excellence. The Center faculty and staff are by no means unmindful of the value of having substantial participation by Ph.D. faculty. While none of the current full-time faculty have achieved the Ph.D., this Spring there will be five visiting and part-time faculty and one joint appointment with Ph.D.s. For the reasons already noted, these are not substitutes for full-time faculty with such qualifications.

RECOMMENDATION

5c) In its recruiting efforts, the Center should try to assist related departments of the University to make appointments that could become joint appointments with the Center. Increases in joint appointments, however, should not be seen as a substitute for strengthening the full-time Center faculty.

DISCUSSION

The value of joint appointments has been stressed earlier and needs no reiteration here. What is to be emphasized in this recommendation is that Center faculty in looking for full-time appointments will keep in mind the possibility of joint appointments. The same should be said of recruitment by departments, and in neither case should that be seen as a substitute for the priority to be given for full-time appointments in the Center or departments.

RECOMMENDATION

5d) Academic units of the University should redouble efforts to recruit black and other minority faculty whether they might be interested in relations with the Center's program.

DISCUSSION

Cornell lags behind other institutions of comparable academic status in recruitment of black and other minority faculty, although none have made a lot of progress in this regard. It is extremely important that the University give priority to the recruitment of such faculty irrespective of whether they are interested in the Africana Studies program. It should be obvious that the addition of black faculty in departments throughout the University has value in itself. From the viewpoint of this report, the importance of recruiting more black and other minority faculty rests in the climate that is created by the presence of a significant number of black faculty. The addition of each black faculty member increases the opportunity of Cornell to present to successive potential appointments, first in terms of the seriousness of the institution to bringing blacks and minorities to the campus, and second, in terms of providing a more desirable social environment.

The Committee has wanted particularly to emphasize

its conviction that greater efforts need to be made to recruit black and other minority faculty to the University. At the same time, the Committee would make clear its belief that it is important that the Africana Studies Center program remain open to the participation by non-black faculty members with demonstrated interest and competence in the area of Africana Studies.

RECOMMENDATION

5e) It is essential that Center faculty give high priority to building the fund of knowledge in their respective concentrations. Increased initiatives should be made to expand the search for research support. Moreover, in view of the heavy, diverse loads Center faculty are likely to carry with augmentation, faculty members should have a term away every six or seven terms in order to pursue research and scholarship. This would be in keeping with existing University policy on study leaves.

DISCUSSION

Because of the small size of the faculty and the number and breadth of courses, teaching loads are as high or higher than in other parts of the University. In addition the advisory role and personal interactions with students are more time consuming than normal, and the ratio of thesis students to faculty is above average. Thus the present faculty has little time for their own research and scholarly endeavors. The suggestions made elsewhere in the report if followed should reduce the burden on the faculty. The increase in scholarly output and the fund of knowledge in Africana Studies is so vital that study leaves should be used as much as feasible. Moreover, priority should be given in the search for funds, to looking for resources for research by faculty and graduate students. This is likely to be much more rewarding in the long run and much less costly in the short run than the use of such funds for community projects. Obviously where the two objectives can be combined, this presents a desired opportunity.

RECOMMENDATION

5f) In view of the recommendation that the Center offer a limited number of survey courses and the substantially increased teaching load that would be required, the Center should be authorized up to four teaching assistants beginning with two in the academic year 1973-74.

DISCUSSION

The Center at present has no teaching assistants provided for in its budget. Given the size of its present classes, this is entirely understandable. With the projection of larger size classes and the Committee's hope that they will begin next Fall, the Center is likely to require teaching assistants to assist already overburdened faculty in meeting a substantially larger demand by assisting with the preparation of syllabi, the grading of papers, etc. Once again as in the case of the recommendation for additional faculty, additional teaching assistants will be justified only as and to the extent the Committee's assumption as to increased demand is borne out.

RECOMMENDATIONS

6) Every reasonable effort should be made to increase student participation in and information about AS & RC programs and activities.

6a) The Committee supports and encourages the AS & RC's efforts to ameliorate its relationships with its graduate and undergraduate students, and supports present continuing attempts to meet students' needs and academic aspirations.

6b) The Center faculty and student representatives together should draw up an instrument for the systematic appraisal of the quality of its courses, as is currently being done in other colleges in the University.

6c) A serious effort must be made to get student participation in formulating future areas of study and course offerings.

6d) Students should be involved in the selection of future faculty, both in recommending names of candidates and reviewing their qualifications, but with the ultimate decision making responsibility resting on the AS & RC's faculty.

6e) The Center should develop more effective communication channels so that its courses and activities are known to those students who might have an interest in its program. Specifically:

1. course listings in the Arts Catalog.
2. consideration of supplemental listing with other college catalogs.
3. a mailing to all COSEP students informing them of up-dated Center offerings.

DISCUSSION

As is apparent from other parts of this report, there have been problems in student relations at the Center. These have centered around difficulties in the

development of the graduate program. But in the view of the Committee they are not wholly limited to those difficulties. The primary sources of information concerning students have been the student questionnaires and discussions by the Committee, its subgroups and consultants, with a number of students. At the outset it should be made clear that the students strongly favor the continuation of the Center and would be very resentful of any actions which would tend to weaken its continuance. Nevertheless, a number of criticisms were raised. Some of these have been discussed earlier in the report, particularly with respect to the internal organization of the Center, the Director's role, issues involving degree requirements and the adequacy of the faculty and curriculum. Attention has also been called in another part of the report to the fall-off in enrollments at the Center during the Fall term.

Implicit in much of this earlier discussion have been questions of the adequacy of student participation in the Center's program and availability of information about the program. On both of these points a significant proportion of the questionnaires demonstrated student concern. And this concern was underscored in the direct discussion with students. It is paradoxical that in its beginning the Center had a high degree of student participation not only in the proportion of minority students taking courses at the Center but also with regard to their involvement in the decision-making processes. However, as the University as a whole moved toward more involvement of students in such processes, the Center appeared to move toward less. This was undoubtedly due, in part, as noted previously, to the changing nature of the tasks to be done and there is evidence that the Center did make real efforts to maintain student involvement. On the other hand it is likely that Center faculty and staff reacted in some measure against the earliest kind of involvement, which at times seemed to make no distinction among the roles of students, staff and faculty. And in doing so they may have failed unwittingly to introduce some of the more routine forms of participation that are becoming increasingly prevalent throughout the University in respect to course evaluations, participation in curriculum development and in faculty recruitment.

Over the past year AS & RC staff and faculty working with students have made real progress on the issues of relations and participation. The purpose of the Committee's recommendations (6b, c, & d) is to give encouragement to these efforts and indications of the areas to which it believes the most substantial attention should be given.

The Committee has concluded there has been insufficient dissemination of information about the AS & RC program throughout the campus. This problem also must be viewed in an historical as well as current perspective. When the Africana Studies and Research Center was established it was the center of the black student community in social as well as academic terms. It was intended that class size be kept small under the original projection of Center plans. These two considerations made course advertisement unnecessary to assuring adequate enrollment. It is true that the practices which ensued also made it difficult for students who were not in regular contact with the Center to know what was going on there and, therefore, to enroll in its courses. The Committee has already commented on the substantially changed situation. The rapid growth of the black student population has led to the diffusion of that population around the University and the inevitable growth of nodes of association in several places. The sudden dropped enrollment probably is due in part to the slowness of the Center's staff and faculty in accommodating to this change in situation. Moreover, whatever may have been the earliest priorities of the Center the Committee now believes that a major priority should be to make introductory offerings about the black experience and the nature of problems in the black community broadly available to the entire student body. The proposal of a special mailing to COSEP students does not run counter to this new priority, but is made out of recognition that black students are likely to continue to have a disproportionate interest in the program and every effort should be made to keep them informed.

The recommendations made under 6e are intended to assure the widest possible dissemination in the future about the Center's program in activities.

RECOMMENDATIONS

6f) The Center should make an annual practice of the meetings which it has inaugurated with college advisors to keep them aware of its offerings and program.

6g) Colleges and schools should publicize the approval given by their respective educational policy committees to AS & RC offerings and the extent to which such courses

can be taken in satisfaction of humanities and social science requirements.

6h) Consideration should be given to holding some AS & RC classes in more central campus locations. This would be particularly suited to the larger survey type courses as the classes would be more accessible to students and would be more likely to fit their schedules.

DISCUSSION

These recommendations also are related to making more information about the Center's program available to students but they turn in part on the necessity of increased support in this effort from colleges and departments. The continuance of briefings for college advisors, together with the establishment of the proposed AS & RC liaison council should do much to close the information and isolation gap between Center staff and staff of the several colleges. At the same time implied in these recommendations is the need for a cooperative attitude on the part of college personnel. The Committee was disturbed to hear from students that they were sometimes discouraged by advisors from taking courses at the Center. It hopes information about the program will go a long way to reduce the frequency of this occurrence. Nevertheless, because of the unique academic status of the Center and the consequent chance for misapprehension the Committee believes that colleges should make a special effort to make clear to students the approval of AS & RC courses and their acceptability in the discharge of requirements in the humanities and social sciences.

The Africana Center is situated away from the main academic campuses of the University and its classrooms are also quite small. In keeping with the recommendation that the Center give priority to offering some general survey courses it is important that these courses be available in places as accessible and as easily fitted into student schedules as other comparable offerings. For this reason it is hoped that various colleges will cooperate in making classroom space available on the main campus. Students who become sufficiently interested to do more advanced work in the Africana program presumably will be prepared to arrange their schedules so that they can make the trek to the Center's building.

APPENDIX I
Financial Considerations

Table I-1 shows the budget experience for the Africana Studies and Research Center since its inception in September 1969. Table I-1a shows faculty and staff authorizations for the same period. Table I-2 shows student credit hours taught for each academic year. Data for the current academic year are incomplete but is included because of the dramatic drop in credit hours taught during the fall term. This drop and its possible significance is discussed in the body of the report.

There appears to be no standard way in which credit hour costs are computed at Cornell. The most widely comparable available data would seem to be unrestricted budget appropriations divided by student credit hours taught. On this basis averages for colleges and schools across the University range from costs per credit hour of \$57 to costs of \$154. For the three full years of AS&RC existence the credit hour costs were respectively \$176 in 1969-70, \$84 in 1970-71 and \$87 in 1971-1972. The Committee has estimated the cost of its proposal for increased faculty and teaching assistants over the next three years. Based on the credit hour costs for the year 1971-1972 it also has estimated the increases in student credit hours taught required to maintain level credit hour costs. These calculations are shown in Table I-3. This is not to suggest that the credit hour costs for the program should not be reduced if possible. The primary vehicle for financing the increased faculty at level costs will be through the offering of unrestricted survey courses. It is

entirely possible that these courses may be sufficiently popular not only to hold cost levels but to bring them down. It should be borne in mind that at least through the end of the 1971-1972 academic year a major factor in the limitation on credit hours taught was the self-imposed limitation on class size for reasons discussed more fully in the report.

TABLE I-1a				
	69-70	70-71	71-72	72-73
<u>1969-70</u>				
Director	x	x	x	x
Coordinator of Africana Studies	x	x	x	x
Associate Professor	x	x	0	0
Assistant Professors (2)	xx	xx	xx	xx
Visiting Professor (1 term)	x	x	x	0
Research Assoc. & Lecturer	x	x	x	x
Lecturers (2) Visiting Lecturers & Consultants				
<u>1971-72</u>				
Assistant Professors (2)	-	-	xx	xx
<u>Administrative:</u>				
<u>1969-70</u>				
Assistant to the Director	x	x	x	x
Administrative Secretary	x	x	x	x
Department Secretary	x	x	0	x
<u>1970-71</u>				
New Department Secretary	-	x	x	x
<u>1971-72</u>				
Librarian Asst.	-	-	x	x
0- Position authorized, and Open x- Position Filled				

TABLE I-2				
	69-70	70-71	71-72	72-73*
<u>Student Credit Hours Taught</u>				
<u>Undergraduate</u>				
Fall Term	459	778	1074	509
Spring Term	848	1047	786	
<u>Graduate</u>				
Fall Term	23	170	221	67
Spring Term	34	123	133	
Total Hours	1364	2118	2214	
*The annual figures are cumulative. They assume in faculty appointments some flexibility for possible senior or joint appointments. They assume a net increase of two T.A.'s with two added by substitution. All four positions may be additive if demand justifies that outcome.				

TABLE I-3			
Costs for Committee's Recommendation**			
	73-74	74-75	75-76
Faculty costs	0	17,000	50,000
Teaching Assistant costs	7,200	8,200	14,400
Total Costs	7,200	25,200	64,600
Student credit hours required for level costs			
	83	290	740
**The hours shown represent Fall credit hours only. Spring figures are not officially available. Estimates by the AS&RC staff for the spring term, based on information available at present, indicate a substantial increase over the fall enrollment with over all student credit hours close to 1000 hours.			

APPENDIX II
Statement From the Director
by James Turner, Director,
Africana Studies and Research Center

The foregoing report has investigated and analyzed all facets of the Africana Studies and Research Center's Program. I will not attempt to retrace the issues it covers since, in general, I endorse the report. Instead, my intention is to reflect in broad terms on the progress made in developing the Africana Center.

From our viewpoint, development is a process. Our efforts during the first years have been to consolidate our course offering into an organized curriculum of study in the field of African and Afro-American Studies. Necessarily, therefore, the time and creative effort of our faculty has been primarily channeled toward construction of the teaching section of the Center.

We have had a stable faculty of five members during the initial years, who have worked together to define a major concentration on the undergraduate level and graduate study toward the Master's degree. In so doing, we have established vital linkages, with varying degrees of involvement, with all of the colleges on the campus. At this point, all courses offered by the Center are accredited by each of the Educational Policy Committees of all statutory and endowed colleges at Cornell University.

However, a particularly close relationship has developed between the College of Arts and Sciences and the Africana Center. We participate in the Freshman Seminar Program in that College and our undergraduate major is constituted within the framework of the Arts College's regulations and requirements. All students who seek to major as undergraduates at the Africana Center must first satisfy Arts College requirements and meet the College's general standards for graduation. A member of our faculty serves as a liaison member of the College's admissions committee. In addition, this faculty person keeps close contact with the COSEP Program in coordinating those applicants to the University, who express direct interest in our Program. To a limited extent, we collaborate with the COSEP Office in recruitment activities.

Our undergraduate majors are encouraged to take a minor in some other program or department at the University. Over the past year, we have seen a trend by undergraduates majoring at the Center to combine majors with other departments. For instance, one of our senior majors has interest in going to law school and has a double major in the Africana Center and the Government Department. We have a sophomore student who, also, has a major in the Economics Department.

A sensitive issue in some quarters of the University has been the fact that all of our students come from within the black student community. Although this is true, it is the result of a greater interest shown by black students in the Program. There has been an increase, over the past year, in the number of white students generally active in the Program — however, they still remain relatively few. There is one white student, who has recently returned from working in Africa and, presently, enrolled in courses at the Center, who has expressed interest in becoming an Africana major in the undergraduate program.

In the past, the Center has insisted on controlling its own registration because of the lack of cooperation and resistance expressed from some people, allegedly, in the Counseling and Advising Offices at the Arts College and in other colleges, as well. But as our contacts and communication expanded with the above named offices in the Arts College, we have had fewer problems in this area. We have had, on at least two occasions, general meetings with the administrative staff from the offices of Admissions and Counseling. This academic year, we began to participate, fully, in all registration procedures that are common to all academic units at the University. During the 1973-74 academic year, the Center's courses will be fully listed in the Arts College catalogue.

Our graduate program suffers from limitation of financial support and faculty to expand the breadth of our offerings on this level. All of our students receive University graduate assistant fellowships from the pool of funds set aside for minority students. That has meant that we have the interminable difficulty in trying to advance our graduate field with a graduate class that has been limited to approximately six students per entering class. This has circumscribed the scope of exclusive graduate courses. The problem, here, is that both the limitations of students and faculty make it difficult to justify new courses that we would like to offer. Our initial assumption was to provide a basic structure of course work after completion of which a student would have considerable flexibility and initiative in pursuing research interests for the thesis work. But we have found that this has been problematic and we are presently in the process of constructing our focus and range in order to provide more specific direction and assistance to our students.

For both the undergraduate major and the graduate program, we have had to revise and modify the magnitude of requirements in order to be more consistent with the general pattern in other areas of study at the University. Our first class of undergraduate majors and graduate students will complete their course of study in June, 1973.

The Center has established relationships with similar programs at Harvard University, the University of Pittsburgh, University of Massachusetts at Amherst and the University of Michigan, to name a few, to exchange information and, in some instances, share resources and to collaborate on comparable curriculum development.

We have, also, established relationships with universities in Africa, namely, the University of Ghana at Legon, the University of Dar es Salaam, Makerere University and the University of Nairobi. For the past two years, we have had at least one distinguished visiting African scholar as a teacher and research associate at the Center.

We, presently, have a joint appointment with two other departments on campus and have cooperated with others in bringing special lecture programs to the

TABLE I-1				
	69-70	70-71	71-72	72-73
Budget-Unrestricted	\$240,000	\$178,422	\$191,866	\$233,119
Supplemental Approp.	168,000	-	-	-
Transfer	20,173	14,119	24,280	-
Restricted Fund	26,618	33,148	31,719	36,250
Sub-Total	454,791	225,689	247,865	259,369
Carried Forward	-	111,882	40,439	21,942
Funds Available	454,791	337,571	288,304	281,311
Re-Appropriated	111,882	40,439	21,942	
Lapsed	3,363	4	26,897	
<u>Expenditures:</u>				
Salaries & Wages	129,988	156,668	169,590	
Fringe Benefits	13,497	14,119	19,113	
Capital Expenditures	14,981	16,483	882	
General Expenditures	74,757	42,441	41,277	
<u>Student Aid</u>				
Sub-Total	238,499	230,261	231,862	
Urban Institute	25,000			
Summer Program		48,171	7,602	
Field Trip	76,047	18,696		
Total Expended	\$339,546	\$297,128	\$239,464	

campus.

Our efforts to develop some effective urban and community involvement component have had very limited success because of the problems of geography and the inability to get sufficient funding. Our notable achievement has been the establishment of a pre-school black learning program at the Southside Community Center in Ithaca.

Over the past year, we have joined with several other universities in the Northeast region to collaborate with the government of the City of Newark in the establishment of the Newark Urban Institute. At present, there are four black students from Cornell participating in a combined academic and field work experience. They work in a government institution concerned with urban problems in the City of Newark and attend specifically designated classes at Rutgers University. Options for involvement in urban programs is a continuing challenge for our future efforts.

The teaching function predominates the program at the Africana Center. We would expect to begin to lighten the teaching load for our faculty so that there will be greater opportunity to pursue individual research interests. We are, presently, discussing plans for a monograph series to be published by the Africana Center.

High on our list of priorities for our next stage of development is an increase in the potential for incoming

students in the graduate program. We would like to see a greater opportunity for students applying for the Masters level program at the Africana Center to participate for University wide fellowship and scholarship money available, in general, as well as to receive provisions from the special fund established for black students. In addition, we would like to increase our senior level faculty in our graduate program by at least three people. This would allow for a greater capacity to engage students in directed research and specific research projects that faculty members themselves are involved with, and, also, strengthen the graduate level curriculum, in general.

We would like to place a black economist on our staff. Also, we would like to have a full-time specialist in Afro-American History. Our Literature Division could use a full-time faculty member, who has competence in African and Afro-American literature. By conservative estimates, we need to have a full-time faculty of no less than nine and preferably twelve members. We certainly would like to explore more fully the options for joint appointments with other departments and units at the University, but feel that these joint appointments should not be in place of what we feel we need to be a full complement as a faculty. The expansion of the number of black faculty members at Cornell, in general, would greater facilitate development of the Africana Center. This would allow us to extend our linkages with other units at Cornell, as well as to make greater use of course listings in other

departments. It is our hope that with the increase of the number of black faculty at Cornell, that we will be able to have increased opportunity for cross-listing courses with the Africana Center and other departments.

We, also, see the prospects for the Africana Center to play an increasing role in providing service courses to the University, in general. With the expansion of the manpower in our faculty, we feel that we would be able to offer broad introductory courses that could be held, perhaps, in a central location on campus — such as the Social Sciences Building and advertised widely for purposes of encouraging large enrollment. But this would, also, mean that we would need to have facilities for providing teaching assistantships through the Africana Center which are not now available. The shortage of other black faculty members in other parts of the University is a serious hinderance to the development of functional relationships between the Africana Center and other departments. We can perceive the possibilities of joint program relationships between the Africana Center and a number of other departments and particularly the professional schools on campus for the purposes of emphasizing course work and field experience that would be particularly relevant to black students in the Africana Center, as well as those in the various colleges throughout the University. It is our expectation that the Africana Center will retain its present status in the University.

The Senate Page

The Senate Page is the official bulletin of the Cornell University Senate. Publication is supervised by Robert E. Gardner, secretary of Senate, 133 Day Hall, 256-3715.

Review of the First Two Senates

The following article was prepared for Cornell Chronicle by Robert C. Platt '73, student trustee and member of the First and Second Senates.

This is not the first time that the existence of the Senate has been put to a referendum. Three years ago the students, faculty, employees, Board of Trustees and State Legislature overwhelmingly approved the provisions of its constitution. And now, next week, there will be another referendum, in which it can be judged on its accomplishments during the last three years.

The Senate has budgetary control over the Division of Campus Life in order to allow consumer input into the setting of priorities for the funds earmarked for the Cornell community's benefit. During the first two Senates, the Campus Life budgets for 1971-72 and 1972-73 were approved with funds added for: University Health Services, student activities, general counseling services, an experimental audio-tutorial program in the Reading and Study Skills Center, an

International Living Center directorship, Women's intercollegiate athletics and compensation for increased recreational athletic use. Understanding an \$18.4-million budget is a difficult task, and months of study by the Committee on Campus Life and its nine subcommittees were reflected in the final Senate action.

Policy for the Division of Campus Life is established by the Senate and administered by the Vice President for Campus Affairs. The filling of this position is subject to Senate confirmation. Senate campus life policy changes include:

Housing: eliminating the Freshman residency requirement and rejecting a proposed sophomore requirement.

Campus Store: instituting its present more flexible hours and placing its primary emphasis on selling books. The Senate also affirmed the right of alternatives to the Campus Store to do business on the campus and to receive book lists from the Campus Store.

Polling Places

For Any Undergraduate

8 a.m.-9 p.m. — West Campus mailroom (Class of '17 Hall), North Campus Union mailroom, East Balch mailroom.

8 a.m. - 10:30 p.m. — Willard Straight lobby.

9 a.m.-noon — ILR student mailbox area (Ives).

9 a.m.-3 p.m. — Goldwin Smith lobby, Hollister lobby, Morrison lobby.

9 a.m.-5 p.m. — West entrance to Campus Store, Martha Van Rensselaer student lounge, Mann Library.

Parking and Traffic: creating a Traffic Violations Appeal Board and a Special Requests Appeal Board. A unified Office of Transportation replaced the old Board on Traffic Control to place administrative matters in the hands of a paid professional. The Senate halted construction of a proposed University Avenue parking lot.

Athletics: equalizing the variety of recreational facilities available to men and women and obtaining additional funding for women's intercollegiate athletics. All Cornell employees and faculty now pay the same price for CUAA ticket books.

Religious Affairs: drafting a policy on religious holiday

Senate Calendar

Thursday, Feb. 15 — *Campus Planning* Cranch Response, 4 p.m., Senate Office; *Codes Committee Open Hearing*, 7:30 p.m., G-92 Uris.

Friday, Feb. 16 — *Parking and Traffic Subcommittee*, 1:15 p.m., 304 Stone; *Educational Innovation Committee*, 1:30 p.m., Senate Office.

Monday, Feb. 19 — *Planning Review Open Hearing*, 12 noon,

Senate Office.

Tuesday, Feb. 20 — *Cornell University Senate Meeting*, 7:30 p.m., Kaufmann Auditorium, Goldwin Smith Hall.

Wednesday, Feb. 21, — *Dining Subcommittee*, 2 p.m., Senate Office; *Military Training Public Hearing*, 8 p.m., 135 Baker; *Organizations and Public Events Subcommittee Public Hearing*.

decoration. The Senate also recommended Faculty action to prevent discrimination due to observance of religious holidays.

The Senate has considered matters in areas outside of the Division of Campus Life. The Senate's judicial reform created a set of uniform penalties including fines and adopted a unified campus code of conduct and also a Statement of Student Rights which enforces a student's rights to study, to free speech and to privacy. The Senate's judicial system was acclaimed at a recent nationwide conference for being the most progressive in the country. The Senate eliminated separate presidentially-appointed judicial boards that were concerned primarily with disruptions that stemmed from political activity, restructured the Office of the Judicial Administrator to provide procedural due process and fairness of treatment, and created the Judicial Advisor's Office to serve as a public defender in campus judicial cases.

Other offices which the Senate played a crucial role in defining are: the Agency for Educational Innovation to help fund student-initiated courses and other

projects, the Student Employment Office to assist students seeking part-time work, and the Ombudsman's Office, whose continuation was studied and approved along with a set of guidelines for the post. Not only has the Senate help define the above post, but has continued its involvement by participating in the selection procedure for filling the posts that it created.

The Senate has a standing committee studying employee rights which monitors changes in personnel policy. A reduction of tuition for full-time employees taking course work is a result of these efforts.

The Senate expressed its concern for the campus ecology by establishing a recycling policy for Campus Life, as well as by recommending a policy on air pollution, tree sanitation and reforestation. Its Campus Planning Committee studies the long and short term plans for campus development.

This has only been a partial list of Senate accomplishments from the first two Senates. (The Speaker's report on the Third Senate follows.) It is evident that the body has become an effective forum on issues of campus concern.

Senate Actions—Feb. 6, 1973

(Complete texts of all University Senate actions are available in the Senate Office, 133 Day Hall.)

SA NUMBER	TITLE	SPONSOR	ACTION TAKEN
SA-173 [C-141]	REFERENDUM ON THE CONTINUATION OF THE CORNELL UNIVERSITY SENATE [An act to hold a referendum on the continuation of the Cornell University Senate as part of the next Senate election.]	Richard Meyer	ADOPTED AS AMENDED

Current Legislative Log

(The full text of any bill introduced in the University Senate is available in the Senate Office, 133 Day Hall.)

BILL NUMBER	DATE SUBMITTED	TITLE	SPONSOR	COMMITTEE REFERRED TO
C-149	2/5/73	BYLAW REVISION ACT OF 1973 [A bill to adjust the bylaws to reflect the Committee structure proposed by the Special Committee on Senate Reorganization.]	R. Platt, C. Mass, E. Meyer	Internal Operations Committee
C-150	2/5/73	TO SAVE A LIFE ACT [This act calls for an immediate investigation of the need for redesigning the bridges serving the Cornell campus in order to prevent further unnecessary tragedies.]	Campus Life Comm.	1. Campus Planning 2. Parking & Traffic

Annual Report of the Speaker of the Senate

by Mary Beth Norton,
Speaker, Third Cornell
University Senate

In my estimation, the Third Cornell University Senate can look back upon its term of office with a good deal of satisfaction. The Senate's accomplishments,

both major and minor, have been many, and my intention in this report is to survey briefly only some of the most important aspects of the past year's work.

From the perspective of the Speaker's office, it is especially significant that this year for the

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first time the Senate was able to scrutinize the budget of the Division of Campus Life in a truly careful and informed manner. The annual review of this budget is one of the Senate's major continuing responsibilities, and the Third Senate, with two invaluable years of experience to draw upon, went over the budget in scrupulous detail. Devoting countless committee hours and the major part of three plenary sessions to the study and discussion of the budget, the members of the Senate amply fulfilled their obligations to their constituencies in this regard. Never before has the budget for the non-academic functions of the University been examined with such care, and never before has there been so much community input into financial decision-making on the campus.

In the area of new programs, the Third Senate's most significant achievement was the formulation of a plan to allow students to defer paying a large proportion of their tuition until their postgraduate years. Because of the rapid and continuous rise in the cost of a Cornell education, the University's adoption of a modified version of the Senate proposal should be of inestimable use to future generations of Cornell students. Indeed, this plan, which in all likelihood would never even have been considered by the administration had the Senate not first developed it, may well enable the students of the future to remain in school at times when their own lack of monetary resources might otherwise have forced them to interrupt (or even to halt) their university education.

Finally, the major accomplishment of the third Senate has been the establishment of a campus judiciary system that is literally unmatched anywhere else in the United States. The Senate, which now has full authority over campus codes of conduct, judicial procedures,

appointments to the hearing boards, and the setting of penalties, has taken care to see that the rights of both accused and accuser are amply protected. The judicial system now operating on this campus is unique in at least two respects: first, in the fact that it encompasses faculty and employees as well as students; and second, in its provision for a judicial advisor, a person who is in effect a "public defender" for Cornellians charged with violations of the campus codes. As representatives of the Senate discovered last fall at a national university judiciary conference, this system has no equal elsewhere in the country. The Senate's detailed codification of judicable offenses, the protections the system gives the accused, and the various modes of redress afforded the campus community stand in stark contrast to the far more common form of a university judicial system, in which vaguely-worded regulations drafted by administrators are enforced solely upon students by those same administrators or by small unrepresentative student boards, in which neither offenses nor penalties are clearly outlined, and in which the protections afforded the accused are minimal at best.

It has become traditional for the retiring Speaker of the Senate to make a report such as this to the campus community. This year, in light of the current movement to abolish the Senate, it is especially incumbent upon Cornellians to inform themselves of the Senate's activities, so that they may vote intelligently in the upcoming referendum and in the elections for members of the Fourth Senate. It is my hope that this brief and admittedly personal report will contribute to a rational discussion of the issues involved, so that the campus can reach a decision based upon knowledge of the Senate rather than upon uninformed rhetoric.

Candidate Information Sheets Faculty Trustee Elected by the Senate

PAUL OLUM: My reason for being a candidate is that I want to work for a whole variety of things which are in the interest of the University and the campus community. I believe in taking stands on the major issues concerning the campus (Cranch report, Cornell Aeronautical Laboratory, tuition, student enrollment, University finances, voting proxies on investments, campus disturbances, student

rights and right to be heard, minority and women's rights, the Senate, etc.) and I have deep feelings about the kind of university Cornell ought to be, namely one committed to academic excellence. I have spoken out frequently and strongly on these and other issues in the Board of Trustees and will, if I am elected, continue to do so.

Student Trustee Elected by the Student Body

MICHAEL CIARALDI: As a senior and University Senator (and a Cornell graduate student starting in September), I have both the experience and commitment needed to be a Trustee.

The most important

commodity in the University is knowledge; the most important work is gathering knowledge through research and disseminating it through education. Major policy decisions — class size, tuition, salaries, investments — must all

be made with this mission in view.

Since the University should provide a forum for free discussion of issues, the Board of Trustees cannot take an official stand on these issues. When they are forced to make a choice (e.g. in voting stocks), the Trustees should examine the educational, economic, political, and social consequences, then decide rationally and with an eye to the University's professed ideals of justice and equality.

BRIAN D. BEGLIN: The position of Trustee is unique not only in its scope, but in its requirements as well. The elected Trustee will be called upon to make decisions on issues ranging from the awarding of building contracts to departmental budgets; from the Cranch Report to personnel changes. His perspective must be that of the University as a whole, and his most difficult task will be to balance competing interests which arise within that whole.

In pursuit of its goal of attaining the highest possible level of academic excellence, the University is engaged in a continuing, competitive struggle. We compete against other colleges and universities for the best qualified professors and students; we compete with other colleges and research groups for research grants and projects; and we compete with ourselves for the continued support of our alumni. We compete on *all* levels and through *all* activities. Only by finishing first in all of these areas can we hope to approach our goal, and only by maintaining a far-sighted, motivated and competitive Board of Trustees can we hope to finish first.

The issues before a Trustee are not singular and trivial, they are numerous and vital. I ask to be Trustee because I understand the requirements of the position, and I believe I can fulfill them.

WILFRED DERAKHSHANI: There are 43 non-student members of the Board of Trustees. Pledging to clash with management on the Board smacks of insincerity or naivete.

The Student Trustee's main function is to bring to the Board's attention the needs, problems and opinions of the student body.

Thus while refraining from making any ostentatious pledges, as a Student Trustee I will do my best to:

1) Communicate to the Administration the student body's concern over the limitation of academic freedom, increased tuition and enrollment which have been proposed in the Cranch Report.

2) As an alternative to increased tuition, investigate alleged wastes in the University budget (e.g. \$170,000 allocated for renovating Andrew Dickson White's house, inefficient administrative procedures, etc.).

3) Insure that the Collegetown Housing Project does not collapse because of bureaucratic red tape.

I will also do all I can to bring job discrimination, which exists

on all levels from Dining Services and the Library to top administrative positions, to light.

WESLEY L. HICKS: My primary interest in Cornell concerns the University's function as an educational institution. The educational issues that confront students at Cornell greatly concern me. I think that improving the quality of student life at the University can best be served by informing and influencing the members of the Board of Trustees. I wish to be one of those who presents to the Board of Trustees a broad spectrum of campus opinions. I have had rewarding experiences during my first two years at Cornell. My participation in student life, has brought me in close contact with various student groups and the issues that concern them. Given the present structure of the University, I think membership of the Board of Trustees will afford an excellent opportunity for me to represent the Cornell student community in a responsible manner.

HARRY P. SOLOMON: As chairman of the Senate committee which reviews Cornell's long and short-range plans, I have found that some very basic decisions must be made at the highest level of University governance (the Trustees):

1) Cornell needs a definite "Statement of Mission" to provide the ultimate basis for decision making. The lack of such a document was a factor in the failure of the Cranch commission.

2) Certain aspects of Cornell cannot be planned in Day Hall. The need and desires of *individuals* within the University Community must be sought out and understood as a basis for planning.

3) There are definable limits to the growth of Cornell; we may have reached them already. No further expansion should occur without knowing the repercussions.

4) A thorough re-analysis of the statutory-endowed dual system must be made. In addition to its severe restrictions on education it may be the largest source of waste at Cornell.

RUSSELL GALBUT: The main function of the Student Trustee is to act as the students' representative to the Board of Trustees, bringing before them and impressing upon them the needs and wants of the campus. My objective in seeking this position is to become the voice of all students and not merely the representative of an elite group.

I will work toward opening all channels of communication on campus in hope to move Cornell forward, and, at the same time, avoid such incidents, as the Carpenter Library take-over.

More specifically, I am strongly against the suggestion of increasing student enrollment without the appropriate increase in faculty, housing, and dining. In addition, I feel we can fight a tuition increase by looking more

closely at the efficiency of all Cornell operations.

It is my desire to help Cornell maintain its quality and reputation, and I believe I can do so with your support.

GLADSTONE A. COOPER, JR.: If elected, I plan to be your representative; the voice of the student body, providing an alternate viewpoint to the Cornell University Hierarchy. I feel that the Trustee should provide you with clear and accurate information about the issues that concern you such as Veterans Rights, deferred tuition, drug policies, the effects of the Cranch Report, the state of Athletics and the like. Not only should I express my evaluations of the situation with my recommendations, I would inquire as to the desire of the Student Body and take effective action on YOUR behalf. In the past year I have been the Vice President of the Student Government of the ILR school. From this vantage point, it has become clear that people need an atmosphere of trust and non-defensiveness for valid feedback to be collected. This quality of leadership I have been able to provide. I am a positive thinker, who feels the student is a human being, who should not be viewed only as an educational automaton, but as a functioning, important component of the University. With student body support, meaningful change can and will materialize, when I am elected.

DOMINICK MIGNONE: Many of us who have been associated with the University for an appreciable period of time have witnessed over the years the deteriorating of Cornell University's natural beauty. We have observed with great disappointment the removal of hundreds of trees and witnessed the University reacting with little vigor to replace these trees and remove the stumps. Over the years we students and faculty have been deprived of the use of many of the paths in the gorges which we had become accustomed to enjoying.

Cornell University served as an attraction to us because its size was such that it made interaction between people possible. But we have since been steadily losing what in essence is Cornell and the Administration's contemplated solution is an increase of the student body by 2,000 students *without* an increase in the number of faculty members. Contemporaneously, the Administration contemplates a \$200 tuition increase for the next three years. (In two years tuition at Cornell University has increased by \$400 — in three more years the total increase shall be \$1,000!) I believe that this irresponsible pattern of charging more money while the quality of education declines is simply unacceptable to the students and faculty of Cornell University.

JANE DANOWITZ: Instead of just talking about tuition and overcrowding I'm trying to do

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something about them.

There is a way to fight tuition hikes. Because I think tuition hikes are illegal. Illegal, because Cornell and other Ivy League schools have cooperated in setting their prices — a practice which violates anti-trust laws.

This means that most students may not really have to pay an extra \$180 next year. And I'm working with attorneys to prevent Cornell from forcing anyone to pay an illegal increase.

And there is a way to fight

overcrowding, too.

The alumni have the political and financial power to stop the Cranch Committee from packing in an extra 2,000 students. During the past four months, I have talked with hundreds of them at meetings, at dinners and in private. And with their support, no more extra students will be added.

There are ways to fight for what we want instead of just complaining. Please elect a Student Trustee who is actually doing something for students.

List of Senate Candidates

STUDENTS

AFRICANA STUDIES MAJOR, 1 Seat

Maurice Laurence White

AGRICULTURE, 10 Seats

Stephen W. Bigalow, Alfred C. Hamilton, William Richard Baker, Jr., Barbara H. Greenbaum, Ross O. Love, James E. Feldman, Randall E. Westgren, Timothy D. Lynch, Ray Matthews, Francis Xavier Falvey, Beth Michele Balog, Robert Vaughn Nichols, James D. Ryan, Thomas Michael Axner, Frederick C. Schlauch, C. Morton Bishop, Mark R. Hagen, David Mordecai Hoffman, Steven Lawrence Laszlo, Jerrold M. Newman, Brian Smith, Michael Sharon, Michael MacNeil.

ARCHITECTURE, ART & PLANNING, 1 Seat

Robert Barnes, Jr., Thomas E. Lurcott.

ARTS & SCIENCES, 13 Seats

Robert J. Armstrong, Rick Sheff, Phil D. Hernandez, Bradford Smith Eldridge, Stephen Banker, Neil V. Getnick, Charles Henry Ervin, Peter Carney, Steven Meller, Tatnall W. Warner, Brian Levy, Walter Tyrone Whitford, Leonard F. Herk, Mark Rättinger, Thomas Keffer, Bruce Matthew Bozich, Stephen J. Patterson, Roy H. Lubit, Robert J. Kriss, Jack Schaechter, Bob Harrison, Everett Woodroe Leggett, Jack Schragar, Carl Berke, Linda Fay Sloan, Mik E. Gorelick, David B. Stromberg, Daniel R. Vlock, Michael J. Dupont, Henry C. Millbourne, Brian Murphy, Alfred R. Johnson Jr., Kimball Whiting Staples, Stephen H. Clark, Richard A. Vito, Stephen Kay, Laurie D. Zelon, Jacqueline Lamb, Joe Lupica, David Crook, Charles T. King, John Samuel Massa, David Harty, James Auser, Harry M. Briggs, Lawrence Charnas, J. Kevin McNary, David O. Woods, Robert M. Lally, Jeffrey L. Craver, Diane Kopelman, Lester Brown, Sharon Friedrich, Donald Friedman, Claudia A. Hebel, Sylvester Bonds, Michael J. Hallas, Phillip John Collins, Paul B. Griesmer, Karen Jane Youngquist, Peter

Feiden, Jeffrey H. Packard, Sandra Collins.

BUSINESS & PUBLIC ADMINISTRATION, 1 Seat

J. Andrew Ditzhazy, Jr., Charles Horton Devers, William W. Huling, Jr.

COSEP, 2 Seats

Darcel M. Caldwell, Deborah Diane Harrison.

ENGINEERING, 8 Seats

Irving Zatz, B. Thomas Sporney, Michael Markovic, Lucius Boardman Donkle, III, John Skelton, David William Pritchard, Barry Bernstein, James N. Seeley, Joseph John Nazar, Leon S. Rafner, Robert Lyman Brungraber, Philip Anthony Ionta, Adda P. Gogoris, John M. Abeles, Francis H. Esposito, Jr., Kenneth Torino, Paul S. Ostrowski, Keith Jarett, H. Jay Spiegel, James F. Walsh, Rodney Reynolds, Robert Markeloff.

GRADUATE & AEROSPACE, 12 Seats

Peter Castaldi, Oladipo Onayemi, Charles K. MacKay, John T. Ivers, Kay Franzen, Richard Meyer, Robert F. Morris, Mark B. Levine, Ramesh C. Jolly, Robert C. Eckhardt, Richard A. Chordash, Alice Henry, Richard E. Smart, B. Onuma Okezie, Steven L. Christopherson.

HOTEL, 2 Seats

Samuel Scott Hemingway, Joseph E. Lavin, Joseph E. Olin, Kevin P. Fitzpatrick, Dewitt Palmer Davenport, Lynn Allinger, Anthony S. Coma.

HUMAN ECOLOGY, 4 Seats

Carol A. Briggs, Margaret Jane Sheridan, Barry Shein, Michael Foster, Michael Golden, Robin L. Barnett, Jill Gerber.

INDUSTRIAL & LABOR RELATIONS, 2 Seats

Kenneth R. Sill, Carol Arduini, Brian Shiffrin, Patrick Michael Phelan, Eric T. Lee, Jonathan Arfa, Neal Haber, Jeffrey R. Zilka, Lindsey Anderson, Mark Lilien, Dan Grausz, Susan Levine, James R. Grossman.

LAW, 2 Seats

Raymond J. Minella

FACULTY

AG., BIOLOGICAL AND BOTANIC SCIENCES (TENURED), 6 Seats

William C. Kelly, Ronald E. Anderson, James W. Lorbeer.

AG., BIOLOGICAL AND

BOTANIC SCIENCES (NON-TENURED), 2 Seats

Steven V. Beer, John W. Kelly.

AG., ENGINEERING, ANIMAL & FOOD SCIENCES (TENURED), 3 Seats

SEATS

Donald R. Price, Ari van Tienhoven, Carl E. Coppock.

AG., ENGINEERING, ANIMAL & FOOD SCIENCES (NON-TENURED), 1 Seat

Donald C. Graham
AG., SOCIAL SCIENCES, 3 Seats
Kenneth A. Strike, C. A. Bratton.

ARCH., ART & PLANNING, 2 Seats

Phyllis Thompson, Francis W. Saul.

ARTS, HUMANITIES (TENURED), 3 Seats

Walter M. Pintner
ARTS, HUMANITIES (NON-TENURED), 3 Seats

William B. Provine, Andrew V. Ettin.

ARTS, NATURAL SCIENCES & MATH (TENURED), 4 Seats

D. Hywel White, Raymond Bowers, Michael E. Fisher, Robert V. Wagoner, Geoffrey V. Chester, Kenneth Greisen.

ARTS, NATURAL SCIENCES & MATH (NON-TENURED), 2 Seats

David A. Singer, J. R. Houck.
ARTS, SOCIAL SCIENCES (TENURED), 4 Seats

Rose K. Goldsen, Robert McGinnis.

ARTS, SOCIAL SCIENCES (NON-TENURED), 2 Seats

Edwin T. Burton, Pierre Pestieau, Carl A. Sheingold.

OTHER CONSTITUENCIES

EXEMPT EMPLOYES, 4 Seats

Thomas Greweling, Richard Hemmings, James H. Fenner, Findley Meislahn, John Bender, Nancy S. Meltzer, James C. Showacre, Henry Ross.

NON-EXEMPT EMPLOYES - BUILDINGS & PROPERTIES, 1 Seat

Varda Langefeld
NON-EXEMPT EMPLOYES - ENDOWED, 1 Seat

Steven Hanzlik
NON-EXEMPT EMPLOYES - HOUSING & DINING, 1 Seat

Vincent F. Fuchs

BUSINESS & PUBLIC ADMINISTRATION, 1 Seat

John M. Rathmell
ENGINEERING (TENURED), 5 Seats

Robert York, Benjamin Nichols, Arthur F. Kuckes, Henry P. Goode, Christopher Pottle.

ENGINEERING (NON-TENURED), 2 Seats

Lutgard De Jonghe, Teoman Pekoz.

GENEVA, 2 Seats

Robert S. Shallenberger, Otis F. Curtis, Jr.

HEALTH SERVICES, 1 Seat

Ralph W. Alexander
HOTEL ADMINISTRATION, 1 Seat

John E. H. Sherry
HUMAN ECOLOGY (TENURED), 2 Seats

Harold Feldman, Alice J. Davey.

HUMAN ECOLOGY (NON-TENURED), 2 Seats

Carole C. Johnson
INDUSTRIAL & LABOR RELATIONS, 3 Seats

William J. Wasmuth
LAW, 1 Seat

Herbert L. Warren
MILITARY SCIENCE, 1 Seat

Earl J. Heberling
FACULTY - VETERINARY MEDICINE, 3 Seats

B. W. Calnek, D. S. Postle, T. R. Houpt.

to be governed in matters related to their common status as members of the community by their elected representatives. Spokesmen for various points of view shall have the right to be heard by decision makers in matters not subject to self-government.

3. On Organizations

a. Members of the Cornell Community shall be free to organize and join associations.

b. Organizations of members of the Cornell Community shall be permitted to make reasonable use of University facilities and to pursue the lawful purposes of the organization.

c. No organization financed in whole or in part by University funds shall discriminate in its membership policies on the basis of race, religion, sex, sexual preference, marital status, nationality, ethnicity, or political persuasion.

d. No organization shall be compelled to disclose to any administrative authority within the University the names of its members.

e. Organizations of members of the Cornell Community shall accord to their respective members the fundamental rights of members of voluntary organizations.

4. On Privacy and Records

a. Members of the Cornell Community shall be secure in their persons, records, and property, including intangible property, from improper search, seizure, or use. Facilities provided by the University to members of the community for their private, continuing use shall be deemed part of the property for purposes of this provision.

b. A member of the Cornell Community shall have access to his personal records held by the University and shall, upon request, be informed of the categories or authors, and numbers of all records held by the University concerning him, including those records to which he does not have access.

c. Non-confidential records held by the University shall be accessible, upon request, by members of the Cornell Community for use within that community.

d. The University shall keep no records of, nor make inquiries about, information concerning members of the Cornell Community which is not needed by the University to pursue its functions as an educational institution.

e. A member or former member of the Cornell Community whose records, or records concerning whom, held by the University are about to be or have been made available to persons outside the community shall be notified of the fact as possible.

5. On Due Process

a. Members of the Cornell Community shall have the right to have any evaluation of them based on stated and objective criteria pertaining to the proper performance of their roles in the community, and to have

Proposal for a Bill of Rights

Following is the text of a proposal for a Bill of Rights for the Cornell Community, which is under consideration by the Codes Committee of the University Senate. The committee wishes to invite comment by members of the community so that community views can be heard before the committee reports to the full Senate. Members of the community are urged to address comments and suggestions to the committee.

ARTICLE XV—BILL OF RIGHTS

1. On the Use of Facilities and Participation in Programs

a. No person shall be denied without due process the equal enjoyment of the benefits of University programs and facilities to which he normally would be entitled.

b. Cornell University shall make no decision concerning members of the Cornell Community using as a criterion race, religion, age, sex, sexual preference, marital status, nationality, ethnicity, or political persuasion, except when necessary to pursue a legitimate purpose or when required by

law.

c. The University shall provide members of the Cornell Community with the full extent of the benefits which it has contracted to provide.

2. On Freedoms

a. Freedom of speech shall not be limited in subject and shall include symbolic speech. This right shall be extended to guests of members of the Cornell Community.

b. Freedom of the press and broadcast media shall not be abridged.

c. The freedom to listen to what is said publicly and to read what is written for the public eye shall not be abridged.

d. The University shall not suppress the peaceful expression of ideas for the reason that such expression may lead to misconduct by the audience.

e. Members of the Cornell Community shall have the right to petition, to assemble, and to move freely.

f. Regulation of the orderly use of facilities shall not constitute a means of censorship.

g. Members of the Cornell Community shall have the right

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Du Pont Award Student Wins New Fellowship

Janice D. Gorzynski has been selected as Cornell's first recipient of a DuPont Graduate Fellowship, according to an announcement made by Gordon C. Hammes, chairman of the Department of Chemistry. The \$10,000 award will be given to the graduate school which Ms. Gorzynski decides to attend, to cover certain tuition and living expenses during the first two years.

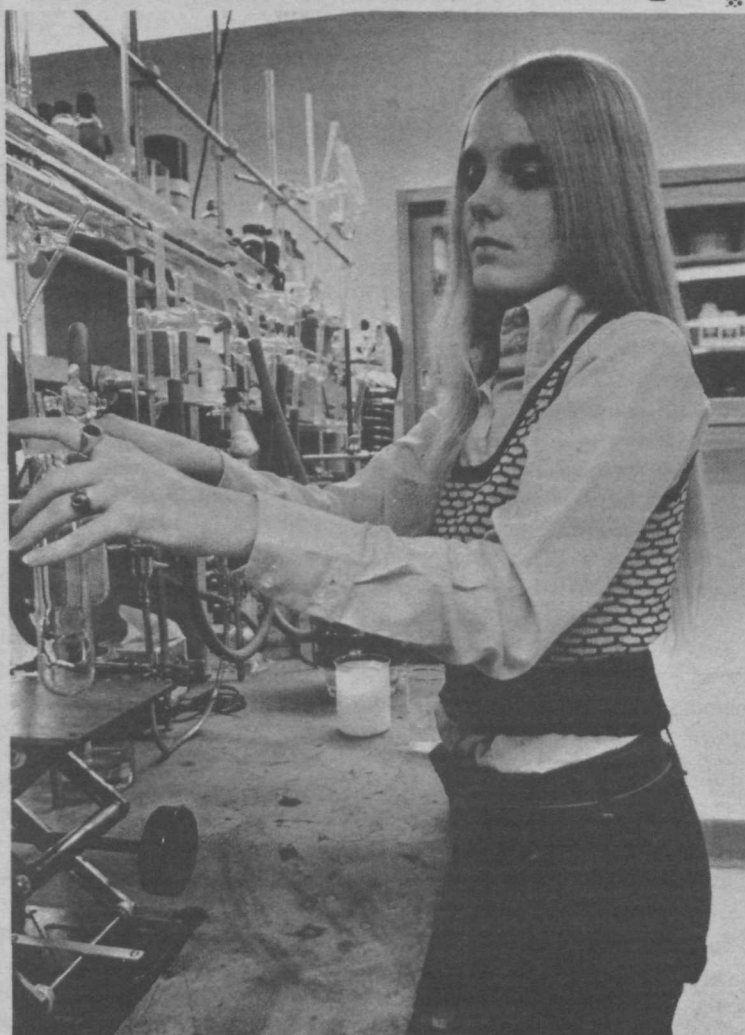
A spokesman for the DuPont Company explained that the new fellowship program was developed in response to the "continued decrease in federal funds for support of graduate education in science and engineering." The company will award a total of \$2,740,000 in grants during 1973, "primarily to help maintain United States research and education in science and engineering at a peak of excellence and to increase the qualifications of graduates in these fields."

Cornell is one of a small group of colleges and universities selected by DuPont to choose a graduate fellow for the 1973 scholarship award. The University will receive \$1,000 from DuPont for being one of the pioneers in the new program.

A senior chemistry major, Ms. Gorzynski has been conducting research with Martin F. Semmelhack, assistant professor of chemistry, for the past two years. Their work is an investigation for the uses for organometallic compounds. They believe that some of these compounds could be used in the synthesis of new drugs and other "molecules of interest," Ms. Gorzynski said.

Other scholarship awards Ms. Gorzynski has received include the Cornell National Scholarship and the New York State Regents Scholarship. She is working as a teaching assistant in chemistry during her senior year.

In 1972, Ms. Gorzynski was elected to Phi Beta Kappa and received the Lovenberg Prize in chemistry. She is also a member of the Alpha Lambda Delta Women's Honorary.



Janice D. Gorzynski

Hum. Ec. Researchers Aid Retarded Children

During the coming year researchers from the New York State College of Human Ecology at Cornell will study learning devices designed to assist mentally retarded children.

Financed by a grant of \$12,500 from the J. M. McDonald Foundation of Cortland, the project will be a cooperative effort by designers, psychologists and special education instructors.

Robert Bartholomew, assistant professor of design and environmental analysis in the College, will direct the project, with Bonnie Myer as research associate and Victor Fratarcangeli as design consultant.

The special Education Center at the Board of Cooperative Educational Services (BOCES), Ithaca, will be the test site of the project.

Michael Pronti, director of special education, and teachers Patricia T. Flaccus and Mary Jean Simpson will provide coordination and consultation assistance. This is one of several projects involving BOCES and Human Ecology staff.

The study's goal is to develop devices to assist retarded children in learning basic manual and mental skills. These will include techniques that give the child a foundation for more complex learning, provide self-confidence and develop skills that will help him function as a contributing member of society.

The researchers will confer with institutional personnel, toy manufacturers and parents of handicapped children, as well as

with designers and child development specialists to thoroughly study the specific, critical skills that learning devices might help. Concepts then will be developed for particular devices.

After construction of the devices, they will be tested extensively with mentally retarded children in the primary and intermediate "trainable" category. The children will range in degrees of physical disability, according to Bartholomew.

Senate to Cut Membership

Continued from Page 1

all other non-professorial academics. The military sciences, previously guaranteed one faculty seat, were placed in the "other" category. The seat will represent all military science personnel.

In reducing the number of employees to 10 from 13, the new legislation redefines the employee groups to include one representative of the administrative employees and nine employees elected at large, excluding administrators. Administrators are officials and managers as defined in the Affirmative Action Code used by the Office of Personnel Services.

The current legislation calls for the election of four exempt employees elected at large, and nine non-exempt employees elected from one to five categories.

Several amendments affecting the definition of employee groups and their representation were defeated.

The number of ex-officio members with all privileges except voting was increased by three and now includes the Provost, the vice president for campus affairs and the dean of the faculty.

New Hampshire Island Boasts Winterized Lab

Uninhabited Appledore Island, one of the Isles of Shoals ten miles offshore from Portsmouth, N.H., now boasts a winterized laboratory and dwelling unit for research of field studies in marine biology.

Supported by Cornell, the University of New Hampshire and the State University of New York, the Shoals Marine Laboratory facility will be rented for about \$10 a day plus boat costs to marine scientists conducting winter studies. The Shoals are rich in wildlife, with 237 species of invertebrates, 137 species of algae, 48 species of fish and 124 species of birds recorded so far.

Appledore Island is also the new home for the Summer Program in Marine Science, an integrated introduction to biological, geological, physical economic and commercial aspects of the marine sciences, jointly sponsored by Cornell, New Hampshire and the State University. The program had its headquarters on nearby Star Island from its inception in 1966 until last year.

The new laboratory building, finished in 1972, is equipped with about 50 feet of laboratory bench, common glassware, miscellaneous supplies and running fresh water. The salt water system is not in operation during the winter, but sea water can be brought from the beach 125 feet away to the laboratory

sea table. John M. Kingsbury, professor of botany at Cornell and director of the Shoals Marine Laboratory, reports that no microscopes are kept in the building during the winter months.

Black History Week Observed At Med College

Cornell University Medical College observed Black History Week, by having a distinguished group of black health professionals discuss "Health Care Delivery Systems - Black Perspectives." The discussion took place in the School of Nursing Auditorium at 1320 York Ave. yesterday.

This year's discussion was reported to be one of the most interesting because of the new national priorities that will no doubt effect the HEW budget. The possible effect on the distribution of medical care to minorities and the admission of minority students to medical colleges were among the topics of discussion.

The moderator of this discussion was Dr. Aaron O. Wells, Associate Clinical Professor of Medicine at Cornell University Medical College. Drs. Herbert G. Cave, John L. S. Holloman, Jr., Stanley E. Nelson, and Doris L. Wethers were the members of his panel.

Firm to Design Biology Complex

Cornell has retained the architectural and engineering firm of Vincent Kling Partnership in Philadelphia to prepare an overall master plan and first design concepts for the proposed biological sciences complex under discussion here the past few years.

The firm is expected to complete its design and recommendations by this spring, according to James W. Yarnell, director of Cornell's Planning Office. The work will include schematic design and budget estimates for the first phase of the complex.

Lower Alumni Field has been designated by the University's Board of Trustees as the site for the proposed project.

Sage Notes

The deadline for adding or dropping a course or changing a course to Audit is Friday, April 6, 1973. If you are going to make a change, please come to the Graduate School Office soon and complete a Change of Course Authorization Form. (The completed form must be filed by April 6.) A course you have signed up for and are not attending does not automatically result as a dropped course, but will instead result as an incomplete or an F on your transcript. So please complete the necessary paperwork to make the official record agree with your wishes.

Carter Unit Reports On Africana Center

Continued from Page 6

their courses," the report said. Expansion of the library should be limited to areas of priority within the Africana Studies program and in areas where there is no reasonably acceptable alternative collection in other institutions.

The committee recommended that research collection additions should be housed in Olin Research Library as part of the Africana collection and that the possibility of cross listing holdings of the Africana library with those of Olin be explored.

Recommendation five reads:

"The faculty of the Center should be strengthened in furtherance of the priorities set out above:

"a) Three additional full-time positions should be authorized to the Center for appointments in Afro-American concentrations.

"b) The Center should recruit vigorously to fill existing vacancies and any additional positions as promptly as possible and every effort should be made to fill these positions with persons who have attained the Ph.D.

"c) In its recruiting efforts, the Center should try to assist related departments of the University to make appointments that could become joint appointments with the Center. Increases in joint appointments, however, should not be seen as a substitute for strengthening the full time Center faculty.

"d) Academic units of the University should redouble efforts to recruit black and other minority faculty whether they might be interested in relations with the Center's program or not.

"e) It is essential that Center faculty give high priority to building the fund of knowledge in their respective concentrations. Increased initiatives should be made to expand the search for research support. Moreover, in view of the heavy, diverse loads Center faculty are likely to carry even with augmentation, faculty members should have a term away every six or seven terms in order to pursue research and scholarship. This would be in keeping with existing University policy on study leaves.

"f) In view of the recommendation that the Center offer a limited number of survey courses and the substantially increased teaching load that would be required, the Center should be authorized up to four teaching assistants beginning with two in the academic year 1973-74."

In discussion of recommendation five

the committee stated that the center, to provide continuity for program development and to reduce the heavy teaching load on the existing Africana faculty, must find full-time faculty in Afro-American concentrations. It was the committee's feeling that the center cannot continue to rely on visiting and part-time appointments.

The committee sees new faculty members being phased in over the next few years, "beginning at earliest in the Spring term of 1974."

While the doctoral degree does not assure high quality in a program, "for an academic program to have the respect of the academic community, it must in the end have a predominant number of Ph.D.'s on its faculty," the report stated.

To increase the effectiveness of the existing Africana faculty, the committee recommended that they spend a term away every six or seven terms in order to pursue research and scholarship. "This would be in keeping with University policy on study leaves."

Recommendation six reads:

"Every reasonable effort should be made to increase student participation in and information about AS&RC programs and activities.

"a) The Committee supports and encourages the AS&RC's efforts to ameliorate its relationships with its graduate and undergraduate students, and supports present continuing attempts to meet students' needs and academic aspirations.

"b) The Center faculty and student representatives together should draw up an instrument for the systematic appraisal of the quality of its courses, as is currently being done in other colleges in the University.

"c) A serious effort must be made to get student participation in formulating future areas of study and course offerings.

"d) Students should be involved in the selection of future faculty, both in recommending names of candidates and reviewing their qualifications, but with the ultimate decision-making responsibility resting on the AS&RC's faculty.

"e) The AS&RC should develop more effective communication channels so that its courses and activities are known to those students who might have an interest in its program. Specifically:

- 1) course listings in the Arts Catalog.
2. consideration of supplemental listings with other college catalogs.



Bulletin of the Faculty

(Publication of this Bulletin is supervised by the Secretary of the University Faculty Robert M. Cotts, 315 Day Hall, 256-4843).

Report of University Faculty Meeting February 14, 1973

The mid-year University Faculty meeting was opened by Dean of the Faculty Norman Penney. Dean Penney announced the deaths of the following faculty members since the last meeting:

Associate Professor George S. Rinehart, Mathematics, November 2, 1972.

Emeritus Professor Ethel B. Waring, Child Development and Family Relations, Human Ecology, December 18, 1972.

Emeritus Professor Harold L. Reed, Economics, December 22, 1972.

Professor Elton K. Hanks, Extension, January 6, 1973.

The main agenda item consisted of the report of Prof. W. Tucker Dean, Chairman of the Drafting Committee which prepared the Faculty Council of Representatives (FCR) response to the Cranch Report. Prof. Dean outlined the procedures followed from the time of the appearance of the Cranch Report until adoption of the FCR response at the February 7 FCR meeting.

Most of the discussion centered around an objection raised by Prof. A. Gerd Korman, Industrial and Labor Relations, over the wording of Sec. IIIA, which states:

"We recommend that the quality

of an individual's teaching, research, and public service educational efforts, and the relation of his interests to his department's commitments, continue to be the primary bases for recommending promotion."

Prof. Korman noted that the phrase, "and the relation of his interests to his department's commitments," could be interpreted as giving a departmental head some kind of absolute authority over how a candidate for promotion had met departmental commitments. Such authority would be, he stated, in conflict with an individual's freedom of choice over teaching, research and public service educational efforts. He expressed opposition to such an interpretation. Prof. Robert H. Elias, English, responded saying that such an interpretation was not intended by the drafting committee. After several questions on how to proceed with this issue, Prof. Dean agreed to bring an amended version of Sec. IIIA to the next FCR meeting.

Dean Penney concluded the meeting with a summary of major actions taken by the FCR during the Fall term. He also described briefly projects on which FCR Committees are currently working.

Fifty-three faculty members attended the meeting.

3) a mailing to all COSEP students informing them of up-dated AS&RC offerings.

"f) The Center should make an annual practice of the meetings which it has inaugurated with college advisors to keep them aware of its offerings and a program.

"g) Colleges and schools should publicize the approval given by their respective educational policy committees to AS&RC offerings and the extent to which such courses can be taken in satisfaction of humanities and social science requirements.

"h) Consideration should be given to holding some AS&RC classes in more central campus locations. This would be particularly suited to the large survey type courses as the classes would be more accessible to students and would be more likely to fit their schedule."

While students participated actively in the decision-making process, as well as in the academic programs of the center at its inception, student participation has decreased as the University as a whole has moved toward more student involvement in decision-making, according to the report.

As the responsibilities of the center have developed, it has "failed unwittingly to introduce some of the more routine forms of participation that are becoming increasingly prevalent throughout the University in respect to course evaluations, participation in curriculum

development and in faculty recruitment.

The committee recommended that more information be supplied to students and the various colleges about the center's offerings. It also recommended that the colleges publish their acceptance of center courses.

The committee recommended that Africana survey courses be held at central points on campus rather than at the center. They felt that Africana majors will be more willing to "make the trek" to the center than other students.

The first appendix deals with financial considerations. The first table shows the budget experience for the center since its inception in September, 1969, as well as faculty and staff authorizations for the same period. The second table shows student credit hours taught for each academic year. "Data for the current academic year are incomplete but is included because of the dramatic drop in credit hours taught during the fall term," the report stated. The committee has estimated the cost of the proposal for increased faculty and teaching assistants over the next three years based on the credit hour cost for the year 1971-72 in a third table.

Appendix II is a statement by Turner which reviews the progress and projects future goals of the AS&RC from the director's perspective. Of the committee's report he states, "in general, I endorse the report."

The Senate Page

Continued from Page 16

decisions on their status in the University based on such evaluations.

b. Members of the Cornell Community shall have the right to due process in all cases wherein action may be taken against them by the University which may affect their standing in the community or otherwise deprive them of liberty or property and shall have the right to have such due process protected by written and enforced rules, regulations and procedures. Among the rights so protected shall be included the right to a fair and impartial trial or hearing; the right to confront witnesses; the right to rules guaranteeing fairness of evidence; the right to appeal; the right to remain silent and otherwise avoid self-incrimination; the right to be

presumed innocent until proven guilty; the right to time, opportunity and resources to prepare a defense; and the right to have decisions based on acceptable evidence.

6. On Jurisdiction

a. The University shall have only the authority over the members of the Cornell Community which is necessary to perform its functions as an educational institution, to protect its property, and to protect the liberty, property and safety of the members of the Cornell Community and the ushers of its facilities. It shall not otherwise seek to regulate the affairs of members of the Cornell Community.

b. The University shall not stand *in loco parentis* to any member of the Cornell Community.

c. Members of the immediate families of members of the

Cornell Community shall not be subject to the jurisdiction of the University, except in consequence of privileges granted.

d. Nothing in this Bill of Rights shall prevent the University from taking actions required of it by law.

7. On Enforcement

a. The rights granted in this Bill of Rights shall be applicable equally to all members of the Cornell Community, irrespective of their status as students, faculty, or employees.

b. The Cornell University Senate shall have the authority to pass legislation interpreting and enforcing the Bill of Rights.

c. Cases concerning violations of this Bill of Rights shall be heard by the University Hearing Board, which shall have the authority to enforce compliance, and exact penalties and restitution.

Recent Judicial Decisions

A second defendant in a recent case, a male freshman in agriculture, admitted the theft of a fire extinguisher from University Halls which he later discharged. The summary decision which was proposed and accepted consisted of a written reprimand and an order to either pay a fine of \$40 or perform 20 hours of acceptable community service by May 22, 1973.

A male junior in agriculture admitted endangering property (II.2.f) by shooting pellets from a slingshot at his fraternity house. The summary decision which was proposed and accepted consisted of a finding of guilty and a written reprimand, with the understanding that arrangements had been made to reimburse the fraternity for damages.

The following cases involved violations of Article II, Section 2.h of the Campus Code of Conduct.

A male sophomore in engineering admitted the theft of 70 cents in merchandise from the Campus Store.

A male sophomore in arts and sciences admitted the theft of \$1.69 in merchandise from the Campus Store.

Each defendant was offered and accepted a summary decision consisting of a written reprimand and an order to either pay a fine of \$75 or perform 40 hours of acceptable community service by May 22, 1973.

A panel of the University Hearing Board found a

freshman in engineering guilty on two counts of a violation of Article I, Section 2.c of the Campus Code of Conduct: use of dangerous substances and possession of ammunition. (The defendant had ignited a flare in his room, waved it under his door to scare away his friends, and had then thrown it, still burning, out his window. He also had a round of ammunition in his room and had attempted to use the powder in it to make a firecracker.) The panel also found the defendant guilty on the first count of a violation of Article II, Section 2.f of the Campus Code of Conduct in that by using a flare he endangered University property. The panel found the defendant not guilty on the second count of the same violation — endangerment of a person arising from his throwing the flare out the window.

The panel imposed a penalty of a fine of \$50 or 30 hours of acceptable community service to be completed by May 22, 1973. It further imposed disciplinary probation for a period of 6 months, effective from the date of the hearing. The probation includes automatic suspension for one year upon conviction for a similar offense committed during this six-month period. The panel pointed out that disciplinary probation would not go on the student's record.

A male junior in engineering admitted breaking a glass door in Morrison Hall and tearing the uniform of a Safety Division officer who apprehended him. (Article II, Section 2.f) The summary decision which he accepted consisted of a written reprimand and an order to make restitution in the total amount of \$40.26 by May 22, 1973. No additional penalty was assessed because the individual was very drunk at the time and consequently had no intent to cause damage. He had no control of his actions and could not even remember any part of the incident.

A male employee in Human Ecology admitted having refused to comply with the lawful order of a Traffic Bureau official to pay the towing charges on his illegally parked car. (Article II, Section 2.i) He had walked out and found traffic officers waiting for the tow truck to tow his car. Despite their order to remain and pay the fee for having the tow truck called, he got in his car and drove away.

The summary decision which he accepted consisted of a written reprimand, an order to either pay a fine of \$25 or perform 10 hours of acceptable community service, and an order to pay his accumulated traffic fines in the amount of \$130.

Bulletin Board

Author to Discuss Black America

"What Next for Black America?," a lecture by author Alex Haley, will be presented on Tuesday at 8 p.m. in Anabel Taylor Hall. Haley is best known for his "as-told-to" book, "The Autobiography of Malcolm X," which was named as one of the 10 best books of the 1960s.

The lecture is sponsored by Cornell University Lectures and the Africana Studies and Research Center in collaboration with the College of Arts and Sciences, the English Department and the Sociology Department.

Haley has spent the last seven years tracing his ancestry from Henning, Tenn., to a tiny village on the Gambia River from which a 16-year-old African youth — his seventh generation ancestor — was abducted and brought to America as a slave in 1767. The story will soon be published as a novel, "Roots," and is scheduled for release as a four-hour film by Columbia Pictures.

Hearing Scheduled on ROTC

The University Senate's Military Training Committee will hold a public hearing on "The Senate and the ROTC" at 8 p.m. Wednesday in 135 Baker Laboratory.

The hearing will center on how far the University has progressed toward objectives recommended in Senate legislation in 1970. The legislation recognized the prudence of maintaining ROTC programs at Cornell while urging the University to follow guidelines developed by the Association of American Universities in 1970.

The guidelines recommend that military training programs be made more adaptable to individual host campuses, that a cooperative relationship in program planning be developed between the campus and the military services, and that the federal government reimburse colleges and universities for the full cost of hosting ROTC programs.

Michael E. Fisher, committee chairman and professor of chemistry and mathematics, said evidence would be presented at the hearing "on the changes that have taken place in the ROTC programs at Cornell in the last two to three years, specifically as regards their relation to the University, on the status of the University as a land grant institution in the event of the possible discontinuance of ROTC programs, and on further changes in the military training programs that the Senate might wish to recommend."

Warning on Chemicals in Drains

As a result of several plumbers receiving severe chemical burns, the Department of Life Safety Services asks all members of the Cornell Community to refrain from using chemicals to clean sluggish or clogged drains and to call Buildings & Properties (B&P) immediately.

If, however, such chemicals are used before the plumbers from B&P arrive, the plumbers should be informed that the chemicals have been used and may still be in the drain traps.

Women's Studies Fellowships

The Ford Foundation will offer a limited number of doctoral dissertation fellowships in women's studies during the 1973-74 academic year. The purpose of the fellowships is to encourage original and significant contributions to the body of knowledge concerning the evolution, the present status and the changing roles of women in society. The deadline for receipt of completed applications is March 1, 1973.

For further information regarding eligibility requirements, application procedure, etc., contact the Office of Academic Funding, 6-5014.

Canadian Opera Company to Perform

The Canadian Opera Company, under the general direction of Herman Geiger-Torel and under the musical direction of John Fenwick, will perform in concert as part of Cornell's Bailey Hall Concert Series on Friday at 8:15 p.m. The company will perform Mozart's "Cosi Fan Tutte" (Women Are Like That) in English with orchestral accompaniment.

"Cosi Fan Tutte," which Mozart wrote on commission from Emperor Franz Josef II, was first performed at Burgtheater in Vienna on Jan. 26, 1790. The work is considered by many to be the wittiest operatic farce ever written.

In 1948, Geiger-Torel was invited to Canada to participate in the newly organized Opera School of the Royal Conservatory of Music in Toronto which, under his guidance, was to grow into the Canadian Opera Company. He is now its general director, as well as associate professor of the Opera Department of the University of Toronto and consultant-at-large for cultural organizations throughout the country.

A pianist and composer, Fenwick is associate artistic director of the Charlottetown Festival, for which he composed the score for the hit musical, "Johnny Belinda." He was musical director and conductor of the Halifax Symphony before joining the Canadian Opera Company in 1967.

Tickets for the concert are available at the Lincoln Hall ticket office or at the door. A discount will be given to all students.

Free campus bus service to and from the concert will begin at 7:30 p.m. from parking Lot B and the Dairy Bar.

Quester to Be on TV

George Quester, professor of government and director of the Peace Studies Program at Cornell, will be the featured panelist on WBNG-TV's "Susquehanna Country" program Sunday at 10:30 p.m. This week's show will feature a discussion of Middle Eastern affairs after the Soviet withdrawal from Egypt.

The program is being produced by the World Affairs Council of the Roberson Center for the Arts and Sciences of Binghamton, in cooperation with WBNG-TV.

Richard Dekmejian, associate professor of political science at the State University of New York at Binghamton, will host the show. Other panel members will be Ted Sommer, a member of the World Affairs Council, and Mrs. Sally Kellan, a graduate student at the State University at Binghamton.

WBNG-TV is channel 12 in Binghamton. Viewers should consult their local cable television guides for the channel in their area.

Calendar

February 15-25

Thursday, February 15

Noon: Administrators Anonymous Luncheon. Speaker, Prof. Tom Cade, Ecology and Systematics research director, Ornithology, Cornell. "Birds of Prey." North Room, Statler Inn.

12:15 p.m. Sea Grant Seminar Series: "The Nutrition of Fish." Dr. John E. Halver, director of the Western Fish Nutrition Laboratory and professor, University of Washington. Warren Seminar Room - fourth floor.

1 - 5 p.m. Today's Poets on Contemporary America (includes poems from the Black Box and the Last Poets, by Sonia Sanchez, Diane DiPrima, Daniel Berrigan, et al.) Uris Library Classroom, lower level.

4:15 p.m. Society for the Humanities Lecture: "Coleridge and the Romantic Vision of the World," memorial lecture for S.T. Coleridge (1772-1972). M.H. Abrams, Frederic J. Whiton Professor of English, Cornell. Kaufmann Auditorium.

4:30 p.m. Food Science Seminar: "The Body Composition of Goats." Joseph Ladipo, Dept. of Animal Science, Cornell. 204 Stocking Hall. Coffee at 4:15.

5 p.m. Christian Science Organization testimony meeting. Founders Room, Anabel Taylor Hall.

7:30 p.m. North Campus Union Free Film Series: *One-Eyed Jacks* starring Marlon Brando. Multi-purpose Room, North Campus Union.

8 p.m. Lecture: "Grammar and Memory." Prof. James Noblitt. Sponsored by the Cornell Linguistics Circle. Ives 213.

8 p.m. Cornell Duplicate Bridge — regular duplicate game. Sage Hall Cafeteria.

8:15 p.m. *University Theatre Production: Strindberg's *Storm Weather* and Chekhov's *The Boor*. Drummond Studio.

Friday, February 16

12:20 p.m. Lecture by Truman Madsen, Memorial Room, Willard Straight Hall. "Intuition As a Way of Knowing."

6 p.m. *Freshman Basketball - Hartwick. Barton Hall.

7 & 9:15 p.m. *Cornell Cinema Film: Benton and Newman's *Bad Company* with Jeff Bridges. Uris Auditorium.

7 & 9:15 p.m. *Cornell Cinema Film: The Marx Brothers in *A Day at the Races*. Willard Straight Theatre.

7:30 p.m. Baha'i College Club public meeting: "Justice." International Lounge, Willard Straight Hall.

8 p.m. *Varsity Basketball - Pennsylvania. Barton Hall.

8 p.m. Varsity Squash - Franklin and Marshall. Grumman Squash Court.

8 p.m. *Africana Studies and Research Center presents *Blackness Is a Rainbow*. Statler Auditorium.

8 p.m. *Concert: Doris Abrahams, a wild woman and wild music. Also Angel Band. Memorial Room, Willard Straight Hall. Sponsored by the Folk Song Club, United Sisters and Woman Is My Name.

8:15 p.m. *Canadian Opera Company in Mozart's comic opera *Così fan tutte*, with orchestra in English. Bailey Hall. Coffee and pastry will be on sale in the main lounge of the Statler Inn following the opera.

8:15 p.m. *University Theatre Production: Strindberg's *Storm Weather* and Chekhov's *The Boor*. Drummond Studio.

9 p.m. Grad Activities Committee party in the Big Red Barn.

Saturday, February 17

2 p.m. *Varsity Wrestling - Princeton. Barton Hall.

2 p.m. *Varsity Hockey - Harvard. Lynah Rink.

6 p.m. Freshman Basketball - Colgate. Barton Hall.

7 & 9:15 p.m. *Cornell Cinema film: Benton and Newman's *Bad Company* with Jeff Bridges. Uris Auditorium.

7 & 9:15 p.m. *Cornell Cinema Film: The Marx Brothers in *A Day at the Races*. Willard Straight Theatre.

7:30 p.m. Bangladesh Sandhya. An evening of Bangladesh music and dances. Anabel Taylor Auditorium. Refreshments. Free.

8 p.m. Wei Chi Night (Chess game, also known as Go). Beginners and veterans welcome. Room 307 Sheldon Court (Chinese Community Centre). Sponsored by New China Study Group.

8:15 p.m. *University Theatre Production: Strindberg's *Storm Weather* and Chekhov's *The Boor*. Drummond Studio.

Sunday, February 18

9:30 a.m. Yoga. Loft II, Willard Straight Hall.

9:30 a.m. Episcopal Church at Cornell. Worship. Anabel Taylor Chapel. Church School and nursery care provided. All are welcome.

10 a.m. Friends (Quaker) Meeting for worship. Blue Room, Anabel Taylor Hall.

11 a.m. Sage Chapel Convocation. Speaker: Robert Rankin, vice president, the Danforth Foundation, St. Louis, Mo.

1 p.m. Chinese toy making. Paper folding the first week. Room 307 Sheldon Court. Sponsored by New China Study Group at the Chinese Community Centre.

7 p.m. *Cornell Cinema Film: *Shaft* at 7 p.m. and *Shaft's Big Score* at 9 p.m. Directed by Gordon Parks. Statler Auditorium.

8 p.m. *Jazz Projections, Yr. III No. 2. Cornell Jazz Society

Concert with the "Big Note" Memorial Room, Willard Straight Hall.

8:15 p.m. *University Theatre Production: Strindberg's *Storm Weather* and Chekhov's *The Boor*. Drummond Studio.

Monday, February 19

4:30 p.m. Lecture: "Technology, Industry and Economic Development—Policy Options." J. Herbert Hollomon, director, Center for Policy Alternatives, MIT. Ives 110. Sponsored by University Lectures and Program on Science, Technology and Society.

8 p.m. Biology and Society Lecture Series: "Geneticists and the Biology of Race." Statler Auditorium. Speaker, W. Provine.

7:30 & 9 p.m. *Cornell Cinema Film: *Intimate Lighting*. Willard Straight Theatre. Film Club members only.

8:15 p.m. Music Dept. Concert: Graduate Student Composers, original works. Barnes Hall.

Tuesday, February 20

4:30 p.m. Geological Sciences Seminar: "The Nain Anorthosite Project in Labrador." E.P. Wheeler, Dept. of Geological Sciences, Cornell. 212 Kimball Hall. Coffee at 4 p.m.

7:30 p.m. Food Facts and Fads: "Food Prepared by Microbes." Prof. F.V. Kosikowski, Dept. of Food Science, Cornell. Uris Auditorium.

7:30 p.m. University Senate Meeting. Kaufmann Auditorium.

8 p.m. *Cornell Cinema Film: Francois Truffaut's *Jules et Jim* with Jeanne Moreau. Statler Auditorium.

8 p.m. Landscape Architecture Program Film Series: *Cities: Living in a Machine*, showing models of cities designed by Paolo Soleri and Dr. Appleton Spilhaus. Room 404, Plant Science Building.

8 p.m. Lecture: "What Next for Black America?" Alex Haley, writer and author. Anabel Taylor Auditorium. Sponsored by University Lectures and Africana Studies and Research Center, in collaboration with College of Arts and Sciences, English Dept. and Sociology Dept.

Wednesday, February 21

8 p.m. *Varsity Hockey - Pennsylvania. Lynah Rink.

8 p.m. *Cornell Cinema Film: *Viva Zapata*, directed by Elia Kazan, with Marlon Brando. Uris Auditorium. Attendance limited to Cornell Community.

8 p.m. Woman Is My Name - weekly meeting. North Room, Willard Straight Hall. An opportunity for women to meet with and share the art and ideas of their sisters.

Thursday, February 22

10 a.m.-noon. Campus Club Coffee. Harold Feldman, professor of human development and family studies will speak on "Changes in Marriage." BOCES-Building A.

12:15 p.m. Sea Grant Seminar Series: "Diseases of Fish." Dr. Kenneth E. Wolf, director of Eastern Fish Disease Laboratory, Leetown, W.V. James Law Auditorium, College of Veterinary Medicine.

4:30 p.m. Food Science Seminar: "Composition and Thermal Properties of the High Melting Glyceride Fraction of Milk Fat." David Barbano, Dept. of Food Science, Cornell. 204 Stocking Hall. Coffee at 4:15 p.m.

5 p.m. Christian Science Organization testimony meeting. Founders Room, Anabel Taylor Hall. Visitors are welcome.

7 p.m. Coffee House with Robin Williams. International Lounge, Willard Straight Hall. Sponsored by University Unions Program Dept.

7:30 & 9:45 p.m. North Campus Union Free Film Series: *The Bailiff* (7:30), and *Throne of Blood* (9:45). Subtitled foreign language films. Multi-purpose Room, North Campus Union.

8 p.m. Cornell Duplicate Bridge - regular duplicate game. Sage Hall Cafeteria.

8:15 p.m. *University Theatre Production: *Storm Weather* by Strindberg and *The Boor* by Chekhov. Drummond Studio.

Friday, February 23

7 p.m. Coffee House with Robin Williams. Multi-purpose Room, North Campus Union. Sponsored by University Unions Program Dept.

7 & 9:15 p.m. *Cornell Cinema Film: *Johnny Got His Gun*, directed by Dalton Trumbo. Uris Auditorium. Attendance limited to Cornell Community.

Academic and Financial Dateline

Thursday, Feb. 15 — Deadline for filing applications for JFK awards. (105 Day).

Friday, Feb. 16 — Deadline for Spring registration for Extramural students. No new registration of any kind will be permitted after this date. (B-20).

Tuesday, Feb. 20 — Charges, other than Cornellcard charges, billed Jan. 2 must be received by Bursar's office by this date to avoid finance charges.

Monday, Feb. 22 — Deadline for filing return to residence cards. Cards will not be preprinted; please complete information.

Friday, March 9 — Deadline for group applications for room assignment. (Student Assignment office, 223 Day).

Thursday, March 15 — Deadline for filing for grad Lehman fellowships. (Sage Hall).

Tuesday, March 28 — Number drawing for individual room selection grad and undergrad. (223 Day) 8 a.m. - 4 p.m.

Wednesday, March 29 — Number drawing for individual room selection grad and undergrad. (223 Day) 8 a.m. - 4 p.m.

Friday, March 30 — Room selection grad students only. (TBA).

Reminder: Renewal Financial Aid applications for '73-74 are now available at 203 Day. Due by April 16.

8 p.m. *Cornell Cinema Film: *Gone With the Wind*, starring Vivien Leigh. Clark Gable. Directed by David O. Selznick. Statler Auditorium.

8 p.m. *The Cornell Concert Commission presents John McLaughlin and the Mahavishnu Orchestra. Bailey Hall.

8:15 p.m. *University Theatre Production: *Storm Weather* by Strindberg and *The Boor* by Chekhov. Drummond Studio.

Saturday, February 24

2 p.m. *Freshman Hockey - Seneca College. Lynah Rink.

2 p.m. Varsity Squash - Dartmouth. Grumman Squash Court.

2 p.m. *Varsity Swimming - Dartmouth. Teagle Hall.

2 p.m. *Cornell Cinema Film Matinee: *Gone With the Wind*. Statler Auditorium.

7 p.m. Coffee House with Robin Williams. Third Floor Lounge, Noyes Student Center. Sponsored by University Unions Programs Dept.

7 & 9:15 p.m. *Cornell Cinema Film: *Johnny Got His Gun*, directed by Dalton Trumbo. Uris Auditorium. Attendance limited to Cornell Community.

8 p.m. *Cornell Cinema Film: *Gone With the Wind*. Statler Auditorium.

8:15 p.m. *University Theatre Production: *Storm Weather* by Strindberg and *The Boor* by Chekhov. Drummond Studio.

8:15 p.m. Music Dept. Concert: Cornell University Trio: Malcolm Bilson, piano; Sonya Monosoff, violin; John Hsu, cello; assisted by Karen Tuttle, viola. Works of Mozart. Barnes Hall.

8:15 p.m. *Varsity Polo - University of Virginia. Cornell Riding Hall.

8:30 p.m. *Heptagonal Games. Barton Hall.

Sunday, February 25

9:30 a.m. Yoga. Loft II, Willard Straight Hall.

9:30 a.m. Episcopal Church at Cornell. Worship, Anabel Taylor Chapel. Church school and nursery care provided. All are welcome.

10 a.m. Friends (Quaker) Meeting for worship. Anabel Taylor Hall Blue Room.

11 a.m. Sage Chapel Convocation: The Rev. John A. Taylor, University Unitarian Universalist Chaplain, Cornell.

4 p.m. Music Dept. Concert. Repeat — see Feb. 24. Barnes Hall.

8 p.m. *Cornell Cinema Film: *Death in Venice*, directed by Luchino Visconti. Statler Auditorium. Attendance limited to Cornell Community.

Exhibits

Andrew Dickson White Museum will be closed to prepare for the move to the Herbert F. Johnson Museum.

History of Science Collections, 215 Olin Library - Recent Acquisitions.

Olin Library: "American Institute of Graphic Arts, Fifty Books of the Year 1972." Open to Feb. 19. "1-Cent Life: A Portfolio of Poetry and Original Graphics by Modern Artists." Open until Feb. 22.

ANNOUNCEMENTS

Writing Workshop - The English Dept. is sponsoring a tutorial service for the improvement of writing skills. Further information is available at Goldwin Smith 355.

Cornell University Press

The following books have been published by the Cornell University Press.

Pierson, Stanley: *MARXISM AND THE ORIGINS OF BRITISH SOCIALISM: The Struggle for a New Consciousness*. Publication date is Jan. 29, 1973. \$10.75.

Gilbert, Sandra M.: *ACTS OF ATTENTION: The Poems of D.H. Lawrence*. Publication date is Jan. 26, 1973. \$10.95.

* Admission charged.

Attendance at all events is limited to the approved seating capacity of the hall in which they are presented.

All items for the Cornell Chronicle Calendar must be submitted to the Office of Central Reservations, Willard Straight Hall (either through the mails or by leaving them at the Straight desk) at least 10 days prior to publication of the Chronicle. The Calendar is prepared for the Chronicle by the Office of Central Reservations.