



# CORNELL CHRONICLE

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Basketball Dispute  
Investigated

Page 2

Bio Transfer Opposed

Page 2

'Finals Relaxation'

Page 3

Booking It

Pages 6-7

Spring Registration

Page 11

## NY Colleges Develop Financial Plan

The private colleges and universities in New York State have developed a plan of action aimed at strengthening the system of higher education in the State, minimizing the burden on taxpayers, and preventing the financial collapse of private educational institutions.

The plan announced Tuesday is based on the fact that New York State faces "a crisis in the financing of higher education," one element of which is the impending financial collapse of many private colleges and universities in the State. The financial crisis and the plan were discussed late yesterday at a news conference at the Cornell University-New York Hospital Medical Center in New York City. (Complete text of the plan begins on Page 4.)

At the meeting were Cornell President Dale R. Corson, chairman of an informal group of six private university presidents (Columbia, Cornell, Fordham, NYU, Rochester and Syracuse), and other private university and college representatives including Hamilton College President John W. Chandler, chairman of the Commission on Independent Colleges and Universities (CICU).

The plan of action was prepared by the six universities on behalf of CICU, an organization representing private institutions of higher education in the State. Corson chaired the drafting committee.

The plan was also presented yesterday to Governor Nelson A. Rockefeller; T. Norman Hurd, chairman of the Task Force on the Financing of Higher Education in New York State; legislative leaders and top educators in Albany.

The plan cites three elements of the

State's crisis in higher education financing: 40 per cent more student places will be needed in the next decade; 43 per cent of the current student places are jeopardized by the impending financial collapse of the State's private colleges and universities; and present burdens on State taxpayers are excessive.

The long-term aspect of the plan calls for two changes: first, that public institutions develop user charges which cover full educational and other student-related costs such as meals, rooms and health services with students who can afford it paying full charges; second, that students who need financial assistance should receive it in the form of a greatly expanded Scholar Incentive plan based on need. The highest awards, the plan says, should equal full user charges at the public institutions. The awards should be usable by students at New York institutions of their choice, whether public or private.

According to the plan, the two long-term proposals are based on the contention that "in the long-run, the interests of taxpayers, students, and the higher educational system in the State will be best served by a program that enables students, regardless of income level, to have free choice of the institution, public or private, which meets their academic needs. Those who have the least ability to pay should have as much freedom to select and attend the institution of their

choice as those from the highest income levels. By the same token, those who can afford to pay for all or part of their higher education should do so whether they attend a private or public institution. It is unfair to impose on the taxpayer a burden which these students and their families can reasonably bear."

The proposal of the private colleges and universities also recognizes that the Governor and the State Legislature are faced with "extremely difficult" budget decisions for the next fiscal year. To that end, the plan proposes keeping the system of higher education going at the least cost to the taxpayer in 1972-73 without jeopardizing the system in the years immediately ahead.

Among these short-term proposals are: (1) Bundy aid (current state support of private institutions) continued at least at present levels. A reduction in Bundy institutional aid, the plan says, would be disastrous for many private institutions. (2) A first step expansion of the State Scholar Incentive Program as a part of the long-term financing plan. For 1972-73 awards should increase from a maximum of \$600 to \$1,500. (3) A temporary emergency fund established to sustain those private institutions facing immediate financial disaster. This fund should be administered on a state-wide basis. (4) Categorical aid to professional schools and for educational opportunity programs should be continued.

The plan says that the financial plight of private colleges and universities in the State is indeed serious.

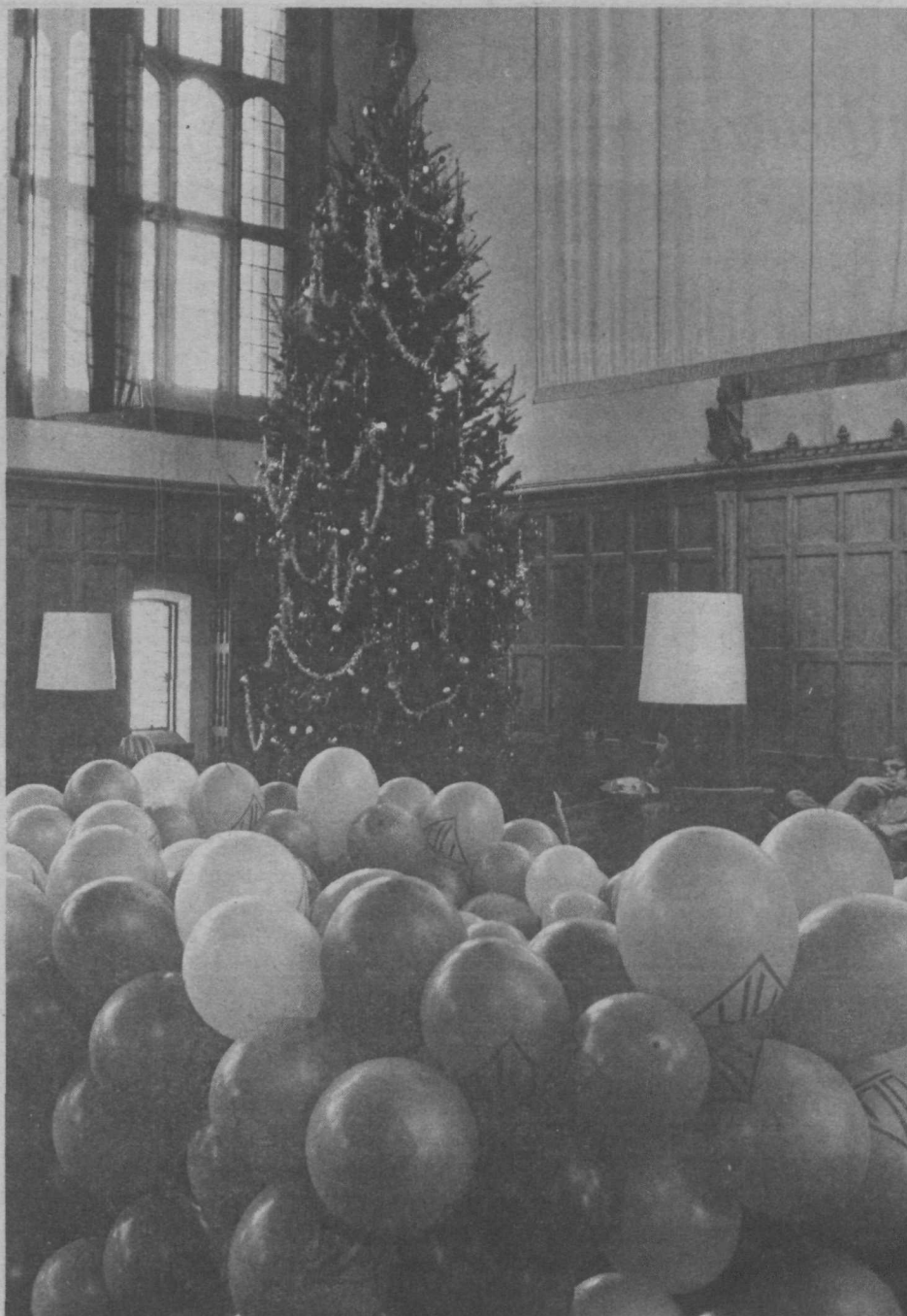
Deficits for the six private universities alone, excluding their medical schools, totaled nearly \$16 million in 1969, rose to more than \$23 million the next year, and was just short of \$29 million for the

*Continued on Page 6*

## Returning the Empties



**ECOLOGICAL ACTION**—Two residents of Ecology House load smashed bottles into a truck which will take it away to be recycled. Ecology House is a dormitory, located in the Cornell Heights Residential Club, for students interested in ecological problems. (See story on Page 11.)



### Merry Christmas!

Cornell Chronicle wishes all its readers a joyous holiday season.



## Unit to Investigate Grievances Of Cornell Basketball Players

A five-man committee, established and chaired by University Ombudsman Byron Yaffe, began meeting Monday "to investigate all grievances which have led to disputes between players and the coaching staff on the varsity basketball team," Yaffe said.

Yaffe announced the formation of the committee late Saturday night, following the Cornell-Fairfield basketball game here. The game was the second in a row in which the six black players on the team had not participated. They did not dress for the game at Syracuse last Thursday either. Yaffe said the committee would complete its investigation by this coming Saturday and that, if the study were not completed by that date, the situation regarding the grievances would be re-evaluated.

The committee includes Yaffe, Ramon E. Rivera, the University's Affirmative Action officer; William Keene, a graduate student in education and coordinator of minority activities for COSEP who was chosen by the black players to represent them on the committee; Charles H. McCord, assistant dean for external affairs for the Graduate School of Business and Public Administration who was chosen by the rest of the team to represent them, and David L. Call, the H.E. Babcock Professor of Food Nutrition who was chosen by the department of physical education and athletics to represent them.

Following the investigation, the committee is expected to make recommendations to all involved parties based on the committee's analysis of the situation.

The ombudsman is the University official who investigates complaints and hears grievances brought by anyone in the University community about the University or anyone in it who exercises authority. In this case, certain parties to the dispute between the coaches and players requested assistance by the Office of the Ombudsman, Yaffe said.

Jon T. Anderson, director of physical education and athletics at Cornell, announced that the basketball game at the University of Rochester scheduled for the night before last was rescheduled for Jan. 12. He said the game had been rescheduled because in light of present conditions it was uncertain whether the Cornell team could prepare adequately for the game.

The first public statement on the dispute was made by Cornell's head basketball coach, Jerry Lace, prior to the game at Syracuse. He said: "Six black basketball players did not make the trip with the team tonight because they have questions and grievances with me. I hope to discuss the situation with the squad tomorrow."

The six players are John Coles, a junior from Washington, D.C.; Jeff Howard, a sophomore from Bridgeport, Conn.; Tom Sparks, a senior from Bridgeport, Conn.; Carmel "Skeeder" Stewart, a sophomore from Pittsburgh, Pa.; Otis Story, a sophomore from Jamaica, N.Y.; and Brian Wright, a sophomore from Brooklyn, N.Y.

A series of meetings involving players, coaches and athletic department officials took place Friday and Saturday. During the game with Fairfield, the team was coached by Tom Allen, an assistant coach.

Following the Fairfield game, a statement was made by Sparks, co-captain of the team, on behalf of himself and five black teammates. The statement said:

"We six Black Cornell basketball players are members of the Cornell basketball team. All that we have been doing has been within that framework. It has been continually alleged that we are boycotting Cornell basketball games. It is our contention that we have not. Rather, we have certain grievances with basketball coach Jerry Lace. We have taken these grievances to Coach Lace and have continually acted in good faith over the past few days in our dealings with Coach Lace, with the rest of the team, and with other parties introduced into the discussion. We have acted in good faith and will continue to do so in the hope our actions will be justified by the University investigation."

## Ombudsman To Report On COSEP

The Ombudsman's office will report soon on its investigation of questions regarding the policies and procedures of the COSEP program.

Early last month, University Ombudsman Byron Yaffe asked interested members of the Cornell community to submit by Nov. 19 any inquiries they might have about the program's policies and any allegations against its administrators.

None of the complaints filed, according to Yaffe, have required any official action. The inquiries about policy are still being investigated, he said, and the results will be made public.

Yaffe stressed, however, that his office "is still available on an ad hoc basis for complaints on COSEP or any other University program."

Cornell ornithologists, seeking to learn the seed preferences of birds which visit backyard feeders, are going to the top of the pecking order to get the answer — they're asking the birds themselves.

Specifically, the ornithologists are seeking to establish the optimum contents and proportions for bird feed mixtures to attract the greatest diversity of birds with minimum waste. The study is sponsored by the Specialties Division of Agway, which, among other things, sells pet foods.

Ten different seeds will be tested and six feeders will be used. Five of the feeders will be filled with seeds and the sixth will be kept empty to eliminate position bias on the part of the bird.

James Tate Jr., assistant director of Cornell's Laboratory of Ornithology where the experiments will be conducted, said everything possible will be

## Biology Transfer Opposed Faculty Presents Views

All statements made at a meeting Monday to discuss the possible transfer of the Division of Biological Sciences to a state unit opposed such a move. About 75 of the division's 120 faculty members attended the hour-and-a-half-long meeting in 110 Ives Hall called by University President Dale Corson to get the views of the division's faculty on the subject.

Corson once again pledged to assure the continuing identity of the division as long as the division's faculty wishes it. He also said that he and Vice Provost W. Keith Kennedy would develop alternate plans for the division.

The division presently is supported financially primarily through the College of Arts and Sciences, an endowed unit, and the College of Agriculture and Life Sciences, a statutory or state unit. A Ford Foundation grant which provides about \$400,000 annually now meets a substantial portion of the endowed unit's share. The grant expires in 1980.

Concern about the Arts and Sciences College's ability to meet its share of the financial needs after the grant expires resulted in a proposal to transfer the division to the state unit at Cornell. The proposal has met with stiff opposition from almost all

concerned.

In an opening statement at Monday's meeting, Corson said that before the division was created in 1964, the Arts and Sciences College had not been enthusiastic in its support of biological sciences. He added that he is delighted with the strength of the current commitment of the college to that field.

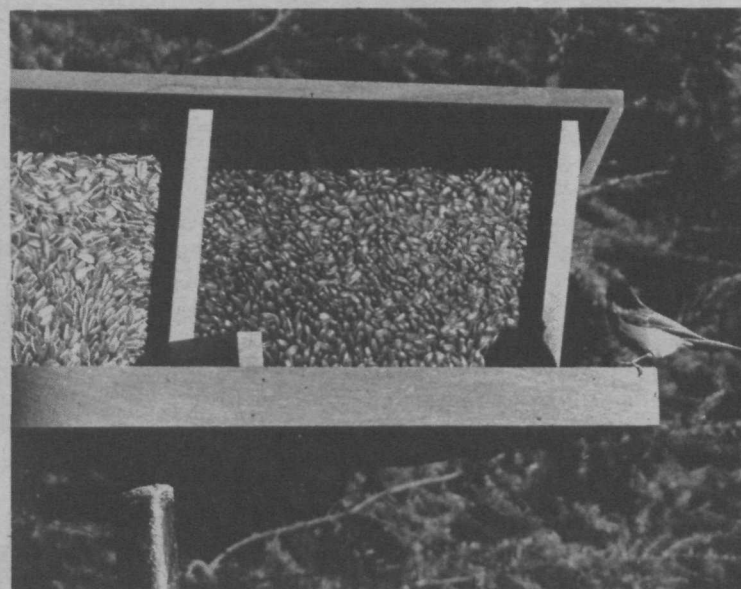
Faculty members pointed to the critical condition of the state's finances and suggested this is no time to transfer the division, even if a transfer were recommended. They also pointed to rigidity in state financing and state operational techniques. Many felt that if the reason for a transfer of the division to the state is financial then a financial solution should be sought without destroying the present academic structure.

Asked if a show of hands was needed to give him an idea of the group's feelings on the matter, Corson said that it was not. He said he "got the flavor" of the faculty meeting from the proceedings.

Besides Corson and Kennedy, those attending the meeting included Richard D. O'Brien, division director; Alfred E. Kahn, dean of the College of Arts and Sciences, and Robert S. Morison, professor of biology and a former director of the division.

## 'A Little Bird Told Me'

## Ornithologists to Test Bird Seeds



done to assure that the birds will not go to any one feeder through habit. Feeders will be rotated every two weeks so that within a seasonal quarter each seed is stationed at each of the six possible positions.

The feeders will be placed in an arc facing the East Trail gate of the laboratory's bird sanctuary on Sapsucker Woods Road. Volunteer spotters with field glasses will make observations from vehicles parked near the gate.

Volunteers will get more than just satisfaction for contributing to knowledge about birds' preferences of seeds.

"We think they should get something for their help," Tate said, "so we plan to give them a five pound sack of bird seed."

## Chronicle Takes A Vacation

With this issue, the Chronicle suspends publication for Christmas recess. Publication will be resumed for the spring semester on Thursday, Jan. 13, 1972.



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# Finals Relaxation Program Soothes Tense Students

"Finals and relaxation" may appear to be antonyms to students at this time of year, but they can become synonymous, at least temporarily, when mixed with free cookies and coffee, tension relaxation exercises, rooms for all-night studying, and a chance for sympathetic conversation with an adult.

The soothing combination, called a "finals relaxation program," opened Tuesday night in the North Campus Union, Willard Straight Hall and Noyes Center as a joint project of the departments of Dining and University Unions and the Dean of Students Office.

From 8 p.m. until midnight, cookies and coffee will be put out in separate all-night study rooms and tension relaxation rooms in all three unions. During the same hours, each tension relaxation room will be staffed by an adult member of the Cornell community who will be there to talk with students, replenish cookies and help with the relaxation exercises.

"We're there to offer temporary relief to students," explained Howard Kramer, associate dean of students who is coordinating the program with Jenele Buttery, student activities assistant in the

same office.

Kramer said the exercises are on audio-tapes lasting from 15 to 20 minutes each. Each tape contains a series of instructions telling the participants to tighten or relax a series of muscles or muscle groups. Students are invited to drop in throughout the evening. The tapes will be run as often as there are students wanting to do the exercises.

All-night study rooms are: second floor lounge, North Campus Union; third floor lounge and meeting rooms, Noyes Center and the Memorial Room, Willard Straight Hall.

The tension relaxation rooms are: Room 316 and the private dining rooms, North Campus Union; music lounge, Noyes Center and the International Lounge, Willard Straight Hall.

Volunteer adults staffing the relaxation rooms are from the offices of guidance and testing, dean of students, international students, university religious affairs, Arts and Sciences advising and from University Unions. Members of a group of lay counselors called EARS — Empathy, Assistance and Referral Service — will also help.



**BOOKING IT**—Two students work intently to prepare for final exams in the Straight Memorial Room, which is open all night. See additional photos on Pages 6-7.

Kramer said the program will definitely continue through Sunday in the Straight and in the North Campus Union, with the possibility of extending on into the week. The program at Noyes Center will continue through Wednesday.

## Senate Gives Unofficial Approval To Campus Life Division Budget

The Cornell University Senate could give only unofficial approval to the approximately \$16.3 million Campus Life budget at its meeting Tuesday night. The Senate failed to maintain a quorum of 69 senators at the end of the meeting. An unofficial vote, however, showed approval of the budget by 57-8 with one abstention.

The budget will go before the Board of Trustees for approval at the January 21-22 meeting. J. Robert Cooke, speaker of the Senate, said after the meeting that constitutionally the Senate would have to approve the budget at its next meeting Jan. 25. The Senate did have a quorum for most of the meeting and defeated several amendments to the budget having to do with athletics allocations.

No basic changes in the budget were made. The allocation for women's athletic teams was changed from \$7,500 to \$6,000 because of a surplus of \$1,500 this year. The \$6,000 figure remained as one of seven "add-on" allocations that must be approved by the trustees separate from the budget.

The most controversial and confusing discussion concerned approximately \$40,000 that Cornell will receive from the televising of the Cornell-Dartmouth football game. In the budget, \$10,000 of this money was allocated as income in the athletics budget. The Campus Life committee said that they understood from the administration that the remainder of the money would be used over several years so as not to distort the income picture of the athletics department.

Senator Ellen Mandell made several motions that would have increased the television income for this year to \$25,000, reduced the University subsidy of \$480,000 to about \$464,000, and added \$25,000 to the student housing budget to preclude rent increases in graduate and married student housing.

After considerable discussion, Speaker Cooke ruled the motions out of order. It was not clear whether the Senate had the authority to give income from one division to another or direct a division to spend income all in one year. Furthermore, the television money was not officially part of the budget and it was not certain whether the Senate could put such money into the budget.

During the meeting — in questioning Jon T. Anderson, director of athletics — it was not made clear whether the athletics department had this extra television money to use in the coming year. Anderson said in response to one question that the money might be used to make repairs on Lynah Rink.

After the meeting he clarified to a group of senators that he would have to ask the administration and trustees for authority to use the money for repairs.

Anderson said that the pipe that carries brine to the rink is "fairly well rotted out" and may break at any time. In addition he said that the department is spending about \$6,000 a year on water for the rink because present equipment does not recirculate water that cools the brine.

## Memorial to Cornell Scientist Reading Room to Honor Rosenblatt

A reading room in Langmuir Laboratory is being planned by colleagues and friends of Frank Rosenblatt as a memorial to the Cornell scientist who died in a boating accident in Chesapeake Bay, on July 11. Rosenblatt was associate professor of neurobiology and behavior and director of the Cognitive Systems Research Program in the Division of Biological Sciences.

The idea for the reading room was conceived by Maurice Rosenblatt of Washington, D.C., the brother of Frank, and Richard D. O'Brien, director of the division.

O'Brien said the Frank Rosenblatt Reading Room would be a place where students and professors can keep abreast of current literature and meet in a relaxed atmosphere. O'Brien said this would be "in accordance with Frank's views about the importance of such relationships in the developing life of the student."

Room 155 on the first floor of the laboratory has been designated as the location for the new reading room and the division has agreed to

perform the construction necessary to convert it into a reading room.

A Frank Rosenblatt Memorial Fund has been established and the first monies collected would be used to provide such things as rugs and chairs for the room, O'Brien said.

"Also," he added, "it is hoped that there will be sufficient funds to sustain an ongoing endowment of not less than \$20,000 to provide income to support the purchase of scientific periodicals and texts. These would be selected by trustees of the fund, a group of three professors elected annually by the Section of Neurobiology and Behavior."

The collection would be started, O'Brien said, by Rosenblatt's own scientific library and writings. Examples of Rosenblatt's broad interests in other fields such as music and art also would be included in the reading room.

Persons wishing to contribute to the fund may make checks payable to Cornell University and send them to the Frank Rosenblatt Memorial Fund, 200 Stimson Hall, Cornell University, Ithaca, N.Y. 14850.

## Alice Burgoin, 69

Alice M. Burgoin, 69, emeritus professor of institution management in the New York State College of Human Ecology at Cornell University, died last Wednesday at Arnot Ogden Hospital in Elmira. She made her home at 10 Woodcrest Avenue.

In 1932 Professor Burgoin joined the faculty of the New York State College of Home Economics. During her first year in the department of institution management, she wrote a recipe book entitled "Large Quantity Recipes."

At her retirement, Professor Burgoin was an advisor to the New York State School Food

Service Executive Board and member of the advisory committee for Food Service Administration Department of the New York State Technical School at Morrisville, N.Y. She was also chairman of the college section of the American School Food Service Association. For three extended periods she served as acting head of the institution management department.

Since her retirement in 1964, Miss Burgoin had been active in church, hospital, and other volunteer projects. She also had served on national committees related to school food service.

## W. L. Hewitt, 54

William Leonard Hewitt, 54, died at his home at 17 Muriel St. Monday after a long illness. He was the assistant director of the School of Civil and

Environmental Engineering, associate professor of civil and environmental engineering, and associate professor of highway engineering in the Department of Agricultural Engineering.

He received a BCE degree from Cornell's School of Chemical Engineering in 1948 and MCE degree in 1950. He became an assistant professor of civil engineering here in 1953. He was named associate professor, head of civil engineering graphics, and admissions officer for the School of Civil Engineering in 1957.

Hewitt was licensed to practice professional engineering in New York State and had written a number of papers, bulletins and articles for technical publications. His biography appeared in American Men of Science, and he had served on a number of University committees.

Survivors include his wife, Myrtie Hewitt, and a son, two sisters and five brothers. Wagner Funeral Home is in charge of the private funeral. Burial will be in East Lawn Cemetery. There will be no calling hours.



# Complete Text of Action Plan

## *A Plan of Action for Financing Higher Education in the State of New York —December, 1971*

*This plan was prepared on behalf of the Commission on Independent Colleges and Universities, an association of 106 private institutions of higher education in the State, by a committee of New York's private universities:*

*Cornell University, President Dale R. Corson, Chairman; Columbia University, President William J. McGill; Fordham University, President Michael P. Walsh, S.J.; New York University, President James M. Hester; Syracuse University, Chancellor Melvin A. Eggers; The University of Rochester, Chancellor W. Allen Wallis; Commission on Independent Colleges and Universities of the State of New York, Chairman John W. Chandler (President, Hamilton College).*

## **Summary and Recommendations**

New York State is in a crisis in the financing of higher education. The elements of this crisis are:

1. Forty per cent more student places must be provided in New York State in the 1970's.
2. A huge number of the present student places (43% of the total) are jeopardized by the impending financial collapse of the State's private colleges and universities.
3. Burdens on the State's taxpayers are already excessive, and higher education is only one of many urgent demands.

New York's problem is to accommodate the numbers of students for whom a higher education must be provided at the lowest cost to the taxpayer. It will be enormously costly for the State to provide the needed student spaces if the private institutions are forced to close their doors or to be absorbed into the State structure. Some additional assistance for the private institutions, coupled with a first step toward a sound long-term plan for financing higher education, will minimize the taxpayers' burden in the years ahead.

An analysis of the financial crisis facing the State's system of higher education is presented in this paper, followed by discussion of key elements of a long-term plan, as well as immediate plans, for financing higher education in the State.

*The long-term plan should be phased in over three to four years. It consists, in summary, of the following:*

1. Public institutions should extend user charges to cover their full educational costs, including instructional expense and such student-related expenses as those for meals, rooms, and health services. This will introduce a new source of revenue from those students who, with their parents, can afford to pay all or part of the full educational costs at the public colleges and universities.
2. At the same time, the Scholar Incentive program should be expanded to the point where the maximum awards, for students with the greatest need, cover the full user charges at the public institutions. The awards should be usable by the student at the New York institution of his choice, whether public or private.

*For the 1972-73 budget, to be presented shortly to the Legislature, the private colleges and universities propose the following program:*

1. As a first step toward a new long-term financing plan for New York's higher education system, the State's Scholar Incentive program for 1972-73 should be expanded from its maximum of \$600 to a maximum of \$1,500. This should be accompanied by a system of user charges at the public institutions which will offset most of all the cost of the expanded Scholar Incentive program.
2. Bundy aid should be continued at least at present levels. A reduction now in this institutional aid would be disastrous for many private institutions. The long-term financing plan presented herein will permit a gradual phasing out of this form of non-categorical institutional aid.
3. A temporary emergency fund should be established to sustain those private institutions facing immediate financial disaster. This fund should be administered on a statewide basis.
4. Categorical aid programs should be continued at least at present levels.

## **Background**

Higher education in New York State must be viewed as a total system. Thus, serious problems in a major segment of the system affect the entire system, and proposed solutions must be examined in terms of their effect on the total system. The system itself and its educational product are assets of inestimable value to the State. Accordingly, the grave financial problems of higher education are of deep concern to the government and the people of the State of New York.

In this State the system of higher education is made up of the State University of New York with its many two-year, four-year, and graduate and professional units; the City University of New York with its variety of two-year, four-year, and graduate facilities; and the over 100 private colleges and universities.

New York State can be proud of its system of higher education. It is the largest system in the nation, with over 800,000 students enrolled in graduate and undergraduate degree programs. It has the largest number of universities, offering outstanding graduate and professional as well as undergraduate programs. The full impact of New York's unique public-private system on the cultural, intellectual, professional, and economic environment in the State is impossible to measure quantitatively, yet there can be no doubt that all institutions and individuals benefit and prosper from the presence of an extensive high quality system of higher education.

Some quantitative measurements of economic impact are possible. For example, about \$320 million in federal funds flow into the State each year for research and training activities at institutions of higher education.\* This kind of statistic, however, does not begin to measure the real economic impact of a quality system; this would have to be expressed in terms of the educated men and women who work, teach, and live in the State and who help it grow and prosper. Even this does not take into account the new knowledge developed by the faculties, or the direct services of the institutions to the general public, to business, and to government at all levels.

\*Ten per cent of the federal investment in research and training at universities comes to New York State. More than half of that is brought in by the six major private universities in the State. See Appendix A.

## **Problems in the State's System of Higher Education**

Despite its strengths, New York State faces serious problems in higher education. Some of these are related to the rapid expansion in the system, both past and projected. Undergraduate enrollments alone have grown from 209,200 in 1961 to 439,400 in 1970. Yet the opportunities for a higher education must be expanded still further, especially for those who have not heretofore had access to higher education. The State Education Department estimates a need for 638,000 undergraduate places by 1980 — an increase in capacity of over 40%.

With growth has come a huge increase in cost. Planned expansion in enrollments and facilities will mean a continued rapid rise in cost over the next decade. This cost has been and is supported by a variety of funding sources, including tax monies, tuitions and fees, gifts, endowment income, and federal support for research and training. It is essential that expansion in the 1970's be achieved with the maximum use of non-tax sources so that the minimum burden falls on the New York State taxpayer. Similarly, it is essential that growth be achieved without overbuilding — i.e., through carefully planned use of all existing facilities, public and private. Declining enrollments at a number of private institutions currently result in an underutilization of facilities in the system. Vacancies are now estimated at more than 15,000. Clearly, this is wasteful.

This paper addresses itself specifically to the financial plight of the private institutions. Private colleges and universities are, of course, a major segment of the system, both in the number of students and the range and quality of academic activities. New York, in fact, has the largest number of students in private institutions of any state. New York's private institutions currently enroll about 43% of the students in the system. The State University enrolls 42%, and the City University enrolls 15%. (See Appendix B.) The private institutions offer a wide variety of educational opportunities, and are

responsible for two-thirds of the graduate and professional education — the most advanced and costly parts of higher education.

As indicated above, the State's private colleges and universities are in serious financial trouble, and the situation is rapidly growing worse. Some institutions are in fact close to insolvency; others are approaching that situation; all private colleges and universities are in financial difficulty. As private institutions become unable to support themselves, the State will be forced to make up the difference, either through greater expansion in the State or City University or through some form of absorption of the failing institutions.

Each student who is displaced from a private institution because of its financial collapse — or who is forced by high user charges from a private to a public college — will impose an immense burden on the State taxpayer. The burden on the taxpayer will be several times the cost of a judicious, timely investment in State aid to private higher education and a plan for realistic user charges.

## **The Financial Problem of the Private Colleges and Universities**

### *How serious is the problem?*

Many recent studies document the plight of private colleges and universities throughout the country and in New York State:

The American Association of Colleges (the Jellema Report) studied 507 private institutions in 1970-71 and found that 122 would exhaust their liquid assets within one year. The Carnegie Commission (the Cheit Report) examined 41 representative institutions in 1970 and classified them by the degree of their financial problems. (New York University, Syracuse and Hamilton College were the only New York institutions included.) Eleven were found to be "in financial difficulty," including NYU. Nineteen were classified as "headed for financial trouble," including Syracuse. Only twelve were classified as "not in financial trouble." A study by the New York State Education Department (the Mercer Report) in April, 1971, found that the institutions receiving Bundy aid for the years 1967 through 1970 had a total deficit of \$76 million.

Deficits reported for New York's six major private universities, excluding medical schools, totaled \$15,880,000 in 1969, \$23,439,000 in 1970, and \$29,920,000 for the year ended in June, 1971. Without the State's Bundy aid to these universities, the situation would have been much worse.

To make up for these deficits the universities have sold and borrowed against those endowment and other assets that are legally available. In the period 1966-71 the six institutions sold \$74 million in endowment assets and borrowed over \$50 million to cover deficits for that period and those accumulated earlier.

How long can an institution continue to support deficits? Only so long as it has liquid assets to cover them. In the case of New York University, one of the nation's largest and most prestigious private universities, the exhaustion of liquid assets is close at hand. The same is true of a number of private four-year institutions. Others will reach the end of the road during the next few years. A serious financial reverse, such as a reduction in State institutional support, will sharply accelerate the process of financial collapse. It should be noted that no significant assistance from the federal government is in sight.

### *What Caused the Financial Problems of the Private Institutions?*

The financial problems of all colleges and universities, public and private, have two underlying causes: Inflation, and the increased demands on these institutions for educational programs and services. Inflation has brought steadily rising costs. All costs, particularly salaries and benefits, have risen rapidly, as they have in the economy as a whole. Interest rates have been unusually high. The cost of construction has skyrocketed. Other costs have risen as well.

Along with the impact of inflation have come growing operating costs resulting from the greater responsibilities and demands placed on institutions of higher education. A 1968 Carnegie Commission study points out that, partly in response to intellectual developments — i.e., the "knowledge explosion" — and partly in response to national needs, these institutions have greatly increased their commitments to new, varied and often costly fields



# for Financing Higher Education

of study. Examples are biochemistry, plasma physics, the non-western world, and black studies. Other programs have reflected increasing demands that colleges and universities help to solve critical social problems — urban, environmental, etc. Additional expensive demands are made by mandated programs — including such important but costly programs as those designed to eliminate discrimination against racial minorities and women.

Because private institutions for the most part lack the support of tax monies, they have had to raise tuitions to try to cover their rising costs. Such institutions would have had trouble making income cover costs in any event, but the problem has been greatly exacerbated by the rapidly growing disparity between user charges at private and public institutions. Faced with this disparity, more and more students have lost the option of attending a private institution — strictly because of cost. Such a decision should be based on academic rather than solely financial considerations. Private colleges and universities have attempted to lessen the impact of high tuitions on low and moderate income families by liberal scholarship, loan, and student work programs, but inevitably these institutions have experienced falling enrollment, or, more

over-stretched State and City tax revenues.

It is evident that the plight of the private institutions will worsen unless the gap between their user charges and those of the public institutions is narrowed. To the extent this cannot be done immediately, interim measures must be adopted.

*Have Private Colleges and Universities Cut Costs to Keep Tuition Down?*

Yes. The State's private colleges and universities have in fact affected severe economies through institution-wide cost reduction programs. Over the State these actions are typical:

Academic programs have been curtailed, including some of high quality;

Previously college-supported or subsidized services have been put on self-supporting bases, or dropped;

Faculty leaves for research have been drastically reduced;

Pay increases, especially for faculty and administrators, have been severely limited;\*

Library acquisitions have been cut and regional cooperative programs instituted to share resources;

Much construction and modernization has been halted; Maintenance has been deferred.

Association of University Professors survey of faculty salaries: The compensation of full professors at the six private universities is shown as nearly \$2,000/year less than their counterparts in the four major SUNY centers. For 1970-71, the SUNY Center professors received salary increases averaging over 12.6%; those in the six private universities averaged 5.4%. The disparities are of the same order in other faculty ranks as well.

*What Will Happen if State Support for Private Institutions is Not Continued and Enlarged?*

If State programs of financial support for private institutions of higher education are not continued and expanded, and if the system of user charges is not altered, private colleges will begin to go under, one by one, or perhaps ten by ten. When such institutions close, those students needing financial aid will have to be absorbed into the New York tax-supported institutions, since scholarship assistance at other private institutions cannot be expanded to accommodate them. Other failing institutions will in various ways be absorbed into the tax-supported parts of the system.

*What Will It Cost the State if Private Institutions Fail?*

As private institutions fail, or must be absorbed into the State University, there will be two kinds of costs to the people of the State: A serious increase in the tax burden and a serious erosion in the quality of the total system of higher education in the State.

Sources of income for the system of higher education include tax monies, user charges paid by students, gifts, endowment income, and grants and contracts for research and training activities. To minimize the cost of higher education to the State's taxpayers, it is essential that the non-tax income brought into the system by the private institutions be preserved. The State's six major private universities alone generate much non-tax income.

In 1969-70 tuition and fees at these institutions amounted to \$189 million. Gifts and endowment income came to \$45.5 million. Federal payments for research and training activities totaled \$167 million. (In contrast, Bundy aid to these six private universities came to only \$12.8 million for that year.)

The non-tax income is tremendously important to the State's system of higher education. It explains in considerable part why New York State, though it has the largest system, ranks 47th in the nation in the fraction of its taxes devoted to higher education.

To understand the potential impact of the loss of non-tax revenues on the total system, it may be helpful to visualize a river of funds driving a turbine representing the higher education system. The river is made up of tax monies and non-tax monies. As private institutions disappear, non-tax monies will decline. The flow of funds in the river will be reduced. To keep the turbine going at even the present speed (i.e., to maintain current enrollments), the flow of tax monies will have to make up the difference. The burden on the taxpayer will increase.

*Stated in its simplest terms, the collapse of private colleges and universities will mean even higher taxes for the people of New York State.*

If private institutions, largely supported by non-tax sources, close their doors or are absorbed into the public sector, much tuition income will be lost. Much gift income, including funds from out of state, will be lost. Some endowment income will be lost where such assets cannot be transferred to State ownership. Certainly additions to endowment principal will be much curtailed. Some federal support of research and training activities will be lost, surely, if programs have to be shut down. The replacement for all these will have to come from the New York taxpayer.

The other kind of cost to the people of the State is in the quality of the State's system of higher education. The public institutions have grown in quality as well as size. It is not a justifiable assumption that private institutions absorbed into the public system will decline in quality provided that State support is adequate. What will be lost to the State, however, is the rich diversity which has long characterized the State system and is essential to its quality. Just as the lives of individuals—their interests, their work, and their talents—exhibit great variety, so should an educational system provide variety in program and discipline. This is certainly one kind of human activity where a rich mosaic of many parts is preferable to a single, large, less diverse structure.

The structure of New York's higher education has been designed for diversity. The University of the State of New  
*Continued on Page 8*

Total Deficits—In Thousands

	69-70		70-71		71-72 estimates	
	Actual	Without Bundy	Actual	Without Bundy	Budget	Without Bundy
New York Univ.	\$ 4,568	\$ 9,236	\$ 6,756	\$11,317	\$ 9,840	\$14,500
Syracuse	1,000	3,102	3,200	5,630	4,700	7,100
Columbia	13,839	16,496	16,000	19,047	10,800	13,831
Cornell	1,976	3,370	1,856	3,388	1,454	3,000
Fordham	0	1,040	0	1,117	500	1,500
Rochester	2,056	3,007	2,108	3,175	2,350	3,500
Total	\$23,439	\$36,251	\$29,920	\$43,674	\$29,644	\$43,431

The projected 1971-72 deficit for the six private universities, assuming Bundy aid continues on the current basis, is \$29,644,000.

particularly, declining tuition income relative to total cost. In 1970-71 the six private universities alone expended \$29,897,000 of their own resources for financial aid to students. (See Appendix C.) Even so, many private institutions are now operating below capacity and are having trouble filling their freshman classes and even greater difficulty filling their graduate rolls.

(Note that expenditures by the six private universities for student aid almost exactly equal their combined deficits for the same period.)

The contrast between enrollment trends at public and private institutions is clear from the experience of the six major private universities in relation to the four major SUNY centers — Buffalo, Albany, Stony Brook, and Binghamton:

In 1967, the six private universities had 68% of the total undergraduate enrollment of the ten institutions. In four years, this has dropped to 56%.

In 1966-67 the private universities enrolled 74% of the graduate, professional, undergraduate students in the ten institutions. By 1970-71, despite increased aid to students, this had dropped to 63%.

In the past two years alone, the six private institutions have lost ground in numbers of students, while the comparable enrollment at the four SUNY centers has risen 29%. Over the full four-year period the SUNY increase was 72%. (See Appendix D.)

The point here is not that growth of State and City universities should be halted. On the contrary, their growth is essential if the system is to meet its accepted obligation to provide new opportunities for increasing numbers of State residents who are candidates for higher education. The problem is that this growth, under the present system of minimal user charges, has drawn students away from the private institutions, with these results in the private sector:

Institutions have operated at less than full capacity, hence at higher per-student cost, leading (with other factors) to higher tuition charges;

Their financial stability is seriously jeopardized.

Apart from the apparent waste of unused resources, these dysfunctions have also aggravated the problems of the State and City universities: They have tended to overaccelerate their growth, compounding their already great space problems, hampering their efforts to maintain high quality, and adding to their demands upon already

A few specific examples serve to illustrate the steps being taken by all private institutions. *Syracuse University* has ceased all new and replacement hiring, and has stopped all raises for faculty and administrative staff until at least January 1973. *Columbia University* has sharply reduced its administrative staff and has entirely eliminated its separate theater arts program. *New York University* will fill no vacancies and has instituted a salary freeze for the next budget year. These institutions, and all the others, have undertaken many other programs to cut operating costs.

There is a point, however, beyond which cost reduction seriously jeopardizes the character of the educational institution. This is just as true for a public institution like SUNY as it is for a private college or university. For example, major changes in faculty-student ratios to reduce costs can dramatically lower the quality of education. The instructional process in education is communication between teacher and pupil. Some of that activity can take place in large classes, and technological advances can and have increased the number of students one professor can reach. Much of the communication, however, involves active participation and feedback between professor and student and the close meeting of two minds on a difficult problem. Technical aids to instruction do not assist this process, and an increase in the student to faculty ratio in fact impairs it.

Similarly, requirements that faculty teach a stipulated, uniform number of class hours, at the expense of their scholarly and research activities and less-structured student contacts, will undermine the quality of education. Particularly today, a teacher in higher education must keep abreast of his field; otherwise what he is teaching in the classroom is swiftly outdated. Moreover, the teacher who is active in research can convey to his students the excitement of uncovering new knowledge and is thus more likely to remain a stimulating teacher throughout his career. Finally, a basic function of universities is to increase knowledge through research. Besides the benefits of that knowledge to the State's industry, government and public, it is essential to the training of advanced students, both undergraduate and graduate, who will themselves conduct research and staff the educational institutions.

\*The effect of the tight salary budgets of private universities is evident in the summer 1971 American



## Drama Group To Present Play by Kesey

The first major theatrical production of the Saltmine Drama Co-op, a community theatre project sponsored by the Centre for Religion, Ethics and Social Policy at Cornell, will open tonight at 8 p.m. in Anabel Taylor Hall Auditorium.

"One Flew Over the Cuckoo's Nest," a long-running play in New York and San Francisco, will be presented through Saturday night here. Tickets for all performances are \$1.50. The play by Dale Wasserman is based on the novel by Ken Kesey and is set in a mental institution in the Northwest.

More than 40 people from the Cornell and Ithaca community are involved in the production, according to Tim Hunt, a graduate student who is director of The Commons in Anabel Taylor Hall.

Hunt said the Saltmine group has several other projects either under way or planned. In the spring they hope to have a "mini-theatre" circuit through which they will present one-act plays in Tompkins County.

Hunt said he hoped this week's production would help to recruit more people into the group and urged anyone who is interested in working in any capacity to contact him at the Commons.

# 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.)

## Slate of Nominees For Nominations and Elections Committee

The Nominations Committee is offering the following slate of 16 nominees to be voted upon by the University Faculty for the nine seats available on the Nominations and Elections Committee. Additional nominations will be received from the floor from both Faculty and FCR members at the FCR meeting today. The nominees will not be paired. Those nominees on the ballot receiving the largest number of votes will be elected except that no more than two may be elected from any one school or college. The staggered terms will be assigned on the basis of votes received among the nine elected.

M. H. Abrams, Frederick J. Whiton Professor of English.

Vance A. Christian, Associate Professor, Hotel Administration.

Thomas R. Dyckman, Professor, B&PA.

Frederick Jelinek, Associate Professor, Electrical Engineering.

William T. Keeton, Professor and Chairman, Neurobiology and Behavior.

Robert W. Kirk, Professor and Head, Small Animal Medicine and Surgery.

Duncan M. MacIntyre,

Professor, ILR.

Robert McGinnis, Professor, Sociology.

Robert S. Pasley, Professor, Law.

Richard M. Phelan, Professor, Mechanical Engineering, Mechanical Systems and Design.

Robert L. Plaisted, Professor and Head, Plant Breeding and Biometry.

Henry N. Ricciuti, Professor and Chairman, Human Development & Family Studies.

Jerry Margaret Rivers, Associate Professor, Human Nutrition and Food.

Edwin E. Salpeter, Professor, Physics, Astrophysics, Nuclear Studies.

Sidney Saltzman, Associate Professor, City and Regional Planning.

Daniel G. Sisler, Professor, Agricultural Economics.

## Special FCR Meeting (Note Room Change.)

There will be a special meeting of the Faculty Council of Representatives at 4:30 p.m. today, Dec. 16, in Bache Auditorium, Malott Hall.

# Financial Plan Developed

Continued from Page 1

year ending this June. The report says the situation would have been much worse without the Bundy money.

The projected total deficit for the six private universities, assuming Bundy aid continues on the current basis, is \$29,664,000 for 1971-72. Without Bundy aid this figure would exceed \$43 million.

The report says that some of the private universities and colleges have been making up their deficits by selling and borrowing against those endowments which are legally available. From 1966 to 1971, the six private universities sold \$74 million in endowment assets and borrowed more than \$50 million to cover current deficits and those accumulated earlier.

In answering the question "How long can an institution continue to support deficits?" the report states: "Only so long as it has liquid assets to cover them. In the case of New York University ... the exhaustion of liquid assets is close at hand. The same is true of a number of four-year private institutions. Others will reach the end of the road during the next few years ... reduction in state institutional support will sharply accelerate the process of financial collapse."

The report says the underlying causes of the financial plight of colleges and universities are inflation and the increased demands on and responsibilities accepted by institutions of higher education.

Concerning the user charges and Scholar Incentive Plan, which should be phased in over some five years, the CICU report says "It is evident also that the plight of private institutions will worsen unless the gap between their user charges and those of the public institutions is narrowed."

This contention, according to the report, arises not out of the argument "that growth of state and city universities should be halted. On the contrary, their growth is essential if the system is to meet its accepted obligation to provide new opportunities for increasing numbers of State residents..."

The report states further that "this growth, under the present system of minimal user charges, has drawn students from the private institutions" with two negative results: private institutions have operated at less than full capacity with consequent higher per-student costs and tuitions; and the financial stability of the private institutions has been seriously jeopardized.

The report contends that the private sector's problems have also aggravated the problems of the state and city universities. "They have tended to over accelerate their growth, compounding their already great space problems, hampering their efforts to maintain quality, and adding to their demands upon already over-stretched state and city tax revenues."

The CICU report continues by saying that private colleges and universities in the State have affected "severe" economies and that cost reduction programs have been developed in all institutions. Marginal academic programs have been curtailed. Faculty research leaves of absence have been drastically reduced. Pay increases, especially for faculty and administrators, have been severely limited. Much construction and modernization has been halted. Maintenance has been deferred.

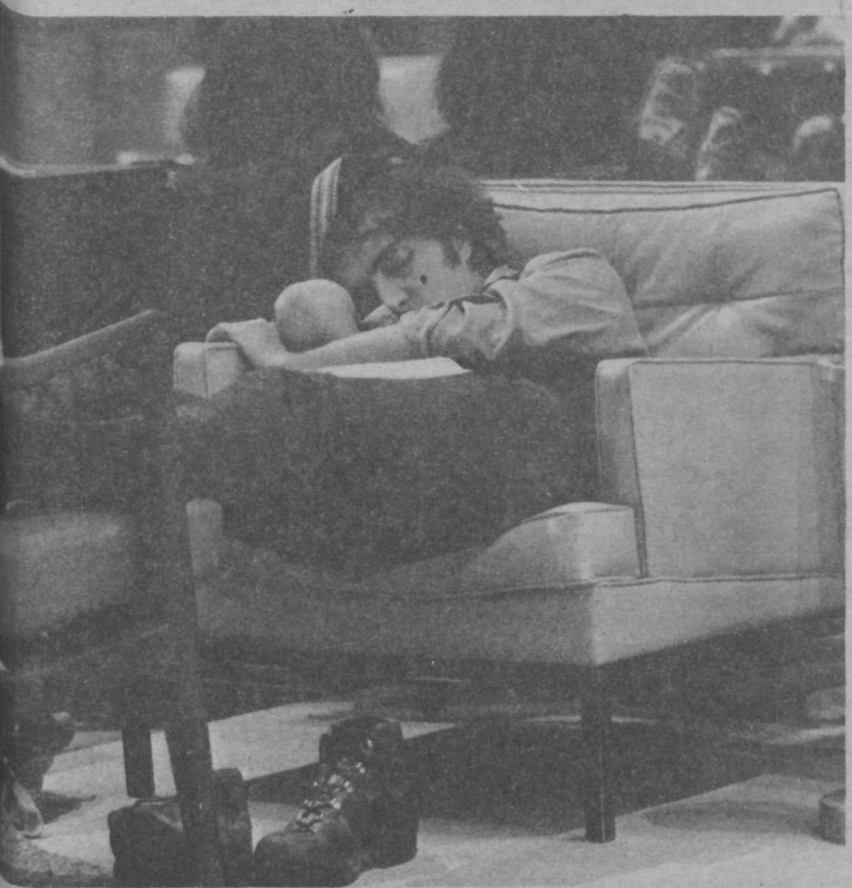
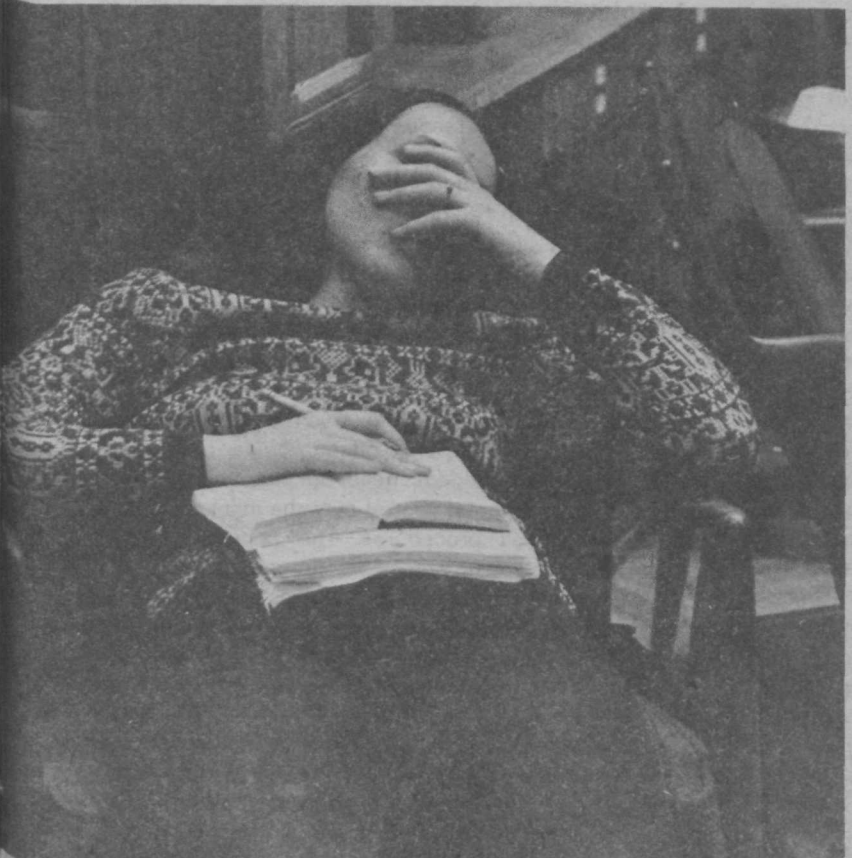
However, the report says, there is a point "beyond which cost reduction seriously jeopardizes the character of the educational institution. This is just as true for a public institution like the State University of New York as it is for a private college or university."







## Booking at the Straight



## Sidewalk

Superintendent



In an approach to improving operating economy, the Department of Buildings and Properties is attacking one of the major non-productive expenses of operating Cornell — waste heat. The cost of heating the Cornell physical plant amounts to almost \$2 million per year. Even a small reduction, proportionally, in this figure is a significant amount.

Last winter the ventilating systems of several of the more modern buildings which had been discharging heated air into the atmosphere 24 hours a day were largely shut down during periods when the buildings were unoccupied. The resultant savings were important enough

to warrant extending the practice to all the campus buildings having high air-charge rates.

Economy measures in buildings having less sophisticated heating and ventilating systems are neither as easy nor as rewarding as in the new buildings. However, it has been noted that a high proportion of the complaints regarding building comfort result from too much, rather than too little heat. Temperatures in older buildings tend to be high for a number of reasons, such as inadequate controls and exposed uninsulated piping. Therefore, in an attempt to economize, and at the same time, to improve comfort, heating controls are going to be set for lower temperatures (70 degrees in most cases) in most of Cornell's older buildings.

It is recognized that malfunctions in heating system elements — controls, convectors, piping, etc. may produce isolated instances of discomfort when the over-all building temperature is lower, but these can, and will, be corrected more effectively when the heating system is operating

at a proper level. All cases of system malfunctions should be reported promptly to the Department of Buildings and Properties, Service Desk, Ext. 6-4739.

## Sage Notes

Special applications for National Defense Foreign Language (NDEA VI) Fellowships are not available in the Fellowship Office, Sage Graduate Center. This program is designed to encourage graduate students (U.S. Citizens) who intend to teach certain foreign languages or to use them in some other public service. At Cornell these fellowships are available in the areas of East Asia, East Europe, Latin America, and Southeast Asia. Completed applications are due at the Graduate School no later than Feb. 1, 1972.

If you have any doubt as to your eligibility, please check with the Area Programs listed above.

## Cornell Considers Program at Arecibo For Puerto Rico U.

Cornell and the University of Puerto Rico (UPR) are considering a program which would allow UPR students and faculty members to do a portion of their degree work at the National Astronomy and Ionosphere Center (NAIC). NAIC is a national research center operated by Cornell for the National Science Foundation (NSF) near Arecibo, a city on the north coast of the island.

Plans for the cooperative program were disclosed last week by Miss Leticia del Rosario, dean of studies at UPR, at the 136th meeting of the American Astronomical Society in San Juan. About 350 astronomers and space scientists from all parts of the world attended the meeting.

Frank D. Drake, director of the NAIC and professor of astronomy at Cornell, has held several meetings with UPR officials to iron out details.

Miss Del Rosario said an agreement is expected within a year that would make it possible for UPR students and faculty to obtain doctoral degrees in physics with a specialization in radio astronomy. She said such a move would constitute "one of the major accomplishments" in the field of physics at UPR in more than 20 years.

UPR, which has more than 36,000 students, has its principal campus in Rio Piedras on the outskirts of San Juan. At the present time it is possible to earn a doctor of philosophy degree at UPR only in chemistry and Spanish studies.

## Arecibo Gets New Power Line Feed

Therm Inc. of Ithaca has started fabrication of a new high power line feed for the National Astronomy and Ionosphere Center (NAIC) that will improve tenfold the observatory's radar capability in planetary astronomy and ionospheric research.

Cornell, which operates the center in Arecibo, Puerto Rico, granted a \$93,270 contract to Therm for fabrication of the unit which is expected to be installed next spring. The NAIC is a national research center operated under contract with the National Science Foundation (NSF).

Frank D. Drake, director of the center, said the feed will give astronomers working at the observatory much greater capability in developing radar maps of the nearby planets and the moon and will enable more detailed observations of radio sources in deep space. The greater capability will enable the accuracy of ionospheric studies to be improved in many respects, Drake said.

The feed is a cylindrical aluminum unit made up of 84 sections. It will be 90.5 feet long and 38.6 inches in diameter at the top, tapering down to about 16 inches. Suspended 435 feet above the 1,000-foot-diameter reflector or dish of the giant radio telescope, the feed will be used to direct radio energy down to the reflector and to receive radio signals collected by the reflector.

The new line feed will operate at a frequency of 430 Megahertz.

## List of Recent Promotions

Betty Hatch, Bursar, Senior Clerk - Senior Account Clerk.

Delores Fuller, Bursar, Student Account Clerk - Senior Clerk.

Raymond S. Tsang, General Services, Bus Driver Trainee - Bus Driver.

Thomas D. Flanders, General Services, Bus Driver Trainee - Bus Driver.

Bertha Petersen, Biological Sciences, Senior Account Clerk - Chief Account Clerk.

Katharine Sinko, Engineering, Department Secretary - Administrative Secretary.

Robin Bryce, Geneva, Field Assistant - Field Assistant 2.

Dolores Young, Chemistry Department, Stenographer - Laboratory Technician.

Genya Yarkoni, White Art Museum, Stenographer 3 - Administrative Aide 1.

Arthur Morland, Geneva, Field Assistant 1 - Field Assistant 2.

Janice Downes, Personnel, Department Secretary - Administrative Clerk Trainee.

Carol MacDonald, University Development, Records Clerk - Department Secretary.

Sylvia Epp, University Unions, Account Clerk - Senior Account Clerk.

Byron McCalmon, Registrar,

Assistant Director Student Records and Finance - Acting Registrar.

James Lyon, Scholarships and Financial Aid, Assistant Director - Director, Student Employment.

Rachel Manweiler, Chemistry Department, Research Aide - Laboratory Technician.

Marcia Crans, Vegetable Crops, Stenographer II - Stenographer III.

Harold Ralston, Geneva, Field Assistant - Field Assistant II.

Dorothea Wilbur, Registrar, Typist - Senior Clerk.



# Complete Text of Action Plan

Continued from Page 5

York includes all the institutions of higher education, public and private. The governing body is the Board of Regents. The President of the University of the State of New York is the State Commissioner of Education. This is a brilliant concept in its possibilities, and a fundamentally sound organization of higher education—one that encompasses an extraordinary variety of academic resources and opportunities. It is adaptable to the future needs of the State. If institutions and programs are homogenized through the erosion of independence or through the loss of private institutions, the people of the State will be poorer.

## A Plan of Action

### Objectives

This plan has been developed with certain objectives and guidelines in mind. These have, in part, been borrowed from standards suggested by others.

1. *New York's system of public-private education should continue to be developed along comprehensive and varied lines.*

2. *Opportunities for higher education should be extended to students of all income levels.*

3. *Private and public institutions should share the responsibility of serving the economically and educationally disadvantaged.*

4. *A New York student's financial means should not limit his choice of college or university.*

5. *The taxpayer should not bear the burden of any part of the educational costs which the student can afford to pay, regardless of whether he attends a private or public institution.*

6. *Expansion of public and private institutions should proceed on a planned, coordinated basis—encouraging diversity, avoiding unnecessary duplication and overbuilding.*

7. *All Regent-accredited institutions of higher education should be constitutionally eligible for State aid.*

8. *Maximum freedom and encouragement for each institution to attract and use outside funds for student aid and program enrichment should be provided.*

9. *Programs of public support should be developed and State budgets should be timed to permit each institution to make long-range plans, financial and programmatic.*

10. *Institutions of higher education, while certainly accountable to the public for their programs, should not be subject to direct and detailed public intervention in their operations.*

11. *Marginal support to assure the survival and strength of a private institution should have preference over the enormously more costly alternative of replacement or absorption by the public structure.*

### Responsibilities of the Private Institutions

The first responsibility of an institution or of an educational system is to students: The primary charge to colleges and universities is to provide the opportunity to pursue the knowledge, to develop the skills they need and seek. The more nearly the total educational system provides students with variety and true freedom of choice, the more nearly is this responsibility likely to be met. Each institution must satisfy the student's educational needs or he will go elsewhere.

An institution's second responsibility is to society at large. This responsibility relates only in part to the fact that public funds in various ways support needs not met by student payments, gifts, endowment income, and the like. Private and public institutions should make it possible for society to judge their effectiveness by reporting their income and expenditures, educational achievements, admissions policy, enrollments, curricula, and facilities—both current and projected. In the State of New York this information is already public or is actively being gathered for submission to the State as part of the 1972 Master Plan for Higher Education.

The public is appropriately concerned with the control of costs, and the private institutions accept their responsibility in this area. It would be useful to develop a program for valid cost comparisons in the State system. However, this task is immensely complicated by the great differences among educational programs and the corresponding differences in costs and in accounting. Specialized programs in brain research or plasma physics cannot be compared with programs in linguistics or education. Costs would have to be allocated with respect

to level and subject, and agreement reached on allocation of sponsored research funds, costs of patient care, library, summer school, computer, overhead, and the like. Unless such studies are done on a uniform basis in all institutions, valid comparisons are not possible. In particular, gross calculations of cost per full time equivalent student are seriously misleading if they do not take into account the different kinds and levels of student programs.

The public also has a legitimate interest in the levels of user charges in both private and tax-supported institutions. In the context of the proposed long-term plan, the private institutions accept the responsibility (and the challenge) to compete effectively through the quality of their programs and the levels of their user charges. The real control of user charges will be in the hands of students who will be free to choose their college or university. If a private institution unwarrantedly raises its user charges above those of a public institution offering a comparable program, some students will leave, or fewer will apply, or the college will be obliged to use its private funds to complement the Scholar Incentive award.

Private, along with public institutions, have also a responsibility to contribute to the total educational needs of society. Private universities with complex graduate and research programs contain valuable special knowledge, equipment, and trained people. There are many social problems whose solution is facilitated by access to the resources of such institutions. The universities have a responsibility to make their special advantages available for the common good on some reasonable basis of reimbursement, and even to share the cost of some public service programs. This includes responsibility to make their special capabilities known widely, to cooperate in good faith where their help is needed and can be appropriately provided, and to report to the public at large on the results of their research and public service. New York's private institutions have an excellent record in this regard.

Finally, the private institutions in New York State have a responsibility, and in fact have made a significant and continuing commitment, to the education of disadvantaged students.\* Each of the six major private universities is participating in educational opportunity programs, with substantial investments of non-tax funds. In 1970-71 there were more than 6,000 minority students enrolled at the six private universities alone. There were 10,000 economically disadvantaged students receiving federal financial aid. A commitment to continue such programs, invariably involving a substantial investment of the institution's own funds, has been accepted by all the six private universities.

## A Long-Term Plan

In the long run, the interests of taxpayers, students, and the higher educational system in the State will be best served by a program that enables students, regardless of income level, to have free choice of the institution, public or private, which meets their academic needs. Those who have the least ability to pay should have as much freedom to select and attend the institution of their choice as those from the highest income levels. By the same token, those who can afford to pay for all or part of their higher education should do so, whether they attend a private or public institution. It is unfair to impose on the taxpayer a burden which these students and their families can reasonably bear.

To accomplish these objectives, two changes are needed. These should be made over a period of three to four years.

1. Public institutions should adopt user charges which cover their full educational cost, including instructional costs and such student-related expenses as meals, rooms, and health services. Those students who can afford to should pay the full charge.

2. At the same time, all those students who need financial assistance should receive it in the form of a greatly expanded Scholar Incentive plan. The highest awards, to those students who are able to pay little or nothing toward their educational costs, should cover the full user charges at the public institutions. The awards should, however, be usable by the student at the New York institution of his choice, whether public or private.

The plan, perhaps to be fully implemented by 1975, will accomplish the following:

1. New York State residents from disadvantaged

backgrounds will be able to receive a higher education at the institutions of their choice—institutions that are suited to their academic needs and abilities.

2. Students transferring from two-year to four-year institutions will have a similar freedom of choice along with appropriate financial assistance.

3. The differential between user charges at public and private institutions will be greatly reduced. The trend of enrollments away from the private to the public institutions because of tuition differentials will cease.

4. The State's system of higher education will be invigorated by

a. strengthening the private institutions, so important to the total system;

b. preserving the rich variety now available in the public-private system;

c. allowing freedom of choice to influence the character of the programs offered in the system. As all students are free to choose, and the system operates more as a free market, programs offered by all institutions will be shaped to fill the students' real needs.

5. The financial problems of the private institutions will be greatly alleviated:

a. There will be smaller call on their operating funds for student aid;

b. Institutions offering quality programs, fulfilling students' needs, will have full enrollment, and can operate at minimum cost per student.

6. In the long run the burden on the taxpayer will be minimized. All non-tax resources will be fully used. To the extent they are able, students will pay their way at both public and private institutions. Endowment income, gifts, and federal funds can continue to provide significant support to the system as they now do. As the program develops, Bundy aid can be curtailed and eventually dropped.

7. The plan will foster less intervention and more local governance—in both public and private institutions. Large, direct institutional grants require a form of audit and control that can become intervention. An expanded Scholar Incentive program, offering wide choices of institutions to the student, need not require the same degree of governmental control over the institutions and their policies and procedures. The poorly managed institution will shape up or lose enrollment.

8. The strain on tax-supported colleges and universities caused by untimely closing of private institutions or curtailment of their programs will be minimized.

9. The private institutions will be able to absorb an even greater portion of the State's students who have heretofore not had access to higher education, and it will be in the interest of these institutions to do so.

The plan set forth above is presented as a long-range solution to the problems of higher education in New York State\*. It cannot and should not be accomplished suddenly, but should be phased in over a three to four-year period. User fees at the public institutions should be increased until they are equal to full educational costs. The Scholar Incentive program should be correspondingly expanded to the point where the highest awards cover the full charges at the public institutions. As these steps are taken, Bundy aid can begin to be reduced, to be terminated after the expanded Scholar Incentive program is fully implemented.

Categorical aid will probably have to be continued for the foreseeable future to strengthen those professional and other educational programs which are essential to meeting the social priorities and manpower requirements of the State.

\*On a national basis the proportion of Negroes entering private universities is twice that of the public universities. See *ACE Fact Book on Higher Education, 1971*.

\*Long-term loans, with career, long income-contingent repayments, have been suggested as a solution to the financial dilemma of higher education. Problems of skewed selection of borrowers, high interest rates, initial capitalization, collections, and other difficulties, need still to be studied and resolved. As a solution to New York's problems, like the plan presented here, the long-term loan scheme would depend on realistic user charges. The scheme can do little more, however, than offer alternative financing for that portion of his educational expense which the student can bear. Existing student loan plans are already used extensively. The income-contingent loans will not solve the problems of the financially disadvantaged, who are the principal



# for Financing Higher Education

beneficiaries of New York's means-oriented Scholar Incentive program. It is that program which is recommended for extension.

## The Immediate Future

The Governor and the Legislature are faced with extremely difficult budget decisions for next year. The immediate problem is to keep the educational system going at the least cost to the taxpayer—i.e., through a program for next year that is as economical as possible but does not jeopardize the higher education system in the years ahead. The proposal of the private colleges and universities for the 1972-73 budget is as follows:

1. Bundy aid must be continued at least at present levels. To reduce Bundy next year would be disastrous for most private institutions and could be the coup de grace for several. (If the long-term plan can be implemented, this form of direct institutional aid can be phased out over the next few years.)

2. A first step should be taken toward the proposed financing plan. An immediate increase in the Scholar Incentive awards is recommended. For 1972-73 the maximum award should be increased from \$600 to \$1,500.

The expansion in Scholar Incentive awards should be accompanied by steps toward an extended system of user charges at the public institutions. This will develop new revenue for the public institutions from those students — and their families — who can afford to pay some or all of the full cost. This additional income to the State will offset most or possibly all of the cost of the expended system-wide Scholar Incentive program.

3. Some private institutions are facing immediate financial disaster. Bundy aid at the present level cannot save these institutions. Emergency funds are needed to sustain these institutions until the new financing plan can take effect. Therefore, a temporary emergency fund should be established. The fund should be administered on a statewide basis, under standards to be approved by the Regents, to sustain those institutions in greatest need and most important to the State's higher education system.

This is to be a temporary emergency fund. This kind of financing could be an incentive for poor management. The proposed long-term financing plan creates strong incentives for good management in all parts of the system. For this reason, it is important that the long-term plan be executed as rapidly as possible, to avoid a succession of emergencies.

4. Categorical aid programs should be continued at least at present levels. The State now provides assistance to programs of high social priority such as medicine, dentistry, nursing, and educational opportunity programs for the disadvantaged. These programs must be maintained. Private institutions are in no position to replace State funds now being provided.

## Membership of the Commission on Independent Colleges and Universities

B-1, No. 2 Washington Square Village  
New York, New York 10012

Academy of Aeronautics  
Adelphi University  
Alfred University  
Bank Street College of Education  
Bard College  
Barnard College  
Bennett College  
Briarcliff College  
Brooklyn Law School  
Canisius College  
Capuchin Theological Seminary  
Catherine McAuley College  
Cazenovia College  
Clarkson College of Technology  
Colgate University  
College of White Plains  
Columbia University  
Concordia Collegiate Institute  
Cooper Union  
Cornell University  
Dominican College of Blauvelt  
Dowling College  
D'Youville College  
Eisenhower College  
Elizabeth Seton College  
Elmira College  
Finch College  
Fordham University  
Hamilton College  
Harriman College  
Hartwick College  
Hebrew Union College  
Jewish Institute of Religion  
Hobart and William Smith Colleges  
Hofstra University  
Houghton College  
Immaculate Conception Seminary  
College of Insurance  
Iona College  
Ithaca College  
Julliard School of Music  
Keuka College  
The King's College  
Kirkland College  
Ladycliff College  
LeMoyne College  
Long Island University  
Manhattan College  
Manhattan School of Music  
Manhattanville College of the Sacred Heart  
Mannes College of Music  
Maria College of Albany  
Maria Regina College  
Marist College  
Marymount College  
Marymount Manhattan College

Medaille College  
Mercy College  
Mills College of Education  
Molloy Catholic College for Women  
Mount Saint Mary College  
College of Mount Saint Vincent  
Nazareth College  
College of New Rochelle  
New School for Social Research  
New York Institute of Technology  
New York Law School  
New York Medical College  
New York University  
Niagara University  
Nyack Missionary College  
Pace College  
Packer Collegiate Institute  
Paul Smith's College  
Polytechnic Institute of Brooklyn  
Pratt Institute  
Rensselaer Polytechnic Institute  
Roberts Wesleyan College  
Rochester Institute of Technology  
University of Rochester  
The Rockefeller University  
Rogers College  
Rosary Hill College  
Russell Sage College  
St. Bonaventure University  
St. Francis College  
St. John Fisher College  
St. John's University  
Saint Joseph's College for Women  
St. Lawrence University  
College of Saint Rose  
St. Thomas Aquinas College  
Sarah Lawrence College  
Siena College  
Skidmore College  
Syracuse University  
Teachers College Columbia  
Tro Caire College  
Union College  
Union Theological Seminary  
Utica College  
Vassar College  
Villa Maria College of Buffalo  
Wagner College  
Webb Institute of Naval Architecture  
Wells College  
Yeshiva University

## Appendix B

### New York State Institutions Of Higher Education

#### 1970 Enrollments on FTE Basis

	Undergraduate FTE		Graduate FTE		Total FTE	
ALL HIGHER EDUCATION						
Total State Universities	225,374	45%	19,541	22%	244,916	42%
Total City Universities	78,893	16	11,299	13	90,192	15
Total Non-Public	191,362	39	57,950	65	249,312	43
Total State	495,630	100	88,790	100	584,420	100
FOUR-YEAR INSTITUTIONS						
State Universities	91,559	26%	19,541	22%	111,000	25%
City Universities	78,893	22	11,299	13	90,192	20
Non-Public	184,511	52	57,950	65	242,461	55
Total Four-Year Institutions	354,963	100	88,790	100	443,653	100
SIX UNIVERSITIES						
	44,791		32,593		77,384	
as percentage of						
Total Four-year	13%		37%		17%	
Total Non-Public	23%		56%		31%	
Total State	9%		37%		13%	

FTE Students - Full-time plus one-third of Part-time students, graduate as well as undergraduate.

## Appendix C

### Total Student Aid Derived From Institution Sources

#### (Non-Government)

INSTITUTION	66-67	67-68	68-69	69-70	70-71
NEW YORK UNIVERSITY	3,270	3,761	5,022	6,391	7,152 *
SYRACUSE UNIVERSITY	2,057	2,459	2,703	3,220	4,465
COLUMBIA UNIVERSITY	5,089	5,894	7,155	8,065	8,165
CORNELL UNIVERSITY	3,457	3,978	4,238	4,332	4,719
FORDHAM UNIVERSITY		1,365	1,562	1,850	2,078
UNIVERSITY OF ROCHESTER	2,187	2,200	2,654	2,957	3,483
TOTAL SIX		19,657	23,334	26,815	29,897

\* Included tuition waiver to employees  
' Estimated

## Appendix D

### Full-Time Equivalent Degree Credit Enrollment By Degree Level at Six Private and Four State Universities in New York, by Institution 1966-67—1970-71 \*\*

	UNDERGRADUATE		GRADUATE		PROFESSIONAL ****		TOTAL	
	1966-67	1970-71	1966-67	1970-71	1966-67	1970-71	1966-67	1970-71
NEW YORK UNIVERSITY	9,957	10,069	9,167	8,655	1,605	1,726	20,729	20,450
SYRACUSE UNIVERSITY	12,392	11,824	4,328	4,650	306	517	17,026	16,991
COLUMBIA UNIVERSITY***	4,300	4,491	6,599	5,684	911	1,060	11,810	11,235
CORNELL UNIVERSITY	6,114	6,594	2,274	2,639	968	1,097	9,356	10,330
FORDHAM UNIVERSITY	5,813	6,621	1,415	2,081	759	618	7,987	9,320
UNIVERSITY OF ROCHESTER	4,272	4,515	1,912	1,866	0	0	6,184	6,381
TOTAL SIX	42,848	44,114	25,695	25,575	4,549	5,018	73,092	74,707
BUFFALO	9,889	13,458	2,720	3,551	326	538	12,945	17,548
ALBANY	4,849	7,242	1,116	1,968	0	0	5,965	9,210
STONYBROOK	3,530	8,363	397	2,530	0	0	3,927	10,893
BINGHAMTON	2,300	5,058	306	1,092	0	0	2,604	6,150
TOTAL FOUR:	20,578	34,121	4,537	9,141	326	538	25,441	43,801
TOTAL TEN	63,426	78,235	30,232	34,716	4,875	5,556	98,533	118,508

\* F.T.E. Obtained by Fall full-time head count plus one-third Fall part-time head count.  
\*\* Source: Higher Education Planning Statistics 1969, Vol. 1-A, Degree Credit Enrollment, the University of the State of New York, State Education Department, Albany, N.Y., January 1970; College and University Enrollment, New York State, Fall 1969; Comprehensive Report on College and University Enrollment, N.Y. State, Fall 1966.

\*\*\* Main Campus Only  
\*\*\*\* Non-Medical

## Appendix A

### FEDERAL MONEY FOR NEW YORK INSTITUTIONS OF HIGHER EDUCATION\*\* (in thousands of dollars)

	1966-67	Rank	1967-68	Rank	1968-69	Rank	1969-70	Rank	1969-70 as a % of 1966-67
N.Y.U.	\$ 44,449	11	\$ 43,399	12	\$ 46,759	11	\$ 37,779	18	85.0%
SYRACUSE	13,940	67	16,092	62	12,414	76	8,946	89	64.2%
COLUMBIA	61,748		56,736		57,852		55,675		90.2%
Main	55,966	4	52,369	7	52,375	6	49,574	8	
Barnard	157		220		125		220		
Pharm.	107		147		164		236		
Teachers	5,518		4,000		4,658		5,222		
Systems	-0-		-0-		530		423		
CORNELL	39,188	14	39,567	14	39,071	16	37,972	17	96.9%
FORDHAM	2,663	*	2,147	*	2,252		1,861	*	69.9%
U. OF ROCH.	22,977	36	25,950	30	29,801	18	25,190	31	109.6%
TOTAL FOR SIX INSTITUTIONS	\$ 184,965		\$ 183,891		\$ 188,159		\$ 167,423		90.5%
TOTAL FOR NEW YORK STATE SIX INSTITUTIONS	\$ 339,734	2	\$ 340,897	2	\$ 353,581	2	\$ 320,298	2	94.3%
AS % OF N.Y.S.	54.4%		53.9%		54.3%		52.3%		
SUNY									
Buffalo	\$ 12,127	72	\$ 13,950	71	\$ 15,753	62	\$ 15,216	61	125.5%
Stonybrook	3,541	*	7,380	*	4,070	*	7,814	99	220.7%
Albany	3,541	*	3,955	*	4,175	*	5,280	*	149.1%
Binghamton	2,072	*	1,912	*	894	*	1,295	*	62.5%
TOTAL FOR FOUR SUNY	\$ 21,281		\$ 27,197		\$ 24,892		\$ 29,605		139.1%
FOUR SUNY AS % OF N.Y.S.	6.3%		8.0%				9.2%		
TOTAL FEDERAL	\$3,311,100		\$3,366,900		\$3,453,000		\$3,226,000		97.4%
N.Y.S. AS % OF FEDERAL TOTAL	10.3%		10.1%		10.9%		9.9%		

\* unranked: only top 100 institutions ranked  
\*\* source: Federal Support to Universities and Colleges NSF 70-27 (1969-70 data unpublished)



## The Senate Page

The Senate Page is the official bulletin of the Cornell University Senate. Publication is supervised by Ellen C. Mandell, secretary of the Senate, 133 Day Hall, 256-3715.

### Executive Committee Resolution On Petitioning Deadline

SA-110 2. The Internal Operations  
B-152-b Committee has recommended  
that the date be changed to 14  
January, 1972.

#### WHEREAS:

1. A deadline of 24 January, 1972, for the submission of employe nominating petitions for the February, 1972 elections is impossible within the current election schedule; and

It is resolved that the deadline for the submission of employe nominating petitions for the February, 1972 elections shall be 14 January, 1972.

### Recommendation for an Increase In General Fees for Health Care

SA-111 Fee for undergraduate and  
B-148-b graduate students starting 1972-  
1973, with the revenue from  
such increase being added to the  
income of the University Health  
Services.

The Cornell University Senate recommends to the Board of Trustees that there be a ten dollar increase in the General

### The Bylaw Revision Act of 1971

SA-112 published in the Chronicle or its  
B-101-b successor.

#### 1. Title I. Section 3.

A motion to hold a roll-call vote shall succeed if supported by one-fourth of those voting. The results of a roll-call vote shall be

#### 2. Title XVI. Section 1.

d. An annual evaluation of the operation of the Secretariat shall be prepared by and (ad hoc) special committee appointed by

### Senate Calendar

Thursday, Dec. 16 — Calendar Committee, 348 Morrison, 4:30 p.m.; Campus Life Committee, 609 Clark, 3:30 p.m.

Friday, Dec. 17 — Campus Planning, B-40 Day Hall, 2:00 p.m.; Campus Life Committee, 609 Clark, 2:00 p.m.

the Executive Committee and submitted to the Executive Committee by October 15 of each year. The members of the (ad hoc) special committee...

e. Elected Senators may not be paid employes of the Secretariat.

e. Elected Senators employed by the Senate shall be responsible to the committee that employs them. Compensation shall come through the Senate administration upon written certification by the appropriate committee if work is done.

Title XI. Section Ten.

The Secretariat shall maintain a record of all elections available to the public consisting of the number of votes received on each Hare system round as well as whatever auditing information may be deemed important by the

Secretariat and the Senate Internal Operations Committee or the Senate.

In addition, the following section titles shall be inserted into the Bylaws.

Title III. Section 1 - Introduction and Referral.

Title III. Section 2 - Committee Consideration.

Title III. Section 3 - Constitutional Amendments.

Title IV. Section 1 - Introduction and Referral.

Title V. Section 2 - Introduction and Referral.

Title VII. Section 4 - Term.

Title VIII. Section 4 - Term.

Title IX. Section 5 - Term.

Title X. Section 2 - Search Committee.

Title X. Section 4 - Election.

Title X. Section 5 - Term.

Title XI. Section 1 - Supervision.

## Chronicle

All items for publication in the Cornell Chronicle must be submitted to the Chronicle office, 122 Day Hall, by noon on the Monday preceeding publication. Only typewritten information will be accepted.



Title XI. Section 10 - Records.

Title XII. Section 12 - Chairman.

Title XII. Section 14 - Minutes and Annual Reports.

Title XII. Section 15 - Notification of Assignment.

Title XIII. Section 1 - Type of Action.

## Dec. 23 Paychecks

The Dec. 23 paychecks for Cornell's exempt employes will be distributed that morning at 8 a.m. The Christmas holiday period begins for most University employes at the end of their work day on Thursday, Dec. 23 and will continue until Tuesday, Dec. 28.

For non-exempt employes, all approved standard and additional time payroll requiring payroll checks on Dec. 30 must be submitted to the payroll offices by noon on Dec. 21. In order to meet this deadline prior to the end of the earning period, deans, directors and department heads have been asked to predict and submit the hours employes will work through Dec. 22. These paychecks will be distributed on Dec. 30 at 8 a.m.

This procedure may result in an employe being slightly overpaid or underpaid for the period. Any necessary adjustments should be made on the payroll voucher for the following pay period.

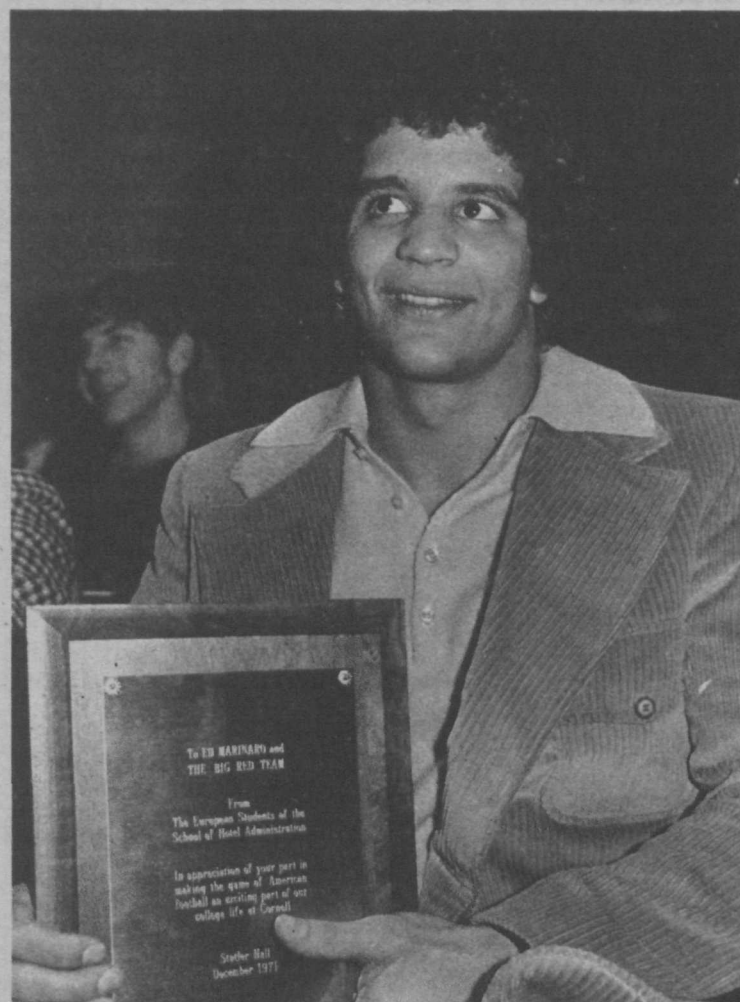
## Senate Actions — Dec. 7, 1971

ACTION NUMBER	TITLE	SPONSOR	ACTION TAKEN
SA-110 [B-152-b]	Executive Committee Resolution on Petitioning Deadline [To change the deadline for submission of employe nominating petitions from 24 January, 1972 to 14 January 1972].	Peter Heywood for the Executive Committee	PASSED
SA-111 [B-148-b]	Recommendation for an Increase in General Fees for Health Care [To increase General Fee by \$10 to augment income of University Health Services.]	John Wilkins for the Campus Life Committee	PASSED
SA-112 [B-101-b]	The Bylaw Revision Act of 1971 [Calls for publishing roll call votes; a special committee for evaluation of the Secretariat; rules for paid employment of elected Senators by the Senate are established.]	Robert Platt (101-a) Internal Operations Comm. (101-b)	PASSED
B-156	1972-1973 Budget for the Division of Campus Life [Understandings, revisions, additional allocations, and changes in budget guidelines are proposed for the 1972-1973 Campus Life Budget.]	Campus Life Committee	Considered by quasi-committee of the whole and recommitted to the Campus Life Committee

## Current Legislative Log

NUMBER	DATE SUBMITTED	TITLE	SPONSOR	COMMITTEE REFERRED TO
B-156	12/6/71	1972-1973 Budget for the Division of Campus Life [Understandings, revisions, additional allocations, and changes in budget guidelines are proposed for the 1972-73 Campus Life Budget.]	Campus Life Committee	Campus Life Committee
B-157	12/6/71	Policy on Freshman Residency Requirement [To restore freshman residency requirement as presently administered; to repeal SA-24.]	John Wilkins	Housing
B-158	12/6/71	Funding Policy for the Undergraduate Finance Commission [To prohibit the Undergraduate Finance Commission from funding the Big Red Band and Caps and Gowns.]	John Wilkins	Organizations and Public Events
B-159	12/6/71	Recommendation for an Increase in General Fee for Student Activities [To increase General Fee by \$1.50 to augment income of Student Activities.]	John Wilkins	Organizations and Public Events
B-160	12/13/71	Second Day Balloting Bill [This bill would keep the polling places for undergraduate student balloting open from 9:00 a.m. to 5:00 p.m. on February 10 as well as from 9:00 a.m. to 9:00 p.m. on February 9 for the purpose of electing a student Trustee and student members of the 1972-73 Cornell University Senate.]	John Harding for Internal Operations Committee	Internal Operations
B-161	12/8/71	An Act to Unify and Expand the Student Code and the Regulations for the Maintenance of Public Order [Proposes that the Student Code and the Regulations for the Maintenance of Public Order be replaced by a conduct code applying to all members of the Cornell Community.]	David Fritchey for Codes Committee	Codes Committee
B-162	12/8/71	Freshman Foot Relief Act [This bill extends campus bus service to West Campus.]	Norman H. Cohen	1. Campus Planning 2. Parking and Traffic
B-163	12/8/71	Rent Stabilization and Subsidy Act [Cornell University shall subsidize the Department of Housing in order to reduce room rents to an average of \$800 per year per individual.]	Roger B. Jacobs	Housing Subcommittee
B-164	12/8/71	Dining Improvements and Innovation Bill [The Dining Committee and Department of Dining should investigate the Risley College meal plan with the object of extending such limited contract meal plans to other living units; establish a "pick-up" operation in the West Campus Dormitory Area.]	Roger B. Jacobs	Dining

## Hotel Students Honor Ed



ANOTHER AWARD — Everybody's All America, Ed Marinaro, received another award; this time from the European undergraduates in the Cornell School of Hotel Administration. The plaque, presented by Evangelos A. Pezas '72, of Greece, states: "In appreciation for your part in making the game of American football an exciting part of our college life at Cornell." Marinaro, Hotel '72, received the award Friday afternoon during a seminar course at the Hotel School attended by most of the school's 500 students.



# Ecology House Residents Recycle Bottles, Paper and Other Trash

Recent popular usage has "trashing" meaning the destruction of property and "trucking" meaning walking along with a backward slant of the body.

But to members of Cornell University's Ecology House, trashing probably means smashing glass bottles for recycling and trucking probably refers to carting the recycleable materials to dealers in Ithaca and Elmira to be sold.

The Ecology House, the University's second residential dormitory, was established this September for students interested in ecological problems. Located in the Residential Club on Country Club Rd., the dorm's biggest single project has been recycling the tons of glass, newspaper and aluminum deposited in its backyard by ecology-minded area residents each week. The dorm currently sends about three tons of paper to Ithaca Scrap Processors weekly and about eight tons of glass to Thatcher Glass in Elmira bi-weekly.

"And the volume is picking up," according to Peter L. Marks, faculty advisor for the living unit. "The place is a madhouse on weekends." Marks is an assistant professor of biology, ecology and systematics in the Division of Biological Sciences at Cornell.

He estimated that Ecology House members contribute about 35 man-hours of volunteer help each week to the project. The volunteers sort the glass by color, remove metal from bottles, smash the glass to reduce volume, and store it in metal containers until it can be loaded on trucks to be taken away. The recycling, known as the Ithaca Recycling Project (IRP), was begun last summer by two Cornell graduate students, Ronald C. (Chuck) Kugler and Frank Slansky Jr., and by Steven Loehr, president of the Ithaca Youth Council.

The project initially recycled only glass, but when it was moved to the Ecology House this fall, the project began to accept paper and aluminum as well.

Drop-offs may be made at the Ecology House anytime of the day or night any day of the week, Marks said. Glass should be separated by color and clean of metal. Tin, which can be distinguished from aluminum by a seam in the side of the can, should not be dropped off, he said, as there is no market for it locally.

In addition to the IRP, the dormitory recently began a project to recycle high-quality white paper, following the lead of a group in Cornell's Department of Natural Resources. According to Bonnie Bowen, a residential advisor at the Ecology House, the dorm's residents began their project in the Langmuir Laboratory, which, appropriately, houses the Department of Ecology and Systematics. Bowen is a senior in the New York



**MANY HAPPY RETURNS**—Four Ecology House members examine some of the glass bottles the group has collected for recycling.

State College of Agriculture and Life Sciences.

Eventually, she said, the dorm hopes to involve all campus buildings in similar recycling procedures on a permanent basis.

Several dormitories are now recycling some materials, a procedure that may become University policy through the passage of a bill in the University Senate last month. The bill, which was originated by Clifford Mass, sophomore in the College of Arts and Sciences, calls on the Division of Campus Life "to recycle and to use recycleable materials when at all feasible." The proposal is currently being implemented by a committee composed of representatives of the Division of Campus Life and three Ecology House members under the chairmanship of William P. Paleen, director of student housing.

But ecology is more than trash. During the fall, Marks took a small group of students on Friday morning nature walks in the vicinity of the dorm, studying and identifying species of plants and animals. During the winter months, he hopes to substitute cross-country skiing — from the Residential Club to the golf course.

The dorm also hosted two sections of the University's Biology and Society lecture series. One section discussed phosphate additives and their effects on the quality of water. Led by Peter R. Jutro, a graduate student and an ecological consultant to the Public Works Committee of the House of Representatives, the section is researching phosphates in preparation for upcoming hearings on a clean water bill.

The other section, led by Marks, dealt with "the energetics of agriculture." "We tried to develop a balance sheet on energetics and we discovered the question was enormously complex," he said. Both sections will continue in the spring semester.

The first issue of the dorm's newsletter, "Ecology News," came out last month. The mimeographed piece opens with a statement of the rationale of the Ecology House by Allan MacNeill, a junior in agriculture. The dorm's purpose is, in part, "to prove that people can function as members of a natural ecosystem without sacrificing all of the benefits of modern technology."

Members of the Ecology House take their stated rationale seriously, although for some it means a second thought or two. For example, the dorm's Christmas tree, a white pine cut by the students from Mark's property, is "natural and imperfect." Some students, however, he said, were reported to have felt it was "scraggly."

At the tree-trimming party the decorations were recycled cans, bottles and aluminum strips. And no lights, of course, to save electricity.



**ECOLOGY TREE**—The house's Christmas tree is decorated with old cans and chains made of waste paper.

## Bulletin Board

### Sage Chapel Christmas Program

"A Celebration of Christmas Images", the Sage Chapel convocation of Sunday, Dec. 19, will employ modern dance, a jazz group, student readers, a madrigal choir and traditional Christmas music. The program will be at 11 a.m.

The Ithaca High School Madrigal Choir, directed by Stanley E. Snyder, will sing three classical selections. Dancers of the Ballet Guild of Ithaca, led by Gillian Fuller, will provide dance interpretation of two readings and a jazz improvisation. The Noel Jazz Group, led by Woody Peters of the DeWitt Junior High School music department, will also accompany singer Kay Zizzi in the folk carol, "I Wonder As I Wander."

Two students in theatre at Cornell, Katherine Austin and Brendan Ward, will enact a fragment from the Maxwell Anderson play, "Journey to Jerusalem." Other student readers will offer Biblical passages appropriate to Christmas and poems of T.S. Eliot and Amos R. Wells. Prof. Donald R.M. Paterson, University organist, will play for congregational singing of Christmas hymns, as well as major organ pieces. The program has been arranged by Hollis E. Hayward, University United Methodist Chaplain.

### Cornellian, Spare That Tree!

The Cornell Plantations reminds all residents of the Cornell community that the evergreens growing in the Plantations and on campus are not Christmas trees. These trees are an important part of the Cornell environment. Some are single specimens in collections of value in teaching and research and are both expensive and difficult to replace.

Director Richard M. Lewis warns that unauthorized cutting of valuable trees in past years has made Christmas an expensive and unhappy season for the apprehended individuals. Christmas trees and greens in variety are readily available and are well advertised. Several growers offer well-shaped trees for anyone who wishes to cut his own.

### Bus Service Reduced for Holidays

The Campus Bus Service will reduce regular service on Dec. 28, 29 and 30 because of the reduction in the work force at the University between Christmas and New Year's Day.

During the morning and evening rush hours, service will be limited to six A-B Locals, operating on a five-minute headway. For the rest of the day, four A-B Locals will operate on a seven-and-one-half-minute headway. The normal express buses from the A and B lots will not operate during this period. B Lot passengers needing transportation to Bailey Circle should use the Tower and Garden Ave. stop.

Full, regular service will resume on Jan. 3, according to Rogers.

### DINING SCHEDULE CHRISTMAS AND WINTER RECESS DECEMBER 21, 1971 - JANUARY 20, 1972

Please clip this information and post for reference. No other Dining Schedule will be issued.

Sage Hall Dining	Open 9:00 AM - 6:00 PM, Dec. 23, 1971 - Jan. 2, 1972 Closed Jan. 3, 1972 - Jan. 19, 1972 Reopens for breakfast, Jan. 20, 1972
Willard Straight Hall	Closed Dec. 24, 1971 thru Jan. 2, 1972 Open 7:15 AM - 6:30 PM Jan. 3 - Jan. 16, 1972 Regular Service resumes January 19, 1972 Elmhurst Buffet Closed Dec. 20, 1971 - thru Jan. 23, 1972
Hughes Hall Dining	Closed after lunch, Wednesday, Dec. 8, 1971 Reopens for breakfast, Thursday, Jan. 20, 1972
Martha Van Dining	Cafeteria Closes at 3:00 PM, Thursday, Dec. 23, 1971 Reopens for breakfast, Thursday, Jan. 20, 1972
Martha Van Vending	VENDING AREA remains open throughout Recess
North Campus Dining	Closes after lunch, Thursday, Dec. 23, 1971 Reopens for lunch, Thursday, Jan. 20, 1972
Noyes Center Dining	Closes after dinner, Tuesday, Dec. 21, 1971 Reopens for lunch, Monday, Jan. 17, 1972
Noyes Lodge	Closed after dinner ONLY December 18-22, 1971 Closes after lunch, Thursday, December 23, 1971 Reopens for breakfast, Thursday, January 23, 1972
The Pick-Up	Closed December 23, 1971 thru January 19, 1972
Statler	Student Cafeteria: Closed Dinners Now until January 20, 1972 Closed Luncheons Dec. 24-27 and Dec. 31, 1971 and Jan. 1, 1972  Main Dining Room: Closed Dinners Now until Jan. 16, 1972 Closed Luncheons Dec. 18, 1971 - Jan. 16, 1972 Except Dec. 25, Jan. 1 and Sunday Night Buffet
Dairy Bar	Closed Dec. 24-27, and Dec. 30-31, 1971 and Jan. 1-3, 1972

## Spring Registration

Continuing students register Friday, Jan. 21. Registration material will be available as follows:

Students in Agriculture, Arts and Sciences, Basic Engineering, Graduate School and Human Ecology will pick up registration material in Martha Van Rensselaer Auditorium Monday, Jan. 17 through Thursday, Jan. 20, from 8:30 a.m. to 4:30 p.m. and on Friday, Jan. 21, from 8:30 a.m. to noon. Students in other divisions will pick up registration material at their school or college office during the same period.

Registration material will not be mailed.



# Calendar

## December 16-23

### Thursday, December 16

#### FINAL EXAMINATIONS BEGIN.

9 a.m. - 6 p.m. Craft Sale - Art Lounge, Willard Straight Hall.

4:00 p.m. Open Reading - Fiction and Poetry. Temple of Zeus, Goldwin Smith.

4:30 p.m. Food Science Seminar: "Crystallization of Fractionated Milk Fats." Dr. John W. Sherbon, Asst. Professor, Food Science, C.U. 204 Stocking Hall. Refreshments served at 4:15 p.m.

4:45 p.m. Faculty Council of Representatives Meeting. Bache Auditorium, Malott Hall.

8:30 p.m. \*Film: *Eyes of Hell*. Willard Straight Cafeteria.

### Friday, December 17

9 a.m. - 6 p.m. Craft Sale - Art Lounge, Willard Straight Hall.

7 & 9:15 p.m. \*Film: *Bedazzled* (1967) with Peter Cook and Raquel Welch as "Lust." Ives 120. Attendance limited to Cornell Community. Sponsored by Cornell Cinema.

7 & 9:15 p.m. \*Film: Woody Allen's *Bananas* (1971) Statler Auditorium. Sponsored by Cornell Cinema.

### Saturday, December 18

4 & 8 p.m. Israeli Student Association Hanukkah Holiday Party. Multi-purpose Room, North Campus Union.

7 & 9:15 p.m. \*Film: *Bedazzled*. Ives 120. Attendance limited to Cornell Community. (See Dec. 17.)

7 & 9:15 p.m. \*Film: Woody Allen's *Bananas*. Statler Auditorium. (See Dec. 17.)

8:15 p.m. Duo-keyboard Concert. Old and New Music for Piano, Organ and Harpsichord. Miriam Wagner, piano and organ; Robert Rollin, piano and harpsichord. Program: Mozart, *Fugue in G Minor for Piano Four Hands, K. 401 (375e)*; Beethoven, *Sonata in D Major for Piano Four Hands, Opus 6*; Koechlin, *Sonatine Francaise, No. 1 for Piano Four Hands*; Pasquini, *Sonata No. 8 in G Minor for Harpsichord and Organ*; Schubert, *Fantasia in F Minor for Piano Four Hands, D. 940 (Opus 103)*; Robert Rollin, *Composition for Two Pianos* (first performance); Mozart, *Sonata in B-flat Major for Piano Four Hands, K. 385 (186c)*. Barnes Hall.

### Sunday, December 19

9:30 a.m. Episcopal Church at Cornell. Worship. Carol Singing. Anabel Taylor Hall Chapel. All are welcome.

10 a.m. Cornell Table Tennis Club Round Robin. Noyes 3rd floor lounge.

11 a.m. Sage Chapel Convocation. "A Celebration of Christmas Images" with jazz group, modern dance, Ithaca High School Madrigal Choir, and student readers.

7 & 9:30 p.m. Don McClean Concert. Bailey Hall. Sponsored by WVBR.



8:30 p.m. \*Finals Flicks. *Mask of Dimitrios*. (1944) with Peter Lorre. Willard Straight Cafeteria. Attendance limited to Cornell Community.

### Monday, December 20

\*Early American Christmas Dinner. Willard Straight Cafeteria.

8:30 p.m. \*Finals Flicks. *Dead Reckoning* (1947) with Humphrey Bogart. Willard Straight Cafeteria. Attendance limited to Cornell Community.

### Tuesday, December 21

7:00 p.m. \*Guitar Lessons. North Room, Willard Straight Hall.

8:30 p.m. \*Finals Flicks. *The Charge of the Light Brigade* (1936) starring Errol Flynn. Willard Straight Cafeteria. Attendance limited to Cornell Community.

### Wednesday, December 22

Final Examinations.

### Thursday, December 23

Final Examinations end. Christmas Recess and Intersession Dec. 23 - Jan. 20.

### Exhibits

Craft Fair and Sale, December 16 and 17. Art Lounge, Willard Straight Hall.

John M. Olin Library "Louis Agassiz Fuertes and the Singular Beauty of Birds."

Uris Library: "The Life of Louis Fuertes."

Andrew Dickson White Museum: Thermal Sculpture by John Goodyear (through Dec. 23). Cornell School of Architecture 100th Anniversary (through Dec. 23). Contemporary Graphics from the Permanent Collection (through Jan. 16). *The Museum will be Closed from Dec. 24 to Jan. 3*. Guided tours available, by appointment. Hours Tues. through Sat. 11 a.m. - 5 p.m. Closed Monday.

Goldwin Smith Gallery. Paolo Soleri Show. Mr. Soleri is the architect of "arcosanti" and archology in Arizona. The show is compiled by the Memorial Union. Arizona State Univ., Tempe. Closes Dec. 23. Hours: M-F 9 a.m. - 4:30 p.m., Sat 9 - 12 noon.

Olin Library History of Science Collection: Wine Making.

\* 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 ten days prior to publication of the Chronicle. The Calendar is prepared for the Chronicle by the Office of Central Reservations.

## Senate Elections Rescheduled; February 4 Is New Deadline

It has become necessary to reschedule the forthcoming University Senate elections. Senate Administrator Kay Hanna announced last night on behalf of the Senate's Internal Operations Committee and Executive Committee.

The following petitioning schedule has been approved by the Executive Committee:

All petitioning will be continued until Friday, Feb. 4. Petitions for all constituencies will be accepted at the

Senate office, 133 Day Hall, until 5 p.m. on that date.

It is still possible to become a candidate for a Senate seat. If you don't have a petition, you can pick one up at your department office or at the Senate office. (Candidates for student trustee must pick up petitions at the Senate office.)

Mrs. Hanna advised all candidates that the petitions that they may already have are valid until Feb. 4, regardless of the deadline date on them.