



Athletes Honor Kane

Some of the current crop of Cornell athletes got together Monday night at the Moakley House to honor Robert J. Kane, '34, dean of athletics who will retire at the end of June after 37 years with the Athletic Department.

Kane, a trackman for Cornell as an undergraduate, learned at the reception that an event at the annual Heptagonals game

here will become known through the future as the Robert J. Kane Mile Relay.

He also received several gifts from the athletes, including a championship watch from the 150-pound football team. Ithaca Mayor Edward J. Conley proclaimed the three-week period of May 9-29 as "Robert J. Kane Triple Crown in the City of Ithaca."

Sept. 10, 11

Convocation on Women Set

The Executive Committee of the Board of Trustees Tuesday approved sponsorship of the Mary Donlon Alger Board of Trustees Convocation on the "Gateways and Barriers for Women in the University Community." The convocation will be held on the Cornell campus in Ithaca on Friday, Sept. 10, and Saturday, Sept. 11, 1976.

The trustees, meeting in New York City, said the purpose of this convocation will be to share among trustees and administrators of the Ivy League institutions and Massachusetts Institute of Technology information on successful approaches to

affirmative action. Included among the participants will be women trustees and women at the top administrative levels at these universities.

The sharing of successful experiences with affirmative action for women, trustees said, should provide Cornell and other educational institutions with new ideas and increased impetus to deal with issues related to the employment of women in the academic and nonacademic administrative areas, as well as in tenured and nontenured positions. Although emphasis will be placed on women, it is understood by the sponsors that affir-

mative action applies to minorities and women alike.

According to the Executive Committee, "Cornell sponsorship of such a convocation would afford a substantive means of reaffirming the University's early leadership in the field of women's education and of demonstrating its continuing commitment to leadership in this important area. The convocation is named to honor Trustee Emerita Mary Donlon Alger, Class of '20, and to recognize her 29 years of service on the Board of Trustees and her special concern for women.

Minority Education Hearing Controversy Continues

The controversy over the ground rules which caused the abrupt termination last Wednesday of a University Senate-sponsored hearing on minority education continued into this week in a series of statements from various parties concerned.

The hearing Wednesday night, May 4, in the Moot Court Room of Myron Taylor Hall, ended 10 minutes into an open question-and-answer period that was scheduled to have lasted 40 minutes, when Provost David C. Knapp refused to answer a specific question concerning Herbert Parker. Parker is the former assistant director of financial aid who was fired in March.

Knapp said he had agreed to the Senate-sponsored hearing with the understanding that he would not discuss details of the Parker issue which is pending before the State Human Rights Commission.

Representatives of the Coalition of Black Students, Faculty and Staff disputed any such

agreement on their part as a ground rule for the hearing. Many of the audience of some 400 persons, at least half of whom were black, left the hearing room when Knapp would not answer questions on the Parker case. The meeting opened with general statements by Knapp and Carolyn Witlow, a graduate student, who spoke in behalf of the coalition. Before the open question period, Knapp and coalition representatives answered five questions each, which had been submitted previously (by Knapp and by the coalition) and published in the Cornell Daily Sun.

This week, the Coalition protested against "judicial harassment" after the judicial administrator handed out "charge" letters to some eight persons allegedly involved in earlier building takeovers. (A Coalition statement on this follows material on the Wednesday meeting.)

Concerning the ground rules dispute statements were issued this week by Jay Cohen, chairman of the Senate Executive Committee and Thomas A. Simmons, assistant affirmative action officer and a spokesman at the hearing for the Coalition.

Questions and answers to Knapp and the Coalition follow in the order in which they were answered at the hearing:

Coalition Question

1. a. What was the total amount of E.O.P. money returned to the State during the 1975-1976 fiscal year?
- b. Why did the Financial Aid Office not use these monies to offset E.O.P. student expenses? i.e. why weren't these monies used to decrease student loans, especially since Cornell has one of the highest loan packages of any university within the Ivy League?
- c. What effect will the return of these monies have on next year's E.O.P. Budget?

Knapp Answer

1. a. \$24,000 - according to letter dated March 19, 1976, Curry to Knapp.
- b. There are only two ways in which the financial aid office could have used the money: to over-award current EOP aid recipients, even though current living expense allowances exceed EOP guidelines; or, second, to decrease loans. An in-

quiry was made to Albany about the latter and it was rejected.

Only two schools in the Ivy League have lower average self-help packages for all students than Cornell — they are Columbia and Pennsylvania. Cornell has the lowest minority self-help package of the Ivy League.

- c. We do not expect that there will be any effect on next year's EOP budget because of the return of \$24,000 this year.

Administration Question

1. It has been repeated by representatives of the minority community that the University is withdrawing its commitment to minority education. What evidence is there to support this allegation?

Coalition Response

1. That the University is withdrawing its commitment to minority education is no allegation; it is a fact. The University has dismantled - the word is not strong enough - the University has destroyed the COSEP program. As one politically minded sister noted last year when they confronted the University about COSEP, she said the University has taken away all insurance — you have to understand what they are talking about here. We hear horror statements from President Corson about the amount of funds, the amount of money given to minority education. One of the first questions that comes to mind about these funds: Are these funds equivalent in real money to the funds we have before? In other words, if we are talking about inflation — let's give a small margin — let's say 7 per cent. If someone gave you \$100 last year and gave you \$105 this year, can you balance the budget?

The University said concerning the commitment to minority education that as outside funds and public funds increased they will also increase their funds. Public funds have increased to

Continued on Page 8

Chronicle Publishing Schedule

The Chronicle will not be published next week (May 20), however, two more issues will appear on May 27, just before commencement, and June 10, during reunion.

Washington Flights Restored..... Page 2

Summer Courses Page 3

Learning Skills Center Position Page 4

A Look at Cornell Orchards Page 5

Executive Committee Meets Page 6

Ithaca — Washington D.C.

Allegheny Restores Flight

Restored air service between Ithaca and Washington is among the changes in the Allegheny Airlines schedule that will become effective June 1, according to Wallace B. Rogers, director of General Services at Cornell. The Washington-Ithaca/Elmira service will have

two round trips daily. A flight will leave Washington at 7 a.m., arrive at Ithaca at 8:07 a.m., and return via Elmira with a 9:59 a.m. arrival scheduled at Washington. This flight will operate Monday through Friday. The evening flight, which will operate daily except Saturday, will leave Washington at 6:55 p.m., arrive at Ithaca at 8:29 p.m., and return non-stop to Washington at 9:59 p.m.

As a result of this action, Cornell, which has been coordinating Tuesdays and Thursdays service to Washington with Chaitair, plans to discontinue its flights on May 27, Rogers said.

Among other changes, the first Allegheny flight to LaGuardia will leave Ithaca at 7:50 a.m. instead of 8:24 a.m. and the evening flight back from LaGuardia will leave there at 8 p.m. instead of 8:25 p.m. Both are non-stop. A 2:35 p.m. flight from Ithaca to Kennedy will continue on to Baltimore and Charleston, W.Va., while a through return flight from Baltimore via Kennedy has been scheduled for 7:17 p.m. arrival at Ithaca. Service between Ithaca and Chicago remains unchanged.

Rogers said these changes eliminate most of the local complaints on the current schedule. "Restoration of morning and evening service between Ithaca and Washington has obviously resulted from the many letters written to Allegheny by justifiably irate travelers as well as a concerted effort on the part of Cornell University and the Corning Glass Works," he said.

Senate Work/Study Positions Open

Graduate and undergraduate students eligible for financial aid are being sought to fill three work/study positions with the University Senate in August. Together with Senate volunteers, they will analyze the report of the Commission on Self-Governance, and make recommendations thereon to the Senate executive committee. Applications for the positions are due in the Senate office, 133 Day Hall, by Monday, May 17. For further information, call 256-3716.

Sage Notes

Graduate students expecting a May 1976 degree must have their thesis and all forms filed in the Graduate School Office by May 14. There will be no exceptions. The next degree deadline will be Aug. 20 for degrees conferred Aug. 25, 1976. Recipients of August 1976 degrees are invited to participate in commencement exercises in May, 1977.

A reception for all graduate students who participate in commencement exercises and their guests will be held in Sage Graduate Center immediately after the ceremony.

Final commencement information is available in Sage Graduate Center. Caps and gowns may be ordered through Student Agencies, 412 College Ave.

The regular meeting of the Graduate Faculty for consideration of the May degree list will be held at 4:30 p.m., Friday, May 28, in Kaufman Auditorium in Goldwin Smith Hall.

Degrees will not be awarded to students who owe fines to the University. All degree candidates should check their accounts with the Student Account Section of the Bursar's Office, 260 Day Hall, before May 21. Since mistakes can be made in the rush of commencement activities, all candidates should check even if they are sure there are no outstanding charges due the University. All students with loans must set up exit interviews with the Financial Aid Office.

Graduate students may register for NON-CREDIT GRADUATE REGISTRATION for the summer starting on Monday, May 24. Application/registration forms are available now at the Graduate School Information Desk, Sage Graduate Center. Graduate students who were registered at Cornell during 1975-76 and will be continuing their graduate programs through the summer are eligible for this coverage at no cost. Proof of registration is required for summer use of the clinic and libraries, and for receipt of fellowship or scholarship awards, grant money, student loans, and for G.I. Bill funding.

NSF Graduate Fellows will receive their summer stipends monthly through the summer.

CRTI Proposal Rejected

A proposal to establish a "Community Research and Training Institute" (CRTI) at Cornell has been rejected, according to Provost David C. Knapp.

In a letter sent to all members

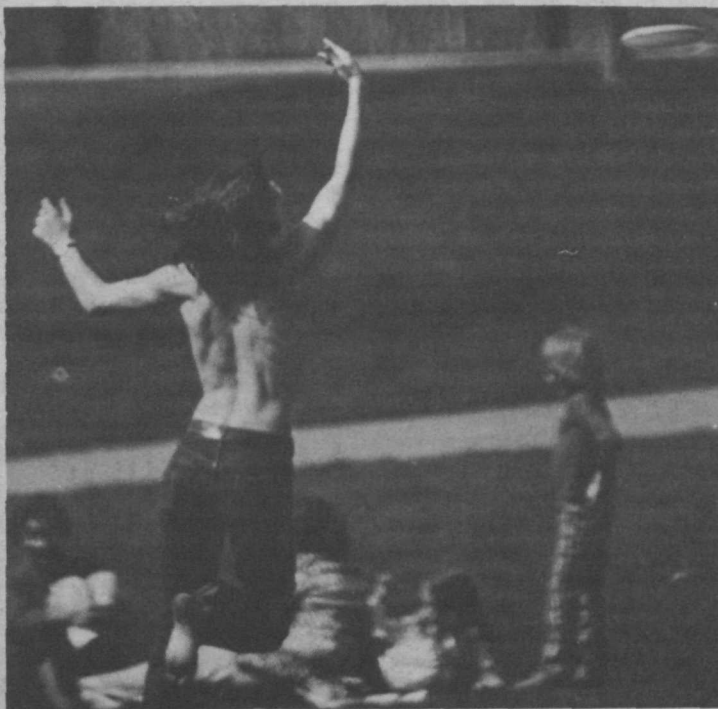
of the New York State delegation in Congress and to some New York State legislators, Knapp said there were "a number of reasons attendant to this decision, but, in general, the proposed institute was not

deemed of sufficiently high priority, in the current tight fiscal situation, to displace (Cornell's) continued commitments to other academic programs and public service activities."

When the CRTI proposal was submitted to Cornell, it was directed through the established University procedures for evaluating such proposals. It was reviewed by two committees of the University faculty, by the full Council of Academic Deans and by the administration. None of these groups recommended establishment of CRTI.

Organizers of the proposed institute called for the University to provide \$150,000 annually to support it. It proposed to have five full-time employees.

CRTI, said the group, would make University resources available to the working people of New York State through activities such as conferences on important issues, publications examining institutions and policies affecting the "working conditions and community life" of state residents and "the presentation of resource people and materials in concentrated sessions designed to provide leadership and organizing skills to constituent membership."



Spring Fling ...

Job Opportunities
At Cornell University

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

Individuals in lay-off status will be given preference in referrals.

* indicates new jobs in this week

(sh) indicates shorthand required

POSITION (DEPARTMENT)

* Administrative Secretary, A-15 (University Libraries-Uriis)

* Administrative Aide, A-20 (SASS (Cornell Research Program on Soc. Anal. of Sci. Sys.))

Executive Secretary, A-19 (University Development (NYC))

Administrative Secretary, NP-8 (Neurobiology & Behavior)

Administrative Secretary, A-15 (University Development)

* Administrative Secretary, A-15 (Alumni Affairs)

Department Secretary, A-13 (University Library-Acquisitions/Olin)

Department Secretary, A-13 (The Graduate School)

Department Secretary, A-13 (Hotel Administration)

Library Assistant II, A-12 (Univ. Libraries-Catalog/Olin)

Library Assistant II, A-12 (Univ. Libraries-Africana Studies)

Searcher I, A-13 (Univ. Libraries-Acquisitions/Olin)

* Steno, NP-6 (NYSSILR (sh))

* Steno, A-11 (Hotel Administration)

Typist-receptionist, A-11 (University Unions (9 mos.))

* Principal Clerk, A-14 (University Health Services)

Clerk II, NP-5 (Media Services-Printing)

Multilith Machine Operator (Graphic Arts Services)

Steno II, NP-6 (Division of Nutritional Sciences)

* Searcher II, A-15 (University Libraries-Acquisitions)

* Library Assistant III, A-15 (University Libraries-Law Library)

Administrative Manager, CP05 (Geneva-Office of the Director)

* Administrative Manager, CP04 (Plant Pathology)

Assistant Director (Business & Public Administration)

Sr. Systems Programmer-CP06 (Office of Computer Services)

Computer Staff Specialist, CP05 (Office of Computer Services)

Assistant Director, CP07 (Office of Computer Services)

Staff Writer II, CP04 (Office of Computer Services)

Director, Minority Ed. Affairs, CP08 (COSEP)

Program Director, CP05 (University Unions)

WSH Director, CP05 (University Unions)

ACADEMIC AND FACULTY POSITIONS

(Contact Department Chairperson)

Assistant Professor (Agric. Econ) (NYS College of Agriculture)

Assistant Professor (Natural Resources) (NYS College of Agriculture)

Asst. Professor (Arch. Design Media) (College of Architecture, Art & Planning)

Asst. Professor (Arch. Technology) (College of Architecture, Art & Planning)

Asst. Professor - Social Work (2) (Community Service Education)

Asst. Professor - Family Studies (Human Development & Family Studies)

Asst. Professor - Adolescence (2) (Human Development & Family Studies)

Asst. Professor - Child Development (Human Development & Family Studies)

Visiting Lecturer or Instructor or Visiting Assistant Professor (Section of Ecology & Systematics (1 yr.))

Research Associate III, CP05 (Plant Pathology)

Research Associate (Biomedical Engineering)

Research Associate in Entomology (Geneva)

Research Associate, CP03 (CRSR)

Research Assoc. Biomed. Eng. (Vet Physiology, Biochemistry & Pharmacology)

Research Associate (Lab of Nuclear Studies)

Research Associate (Lab of Plasma Studies (1 yr.))

Extension Associate IV, CP06 (Floriculture & Ornamental Horticulture)

Continued on Page 4

Lab Dedicated;
Honors Schwardt

The H.H. Schwardt Laboratory for insects affecting man and animals was dedicated Monday at the New York State College of Agriculture and Life Sciences.

Although the building housing the laboratory, on Turkey Hill Road about three miles from the Cornell campus, has been up for some years, the dedication was timed to coordinate with a new thrust in the study of medical-veterinary entomology at the University.

Professor Schwardt was a native of Kansas and received

the B.S., M.S. and Ph.D. degrees from Kansas State University.

At Cornell he worked on the control of insect pests of forage crops, the control of pests of stored products and finally, the control of livestock insects. He was head of the Department of Entomology when he died in 1962.



Viola Virtuoso

Hsu Accepts Music Chair

John Hsu, professor of music at Cornell and an acclaimed virtuoso of the viola da gamba, has been named the Old Dominion Foundation Professor of Humanities and Music, effective July 1.

Currently, Hsu is involved in a 10-year project to produce the first complete edition of the solo viola da gamba music of the French composer Marin Marais (1656-1728), whom Hsu describes as "the most important and prolific composer for solo viola da gamba."

Marais' music was originally published in part books — that is, the music for the viola da gamba was published on separate pages from the music for its accompaniment. Hsu's task consists of putting the part music together into a complete score, correcting errors, changing the notations to conform with modern usage and writing a preface containing notes on performance.

The seven-volume set will be published by Broude Brothers, Ltd. The first volume is scheduled to appear sometime next winter.

In addition to this project, Hsu just completed a five-record set of Marais' "Pieces de Viole" for the Musical Heritage Society.

The viola da gamba, which is held between the knees and played with a bow, was the most important bowed, stringed instrument from the mid-15th to the mid-18th centuries. Later, it fell into disuse, and its playing tradition was lost until the early part of this century when it was revived primarily as an ensemble instrument. Only recently has the gamba begun to receive attention again as a solo instrument.

Hsu decided to teach himself how to play the gamba in 1960 by going back to the French treatises of the 17th and 18th centuries, which revealed the technique and style of solo playing at that time, the "golden age" of the viola da gamba. Hsu also discovered a wealth of previously neglected music for solo gamba.

Hsu now performs up to 25 concerts a year on the viola da gamba in addition to his performances on the Cornell campus. He has made eight European tours in the last 10 years and has recorded broadcast perfor-

mances for the BBC and for the Dutch, German, Belgian and Swiss radio networks.

In 1974 Hsu was viola da gamba soloist in the Chicago Symphony Orchestra's performance of J.S. Bach's "Passion According to St. Matthew," under the direction of Sir Gerg Solti.

His viola da gamba recordings include three Bach sonatas and the first complete recording of Anton Forqueray's "Five Suites."

In addition to his viola da gamba playing, Hsu plays the Baroque and modern cello with the Amade Trio. This versatility allows him to perform a very broad repertoire of music and to play it on the instrument for which it was originally written — a practice to which Hsu and the Amade Trio are dedicated.

Hsu instructs six to 14 students each term on the cello, teaches a course in music theory for undergraduates and works with graduate students in cello and viol literature.

He has been a member of the Cornell faculty since 1955. Born in Swatow, China, Hsu began

piano studies at the age of three and continued his musical training in Shanghai, studying cello, theory and composition as well as piano. He came to the United States in 1949 and studied briefly at Carroll College in Waukesha, Wis. Last year, Carroll College awarded Hsu its Distinguished Alumnus Award.

Hsu continued his studies at the New England Conservatory of Music, where he obtained the bachelor's and master's degrees. In 1971 the conservatory awarded Hsu an honorary doctor of music degree.

Hsu was a faculty fellow of Cornell's Society for the Humanities in 1971-72. Since 1970 he has directed Cornell's annual Viola da Gamba Summer Program and from 1966-1971 he served as chairman of the Music Department.

Hsu succeeds Baxter Hathaway as Old Dominion Professor. The chair was established in 1964 by the Old Dominion Foundation, which merged with the Mellon Foundation in 1969.

Shoals Lab Offers Scuba Diving Class

A six-day course in intermediate scuba diving will be offered July 6-12 at the Shoals Marine Laboratory, Appledore Island, Isles of Shoals, Maine.

Participants will have an opportunity to make at least two dives per day (or night) from small boats or from shore under the supervision of two instructors. Cost, including all meals and accommodations, transportation to the island from Portsmouth, N.H. and instructional fees is \$150.

Instruction in underwater photography may be arranged.

Registrants must have a diving

certificate card and medical statement and be willing to sign a liability waiver. Tanks, weight belts, back packs and air can be provided, but participants must bring all other necessary gear, including a buoyancy-compensator vest and seawater gauge.

Further information on the scuba course and application forms may be obtained at the Shoals Marine Lab office, 202 Plant Science. The course is sponsored jointly by the University of New Hampshire and Shoals Marine Lab.

Bulletin Board

Final Risley Open Reading Set

Choruses from Bach's "Magnificat" and "B Minor Mass" will be performed at the final open reading of the year at Risley Residential College dining hall at 8 p.m. Friday, May 14. The reading is open to all singers and instrumentalists (who should bring music stands) and will be conducted by Jeff Rehbach.

Astronomy Colloquium Announced

"Helium Shell Flashes" is the topic of an Astronomy and Space Sciences colloquium by Dr. B. Paczynski at 4:30 p.m., Thursday, May 13, in Space Sciences room 105. Paczynski is from the Astronomical Observatory in Warsaw, Poland, and the Institute for Advanced Study at Princeton University.

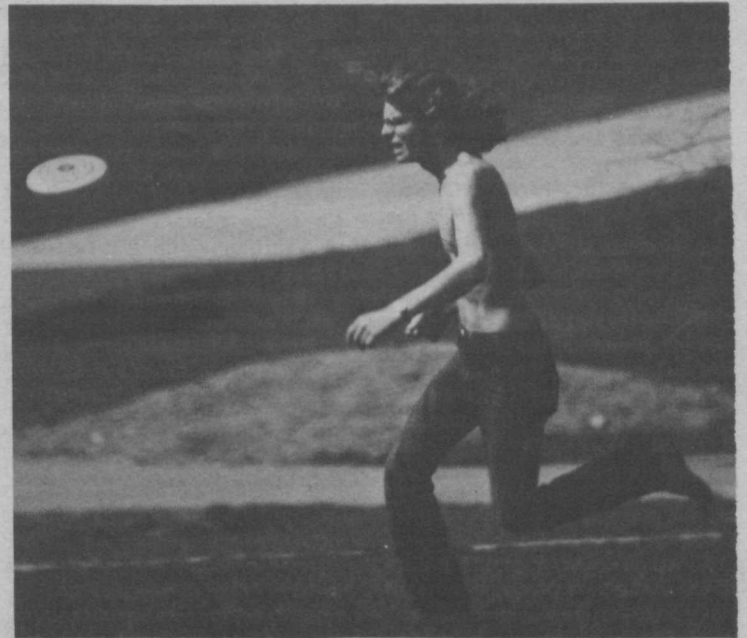
Neuropsychology Colloquium Slated

Dr. Patricia S. Goldman from the Section on Neuropsychology of the National Institute of Mental Health, Bethesda, Md., will give a colloquium on "The Frontal Lobe of Primates: New Findings Based on Auto-radiography." The talk will be at 8 p.m., Thursday, May 13, in Uris Auditorium. Dr. Goldman's visit is being sponsored by the Clinical Neuropsychology Training Grant of the Psychology Department.

Two Biological Sciences Seminars

Two Monday seminars in Biochemistry, Molecular and Cell Biology will be held. Dr. Volker Vogt will give a seminar on "Structure and Replication Ribosomal DNA in Physarum" at 12:20 p.m. May 17 in Wing Hall Library. Michele Gall will give a seminar on "The Leucine Operon of E. Coli" at 12:20 p.m. May 24 in Wing Hall Library. Both seminars are "bring your lunch" events, with coffee provided.

Art's Quad Frisbee Toss



Catholic Chaplain To Speak at Sage

Mary Lee Bishop, University Catholic Chaplain and a member of the Sisters of St. Joseph, will discuss "The Challenge to Celebrate" at the Sage Chapel Convocation at 11 a.m. Sunday, May 16.

Bishop has served as Catholic chaplain at Cornell since 1971, participating in a team ministry with David Callan and Kevin Murphy. After graduating from Nazareth College at Rochester and from Cornell, she entered the Community of the Sisters of St. Joseph and taught foreign

languages at a large urban high school in Rochester.

Bishop's concerns include personal religious renewal through prayer and study groups, and institutional religious renewal through involvement with regional and ecumenical projects.

Music for the convocation will be provided by the Cornell Russian Choir, conducted by graduate student David Janower, and by University Organist Donald R.M. Paterson.

Parents Invited To '76 Law Convocation

The final convocation of the Cornell Law School's Class of 1976 will be held at 3:30 p.m. on Saturday, May 22, in the Alice Statler Auditorium.

Some 1,000 parents and friends will attend the ceremony and a reception following in the Myron Taylor courtyard.

University President Dale R. Corson will greet the group,

which will then be addressed by Irving Younger, the Samuel S. Leibowitz Professor of Trial Techniques. Roger C. Cramton, dean of the Law School, will preside.

There are 160 students in the Class of 1976. They will be graduated at the University Commencement on Friday, May 28.

Art Museum Offers Course in Creativity

A two-day workshop on a new approach to education that encourages creative thinking, action and problem-solving will be conducted May 14 and 15 at the Herbert F. Johnson Museum of Art.

Developed by a team of painters, writers and dancers, the methodology was first developed at the Metropolitan Museum of Art in New York City by a group known as Artists Teaching Inc.

Even though it is being demonstrated through the arts, the method is described as invaluable to any person concerned with education. Participants will learn the process and understand how to apply it to their program or personal

studies.

There will be a \$5 registration fee, payable by cash or check to the Herbert F. Johnson Museum. The fee can be paid in advance or at the door by May 14, and covers all materials.

Scheduled times for the workshop are May 14 from 4 to 8 p.m. and May 15 from 10 a.m. to 4 p.m. The group will meet in the museum's lobby. Participants should bring their own dinner and lunch. More information is available from Peggy Koetsch at the museum, 256-6464.

Artists Teaching Inc. is a group of artists, writers and dancers who have joined together to present teacher-training workshops in museums across New York State.



CORNELL
CHRONICLE

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COSEP Center's Role Defined

The faculty of the Learning Skills Center this week submitted this statement on the role of the center in minority education at Cornell University:

We, the faculty of the COSEP-Learning Skills Center, insist that the University Administration affirm in practice Black/minority control over Black/minority programs. The direction of the academic support services and financial allocation must be administered by the Black/minority community if we are to ensure that Black/minority students will receive maximum support. The need for such affirmation stems not only from the discrepancies surrounding the firing of Mr. Herbert Parker, but also the plan now being implemented to decentralize COSEP. This decentralization is being implemented in complete disregard and disrespect for the members of the Black/minority community who have argued continuously against it. We share the concerns of the Black community expressed publicly by those individuals who chose to express their views through civil disobedience and by large numbers of other members of the University community.

University community.

We find the resolutions posed by the FCR on May 5th relegating the role of the minority community to that of "paymaster" entirely unacceptable. If the Learning Skills Center academic support services are to continue to be useful to minority students at Cornell, the University must adopt the following policies:

(1) The Learning Skills Center must be maintained as an integral part of COSEP. A central administrative office is necessary for the effective establishment and implementation of policies relative to the academic support of minority students.

(2) The Learning Skills Center, in full consultation with the director of COSEP, the colleges, and the appropriate academic departments must have the responsibility for planning curriculum offerings and jointly appointing the instructors for the academic support programs. Incorporated in all evaluations of the program would be the criteria set forth by the Learning Skills Center Faculty in their statement to the Department Chairmen.

(3) Clear, precise commit-

ments by the academic departments, colleges, and the University administration must be stated and adhered to so that any necessary changes will be orderly and productive. The past experiences of public commitments by the administration which have never been fully implemented are both demoralizing and energy draining. Such acts must come to an end.

We seek support for these policies from the entire University community. The achievements enumerated in the FCR report in the April 8, 1976, *Chronicle* are indicative of the success of the Learning Skills Center even without the full endorsement of the University or the complete cooperation of the academic departments.

Furthermore, the recent resolutions (May 5) do not follow the recommendations of the FCR report in which the Learning Skills Center was to be fully supported. The thrust of the entire FCR report emphasized joint responsibility between the Learning Skills Center and the academic departments. The connection between the LSC faculty and the Learning Skills Center must be respectfully maintained.

LSC: 'Chance or Opportunity'

Mrs. Mary S. Mosley, director of the Learning Skills Center this week submitted the following personal paper on minority education at Cornell, titled, "Minority Education — Chance or Opportunity at Cornell."

The COSEP program has embodied the disadvantaged Black/minority students' "chance" for an education at Cornell. In creating and implementing that "chance," COSEP has frequently been an abject failure due to an infrastructure being pitted against a multitude of inconsistencies — some internally and many externally based. For these reasons "chance" is more appropriate than "opportunity." The process has been for the COSEP administrator a process of "shooting crap with loaded dice" and for the student a process of "carrying a pot of boiling water across a rickety bridge in a windstorm. He is likely to get burned; getting across seems always in doubt, and his speed, though highly valued by onlookers, is totally unpredictable."

The inconsistencies which have been most evident are:

(1) Public pronouncement of commitment to minority education (a non-traditional commitment) while steadfastly clinging to tradition as sacred and inviolable;

(2) Admission for diversification (minority admissions) of ethnicity while mobilizing forces that mitigate against the development of cultural identification or diminish the efficacy of stimulating student-centered programs, e.g., Ujamaa Residential College, Centralized COSEP Programs, Ethnic Studies Program, increased racial referents or models in profes-

sorial and key administrative roles;

(3) Advocate administration of a program for minorities by minorities as the most effective design to safeguard and insure educational accessibility and educational opportunity while concurrently the administration renders dysfunctional Black/minority substantive policy-making input in the areas of admissions, financial aid, academic and non-academic program design. Most paradoxical is the expectation of success, where mere increase in student head count is regarded as the most salient demonstration of true minority commitment. Subsequent to this cosmetic infusion, minority enrollment becomes an integral part of a solidified university structure, a real pendulum swing toward assimilation, not toward the anticipated pluralism advocated by the administration.

Moreover, if the University's commitment to minority education embraces an equal "opportunity" for Blacks and other minorities to experience quality education, then the implementation of any reorganization scheme cannot be predicated on the axis of success/failure which were the focal points of the administration's plans. (Knapp's plan — a modification of Trustee Status of Minorities Report — suggested implementation submitted by COSEP Acting Director, Mr. Clarence Reed).

Lest we continue a process of wheel spinning leading nowhere but getting there with "God's speed," let us consider addressing certain pertinent, salient facts which would reduce our frustrations and enhance our efforts toward actualizing and strengthening the University's

commitment to minority education:

(1) Extensive debates or expositions pivoted around long-range goals tailored to coincide with an imagined pluralistic society are no more than noisy polemic resulting in little or no forward movement. Also, the gap between the advantaged and the disadvantaged won't be bridged through assimilation. However, understanding could be the catalyst of change. Given American social/educational institutions are siblings of the American economic/political system, until such time as the national picture represents an equal access to opportunity and a pluralistic existence for all, it is an abdication of Cornell's commitment if preferential treatment through centralized COSEP programs with Blacks/minorities in control of their destinies, is not endorsed and a reality at Cornell;

(2) Given the faculty has always been and rightly should be the guardians of educational standards, it is not surprising that the academic community would question the role and direction of COSEP with regards to the implicit goals and objectives of their "special admit" procedure. The implicit and explicit goals and objectives of the COSEP programs are not to change Cornell's academic standards. Rather, the intentions of COSEP are to contribute to the broadening of the students' life experiences while they are in pursuit of the subscribed Cornell standards. Moreover, knowledge of the deplorable conditions inherent in the pre-college experiences of Black/minority populations suggest differential treatment during the beginning years as inevitable, if academic

Job Opportunities

Continued from Page 2

- Extension Associate III, CP05 (Plant Pathology)
- Extension Associate II, CP04 (Coop. Extension-Long Island)
- Extension Associate I, CP03 Coop. Extension-Voorheesville)
- Extension Associate I, CP03 (Coop. Extension-Sea Grant Adv. Serv. (Stony Brook))
- Catalog Librarian (Central Tech. Serv.-Olin Library)
- Undergraduate Librarian (Uris Library)
- Assistant Acquisitions Librarian (2) (Central Tech. Serv.-Olin Library)
- Field Veterinarian, CP07 (Veterinary College)
- (2) Faculty Positions (LAMOS - Vet College)
- Research Support Spec. I, CP03 (Vegetable Crops (Riverhead, NY))
- *Acting Director (Women's Studies Program (1 yr.))
- These are all regular full-time positions unless otherwise specified.
- PART-TIME AND TEMPORARY POSITIONS**
- (All Temporary and Part-time positions are also listed with Student Employment)
- Steno II, NP-6 (Human Development & Family Studies (p/t))
- *Steno I, NP-5 (Entomology (p/t 6 mos.))
- *Department Secretary, A-13 (Computer Svcs. (f/t temp.))
- *Steno, A-11 (Health Services (temp. f/t or perm. p/t))
- *Outdoor Leadership Instructor (University Unions (p/t temp-fall semester))
- Sr. Account Clerk, A-13 (Music (p/t perm.))
- *Student Employee Clerk (Southeast Asia Program (perm. p/t))
- Temp. Serv. NS (Secretary) (Comm. Svc. Educ. (f/t Aug. 18, 1976))
- Temp. Serv. Techs - NS (Wiegand Herbarium Section (p/t-temp.))
- Development Officer II, CP06 (University Development)
- Director, Southeast Regional Ofc. CP06 (University Development)
- Chef, CP05 (Dining Services)
- Business Manager, CP05 (Materials Science Center)
- Purchasing Manager, CP04 (Dining Services)
- Assoc. Dean SDS IV, CP07 (Admissions & Financial Aid)
- Assoc. Director, CP05 (Financial Aid Coordinator, New Student Programs)
- Assistant to the Director, CP03 (Office of Financial Aid)
- Assoc. Univ. Registrar, CP06 (University Registrar)
- Sr. Project Manager (Design & Project Management Planning & Facilities)
- Health Physicist, CP05 (Life Safety Services & Ins (Radiation))
- Nurse Clinician, CP03 (Health Services)
- Pharmacist, CP05 (LAMOS, Vet College)
- Residential Area Coordinator, CP03 (Housing ODS)
- Residence Director, CP02 (Dean of Students - Housing (Ecology House))
- Assistant Director of Financial Aid (Financial Aid)
- Educational Coordinator & Manager of Wildflower Garden (Maintenance Inspector/Supv., CP03) (Cornell Plantations)
- Applications Programmer, CP05 (Management Systems & Analysis)
- Applications Programmer I, CP03 (Management Systems & Analysis)
- Patrol Officer (Safety Division)
- *Short Order Cook, A-14 (Dining Services)
- *Junior Machinist, A-14 (LASSP)
- Maintenance Mech., A-14 (University Unions)
- *Experimental Machinist, A-19 (LASSP)
- Field Assistant II, NP-7 (Plant Introduction (GENEVA))
- Chilled Water Plant Operator (Utilities, Phys. Plant Operations)
- *Heating Plant Worker, NP-8 (Bldgs. & Properties (NYS Exper. Station - Geneva))
- Technical Aide II, NP-11 (ETV Center/Media Svcs.)
- *Custodian, A-13 (Student Housing)
- Lab Technician I, NP-8 (Avian & Aquatic Animal Med (1 yr.))
- *Lab Technician I, NP-8 (Food Science)
- Lab Technician, A-15 (Biochemistry (1 year))
- *Postdoctoral Associate (Food Science)
- Postdoctoral Associate (Section of Ecology & Systematics (New Hampshire))
- *Postdoctoral Associate (Entomology (Geneva))
- Sr. Research Aide, A-18 (CRSR)
- Research Technician, NP-8 (Entomology)
- *Technical Aide II, NP-11 (ETV Center/Media Svcs.)
- *Supervisor of Office Machines, NP-9 (Media Services-Printing)
- *Extension Associate III, CP05 (NYSSILR)
- *Administrative Secretary, NP-8 (Cooperative Extension Administration (Oswego - p/t duration of contract))
- *Extension Support Aide, CP02 (Div. Nutritional Sciences (f/t 3 mos.))
- *Field Assistant (2) (Seed & Veg. Sciences (f/t temp) (Geneva))
- Field Assistant - NS (Plant Pathology (temp. f/t) (Geneva))
- *Student Activities Asst., CP02 (Dean of Students (f/t - 8 mos.))
- Searcher I, A-13 (Univ. Libraries-East Asia/Olin (Japanese Required: perm. p/t))
- *Gallery Asst. II, A-16 (Johnson Museum (p/t perm.))
- *Security Guard (Johnson Museum (p/t perm.))
- Weaving Studio Supervisor (University Unions (p/t Aug.-Dec.))
- *Costumiere, A-15 (Theatre Arts (f/t temp., May-Aug.))
- Sr. Key punch Operator, A-13 (2) (Computer Services Operations (3-6 mos. f/t))
- Data Analyst/Statistician (Civil & Environmental Engineering (perm. p/t))
- Programmer, A-21 (Student Information Service (temp. f/t))
- Postdoctoral Intern (University Health Services Mental Health Section (f/t 9 mos.))
- Staff Nurse, CP01 (Health Services (p/t))
- Admissions Counselor, CP02 (Dean's Office, Arts & Sci. (temp. p/t))
- Personnel Associate, CP02 (Cooperative Extension (perm. p/t))

Continued on Page 7

Cornell Orchards



One Cannot Touch the Blossoms without Crushing Dandelions

Chronicle Comment

(Chronicle Comment is a forum of opinion for the Cornell community. Address comments to Elizabeth Helmer, Managing Editor, Chronicle, 110 Day Hall.)

Letters submitted for publication in the Chronicle must be typed, double space, with 70 characters to a line, no more than 600 words in length. The Chronicle intends to adhere to this limit because of space and financial

restrictions. The deadline is Monday noon.

Letters addressed to someone other than the editor, personal attacks against individuals or unsigned letters will not be printed.

'Success, not Failure, Is Goal'

Editor:

The din in recent days about COSEP has hurt my ears and my heart. I feel a vested interest in the program. President Perkins appointed 5 to 6 of us over 10 years ago to dream up a program for minority students. We had no black members on the committee and we made mistakes. Witness our naive lack of anticipation of the social problems blacks were to face on campus. Neither did we anticipate all the pained cries from some faculty on "reverse discrimination."

In one point we did not make a mistake. Our philosophy had one over-riding premise. These students were to be brought here to *succeed*. Everything possible should be done to insure success for everyone who had any kind of motivation at all. To bring black and other minority students here in numbers and then watch them fail would be pure sadism. As I read now about problems on financial aid and tutorial programs one can't

help but wonder if the motivating force is to *insure* that minority students succeed. Will the colleges do everything in their power to try to insure success for that fraction of students who need tutorial help?

I also feel a vested interest as a result of having had a number of COSEP students as advisees. A few failed because they were not motivated. But then I had a son of a US Senator fail because he was not motivated. I am justly proud of all of those who have succeeded.

Subtle (and not so subtle) racism is hard to combat and maybe we have done a poor job of public relations. I have seen the results of statistical studies done on COSEP and they are impressive to me. People interest me more than statistics. Take H.J., for example. He was not an advisee of mine but he did his work study program in my lab. He came from a near destitute, fatherless family in a small town in South Carolina. An aunt and

uncle in New York got interested in him and through them and his high school he heard about COSEP. After finishing at Cornell, he had a brilliant record at Harvard Medical. He was given a fellowship to do some of his residency in London. More residency was done at Mass. General in Boston. He is now hoping to embark on a career in cancer research at the National Institute of Health. I hope to God he is the one who cracks the cancer problem, then we could say "one man has paid back to society the total cost of the COSEP program." But I suppose even that would not silence the critics of this beleaguered venture.

Robert W. Smock
Emeritus Professor
Pomology Department



CIVITAS Thanks Cornell Volunteers

By MARY MCGINNIS
Coordinator, CIVITAS

As the semester draws to a close it is time once more to say "thank you" to the many CIVITAS volunteers who have worked in the Ithaca schools and the county's human service agencies. The time and energies so generously invested by students and other Cornellians in the life of the Ithaca community are literally irreplaceable. Many of the good things which happen are entirely the result of the effort and enthusiasm of the Cornell volunteers. We appreciate your help and hope you have found your volunteer work worthwhile and satisfying. To those who are graduating, we say congratulations and good luck. To those who are returning we say come see us when you return in the fall — the CIVITAS office will be open when you get back in late August.

CURRENT VOLUNTEER NEEDS

BLOODMOBILE VISIT: The Syracuse Bloodmobile will visit the South Gym, Ithaca High School from 11 a.m. to 4:45 p.m. on Wednesday, May 19. The goal is 150 pints. Please donate if you can.

READING, ARITHMETIC AND CRAFTS: Third-grade teacher in downtown elementary school seeks help for her students in reading, arithmetic and crafts. During school hours, 9-3, Monday through Friday. Ithaca schools run until June 25.

DAY CENTER FOR RETARDED AND DISTURBED ADULTS seeks volunteers to assist with outdoor activities for their clients during the summer. Special skills not necessary, and times can be worked out at the convenience of the volunteer.

ITHACA COMMONS ADVISORY BOARD: Volunteer secretary needed to take minutes at Commons Advisory Board meetings from 9:30 a.m. to noon on Fridays. A way to learn about and assist in social planning in this community.

HELPERS FOR DAY CAMP: Greater Ithaca Activities Center needs help for day camp activities for Summer '76, in such areas as music, woodworking, gardening, arts and crafts or sports. Occasional assistance with short one-day field trips will be needed as well. Daytime or early evening, weekdays or Saturdays.

ADMINISTRATOR FOR RED CROSS BLOOD PROGRAM: Volunteer needed to assume full executive responsibility for operations, planning, purchasing and logistics. Secretarial back-up provided. One year, half-time commitment required.

WILLARD PSYCHIATRIC CENTER: On-going need for volunteers to visit individual residents, to assist in remedial education, physical, occupational or art therapy programs, provide occasional entertainment or assist in libraries. Times and days at volunteer's convenience.

For more information come to the CIVITAS office, 125 Anabel Taylor Hall, 256-7513, between 10 a.m. and 2 p.m., Monday through Friday. Or call the Voluntary Action Center, 272-9411, between 9 a.m. and 1 p.m., Monday through Saturday. The CIVITAS office closes for the summer at the end of May, and will reopen the last week of August. The Voluntary Action Center is open all summer.

Executive Committee Meets

Summary Journal for the meeting of the Executive Committee of the Board of Trustees of Cornell University held May 11, 1976 in New York City follows.

NOTE: This summary journal, as released for publication, does not include confidential items which came before the meeting.

1. The minutes of the March 18 Executive Committee meeting were approved as were the minutes of the Buildings and Properties Committee meeting of the same date.

2. University Treasurer and Chief Fiscal Officer Arthur H. Peterson reported on the current status of the 1976-77 University budget.

3. University President Dale R. Corson made a series of financial recommendations which received Executive Committee approval. 1. Some \$235,000 of 1975-76 current income budgeted for salaries and fringe benefits in the endowed colleges at Ithaca will be allocated to plant funds for application toward urgent maintenance projects. 2. Some \$60,000 (the uncommitted balance of the Current Fund advance) authorized by the Executive

Committee for acquisition and installation of a new student records system will be used for purchase of computing services to facilitate the rehabilitation of existing, out-dated system software. 3. A sum of just more than \$5,000 was appropriated from the Cornell University Press Reserve to finance the costs of life safety repairs at the Press on Robert Place. 4. Approval was granted for the year-end closing of books. 5. A total of \$9,403 was appropriated to cover executive search services incurred by the Trustee Ad Hoc Committee on the Selection of a director of Athletics. 6. Some (\$250,000) of the operating balance of Lasdon House at the Cornell Medical College was transferred to plant funds and set aside for debt retirement. 7. A sum was appropriated from the Lewis H. Durland Fund (at Durland's request) to support the Anne Carry Durland Memorial Alternatives Library at the Centre for Religion, Ethics and Social Policy. 8. The president reported that the 1976-77 budgets for intercollegiate athletics and for traffic and parking functions will be shifted from related activities and designated funds to general

purpose funds. The physical education budget continues as part of general purpose funds.

4. The president reported that the University administration is developing a plan for a special program to correct urgent deferred maintenance problems in endowed college facilities. The scope and general approach to this program will be brought to the Executive Committee in July after Buildings and Properties and Investment Committee discussion.

5. The Executive Committee approved the president's recommendations concerning distribution within a particular trust fund and the renaming and reclassification of, and distribution from the Harold L. Bache Memorial Fund.

6. The Executive Committee approved presidential recommendations relevant to the establishment of funds for construction of the Malott Hall addition and as endowment for support of the Graduate School of Business and Public Administration (B&PA). These funds were established as a result of a \$5 million anonymous gift for

B&PA.

7. The president presented a proposal asking the Board of Trustees to sponsor a convocation on "The Gateways and Barriers for Women in the University Community." To be called the Mary Donlon Alger Board of Trustees Convocation in honor of Trustee Emerita and Presidential Councilor Mary Donlon Alger, the convocation would be held in the fall. The Executive Committee approved the president's recommendation.

8. The president reported on "substantial progress" in the continuing discussions with others concerned with health care in Tompkins County toward establishing a community health care program which would include the University Health Services. The Executive Committee, upon the president's recommendation, authorized the submission of a proposal to the Gannett Foundation for a grant (in an amount up to \$75,000) to support further studies and planning for such a community health program.

9. The University administration was authorized to award a contract for architectural and engineering services allied to planned modification of the Wilson Synchrotron Laboratory for a colliding beam facility. Also, the president reported that National Science Foundation (NSF) funding for the laboratory for the nine-month period from March 1 to through Nov. 30, 1976 will be \$3 million.

10. The University administration was authorized, as the president had recommended, to resurface nine University parking lots and to award a contract for repaving work. The proposed repairs are preventive maintenance. Funding for the project will come mainly from Office of Transportation Service funds. The University administration was authorized also to renovate Department of Anatomy space at the Cornell Medical College for use by the Laboratory of Computer Sciences.

11. The Executive Committee approved three physical plant projects which the president had recommended. One approval was for the upgrading of the animal laboratory air conditioning on the third floor of the Medical College's S Building. Another was the upgrading of heating equipment in the six University Halls dormitories. Also to be undertaken will be the upgrading of the Boldt Hall and Boldt Tower electrical systems.

12. The Executive Committee heard a report from Buildings and Properties Committee Chairman Bruce Widger.

13. The Executive Committee will recommend to the full Board of Trustees that an amendment to the University Bylaws be adopted changing the qualification for election to the honorary position of Trustee Emeritus. The purpose of the proposed change is to allow the Board of Trustees to recognize those who have rendered valuable service as board members for ten years but find it

appropriate to step down prior to age 60 or to those over age 60 who find it not appropriate to continue service beyond five years.

14. The Executive Committee rescheduled its July 28 meeting for New York City rather than Ithaca.

15. The treasurer, upon the president's recommendation, was authorized to vote the University's stock in Cornell Research Foundation, Inc. to elect directors for three-year terms, effective June 7, 1976. Directors will be Robert C. Baker of the State College of Agriculture and Life Sciences; Donald W. Barton of the Agricultural Experiment Station at Geneva; Jack Lowe of the Office of Academic Funding; Paul R. McIsaac of the College of Engineering; Edwin R. Roberts of the Budget Office; Roland Schneckloth of the Medical College; and William A. Wimsatt of the Division of Biological Sciences.

16. The Executive Committee approved a change in signatories on a Department of Physical Education and Athletics bank account to reflect changes in personnel within the department.

17. The charter of the Program on Science, Technology and Society was formally approved by the Executive Committee.

18. The Executive Committee approved a series of personnel actions which the president had recommended. Among these, the committee formally confirmed the appointment of Richard D. Schultz as director of the Department of Physical Education and Athletics.

19. Elected to the Advisory Council for the New York State School of Industrial and Labor Relations, upon the president's recommendation, were John S. Dyson, State Commissioner of Commerce, and Philip Ross, State Industrial Commissioner. Elected to an emeritus position on the council was Joseph Shaw, former president of the Associated Industries of New York State.

20. An ad hoc committee was established to review the joint agreement between the University and New York Hospital establishing the New York Hospital-Cornell Medical Center. The proceedings of the Joint Administrative Board of the Medical Center for March 30, 1976 were presented for information.

21. The Executive Committee authorized formation of an incorporated alumni organization under the title "The New York Hospital-Cornell Medical Center Alumni Council." The request for such authorization came from the president with the approval of the Joint Administrative Board. The existing alumni associations of the Medical College and the School of Nursing will continue to function.

22. The president and University Provost David C. Knapp reported on recent on-campus events dealing with minority education.

NSF Awards \$3 Million

The National Science Foundation (NSF) has awarded \$3,000,000 to Cornell University for continued operational support of the Wilson Synchrotron Laboratory.

University President Dale R. Corson reported the award at the meeting of the Executive Committee of the Board of Trustees Tuesday in New York City.

The funds are intended to cover the period from March 1 through Nov. 30 of this year. The NSF has provided operational support of Cornell's electron synchrotron facility since 1967 for operations, research and capital improvements.

The synchrotron is named in honor of Robert Rathbun Wilson, director of the Fermi National

Accelerator Laboratory in Batavia, Ill., and formerly director of Cornell's Laboratory of Nuclear Studies (1947 to 1967).

In the Cornell Synchrotron, electrons are used as the "bombarding" elements to cause collisions with targets which result in new subatomic particles, important to the study of the nature of matter. Other particle accelerators, such as the 400-billion-electron volt machine at Batavia, hurl protons at the study targets.

The board also approved use of \$150,000 of NSF funds for engineering and design costs for a projected modification of the synchrotron. Aimed at enhancing the facility's current capabilities, the project is subject to receipt of federal funding for construction.

ment of existing personnel, the only incremental costs will be for forms, keypunching, tape rentals and other computing services, including some computer maintenance costs.

Gannett Grant Aids Health Facility Study

The Executive Committee of the Board of Trustees has authorized President Dale R. Corson to submit a proposal to the Gannett Foundation for a grant of up to \$75,000 to support further studies and planning for a community health care program in Tompkins County.

The authorization to submit a proposal for an "intermediate planning grant" was requested by Corson at Tuesday's Executive Committee meeting in New York City.

Corson told the Executive Committee of "substantial progress in the continuing discussions with others concerned with health care in Tompkins County toward establishing a

community health care program which would include the University Health Services."

Corson briefed the trustees on discussions and meetings with community leaders and those concerned with health care subsequent to the issuance of the report of the University's Health Planning Steering Committee. He also told the trustees of the formation of the Tompkins County Health Services Alliance.

"The discussions have been productive," Corson said. "There has been substantial progress, including an agreement in principle on a plan and a commitment to work toward the establishment of a formal Community Health Care Program."

Record System to Be Rehabilitated

The Executive Committee of the Board of Trustees voted to apply \$60,287 toward the rehabilitation of Cornell's existing, outdated student records system.

The \$60,287 represents the remaining uncommitted balance from the November 1972 plan to acquire and install a completely new student record system.

Over the past year, the administration has conducted an analysis of alternative approaches to the rehabilitation and/or replacement of the University's 18-year-old student records system. The alternative finally selected is to undertake a special, in-house project to update and streamline the system's software — computer programs and routines — to support minimum essential record-keeping and scheduling functions.

This proposal will not yield the functional improvements anticipated in the original plan for a completely new system, but it will achieve the original project's objectives of reliability and efficiency at minimal expense.

Because the project is to be accomplished through reassign-

The Senate Page

(The Senate Page is the official bulletin of the Cornell University Senate. Publication is supervised by Jody D. Katz, secretary of the Senate, 133 Day Hall, 256-3715.)

FIRST FALL SENATE MEETING: Tues., Sept. 14, 7:30 p.m., Ives 110

Bottle Redemption Success

A special redemption center was set up last Sunday afternoon in a vending truck outside the North Campus Union to serve the residents of upper North Campus. The truck was filled to capacity with returnable bottles in three hours, and a second truck had to be obtained for the remainder of the day. Despite the intermittent rain, about 3,500 bottles were collected in one afternoon.

One of the most amusing aspects of the scene was the variety of containers that bottles were brought in — paper bags gave way to desk drawers, flight bags were outmatched by footlockers. But the volunteers showed ingenuity themselves as when the engineers learned how to count and multiply the hundreds of bottles without their calculators (no offense meant!).

The main reason for having this bottle drive was to increase bottle returns from North Campus residents. Studies have indicated that their return rate is less than half that of West Campus residents. However West Campus residents have a redemption center in the Mini Pick-Up in their union which is both centrally located and regularly visited by the students, whereas the closest place for North Campus students to redeem their bottles is at the Pancake House in Noyes Lodge.

In fact, several of the students returning bottles expressed anger over the fact that the North Campus Union Store which sells returnables has not accepted returns. One student remarked, "They don't give a damn about ecology." Since the truck was parked right outside of

Donlon, it is not surprising that most of the collections came from that dorm. It would be most helpful if bottles remaining in other dorm rooms on campus not be returned to outside groceries, but he returned to the Pick-Up's.

It is a poetic justice of sorts that "Bottle Day" fell on Mother's Day as the participants ultimately were doing a service for Mother Nature, by reducing trash and litter, and conserving resources needed to produce beverage containers. Special thanks go to Dan McCord and the Department of Dining for their indulgence and cooperation in this effort, and to the members of the Beta Theta Pi and Ecology House who staffed the operation and made it work.

Jody R. Katz '77

Senate Actions — May 6, 1976

SA NO.	TITLE AND ABSTRACT	SPONSOR	ACTION TAKEN
SA-411	EXPRESSION OF APPRECIATION TO DEAN ROBERT KANE	Executive Committee	ADOPTED
SA-412	EXPRESSION OF APPRECIATION TO WILLIAM D. GUROWITZ	Executive Committee	ADOPTED
SA-413	C.O.C. STAFFING RESOLUTION (7-#2) [Nominations for vacancies on Senate committees and boards.]	Committee on Comm.	ADOPTED AS AMENDED
SA-414	FRESHMAN ELECTION DATES ACT OF 1976 [Sets election dates for the Freshman Elections of 1976.]	Nominations and Elections Comm.	ADOPTED
SA-415	CAMPUS ORGANIZATION CODIFICATION ACT OF 1975 [Codifies the registration of campus organizations, the scheduling of events, and other policies affecting campus organizations.]	R. Platt, J. Kafadar	ADOPTED AS AMENDED
SA-416	DISCHARGE PETITION BYLAW AMENDMENT [Requires a majority of the voting members of the Senate to discharge legislation from a committee.]	J. Cohen	ADOPTED AS AMENDED
SA-417	ACADEMIC CALENDAR FOR 1978-79 AND 1979-80	Calendar Committee	ADOPTED AS AMENDED
SA-418	REDEMPTION CENTER BILL [Establishes bottle redemption centers; creates a special committee to study problems arising from implementation.]	E. Rakov, J.R. Katz, E. Oyarzo	ADOPTED AS AMENDED
SA-419	APPROVAL PROCEDURES CLARIFICATION ACT [Clarifies approval procedures for budget and policy changes in the Division of Campus Life, and for capital projects.]	A. Nerode	ADOPTED

'Chance or Opportunity'

Continued from Page 4

success is realized by "special admit" students. Moreover, it too is understandable that there would be faculty backlash as a result of the miscalculated adverse impact "special admit" enrollment would have on the academic community. A structurally sound educational framework, to include equal participation of faculty and staff with mutual goals at every level of operation and orchestrated from a central facility would diminish the need to constantly play the "catch-up" game;

(3) The development of a successful minority program cannot be prefaced by pronouncements of "tradition." "Tradition" overfacing minority education on all levels is operationalized in acts of oppression, accommodation, toleration. For the minority stu-

dent "tradition" is perceived as lowered expectation, achievement and performance. Let us suggest that the degree to which problems and needs surface and are manifested in desired programmatic changes; let it be expeditiously and equitably determined by the degree to which there is a satisfactory blend of professionalism and racial consciousness. Professionalism, on the other hand, is not a legitimate defense for administrators who are apologists for the indefensible acts of their colleagues. Furthermore, vital to constructive positive responses to the admitted need for educational reform at Cornell, is an administration of mavericks, "architects of change" who are willing to: break from traditional designs, articulate lucidly and boldly the unique characteristics

and primary aspirations of the population and are daring enough to creatively design programs to effect equality and equity in the educational process.

Finally, it would appear in the aftermath of the surge of petitions, demonstrations, confrontations and confusion that to avoid creating another "game of blame" the administration would be disposed to lend credence to the messages of history, the judgment and sensibility of rational men and the insightfulness of the seasoned intellect to responsibly provide a "real opportunity" for an education at Cornell. Concomitantly, the mandate given COSEP in 1970 to provide a "real opportunity" to advance the education of Black/minority population would be accomplished.

Career Center Calendar

May 24, 25, 26: "Finding Yourself a Job," Where to look and how to conduct your job hunt.

Session I: "The Job Market" 9 a.m.

Session II: "Finding Employers." 10 a.m.

Session III: "Resume and Letter Writing." 11 a.m.

May 24, 25, 26: Life Planning Workshop

A series of structured, intensive activities designed to pinpoint your needs and goals and to help you to translate these into career possibilities.

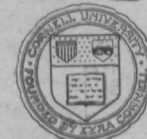
The program begins at 9 a.m. (entire program is given on each day) and will continue to noon. There will be a lunch break, and the workshop will end at approximately at 2 p.m.

Sign up in advance at the Career Center (256-5221).

INTERNSHIPS

South Dakota Governor's Office — Human Services Planning Internship (paid).

New York Health and Hospital Corporation — For an engineer entering junior year who is interested in government.



Ask CIRCE

A few weeks ago CIRCE asked for your help in finding out what there is for children to do in the Ithaca area. There are a lot of people who would like to know more about the community's offerings.

We received many suggestions and a lead to a very helpful booklet by Peter Bushman '70, "A Wealth of Wonders...". Some of the ideas given here are taken from this booklet.

There are so many things to do, we can only mention a couple.

A number of day care centers are available in Ithaca to educate and entertain your preschool children. While your younger ones are away you can do things they wouldn't enjoy, but you would. The easiest way to find out about all of the day care centers is to call "Day Care," a center and information service, at 273-0259. They keep an up-to-date list of local centers and can tell you what each has to offer.

The Cornell campus is a great place to visit for children of all ages — if you direct them to the right spots. Many would be intrigued by the Wilder Brain Collection in the Biology Center, Stimpson.

The Herbert F. Johnson Museum is a veritable fun house. Kids can play outside around the huge sculptures. They can see the exhibits inside and experience the unusual building itself. The miniature suspension bridge nearby is also a favorite. There's a great view of the gorge, and daring divers to watch. You can really feel the bridge sway as you walk across, too.

Everybody likes to see the animals (cows, horses, swine, and more) in the Agriculture College's barns. The Veterinary College's large animal clinic, and the farrier's (that's a horse-shoer) forge next door are other treats.

If everyone isn't tired yet, use the excess energy on the 796 or so steps that take you to the top of McGraw Tower. The chimesmasters give entertaining concerts that range from "The Wizard of Oz" to "Hey Jude."

There are lots of other things to do here — Fuertes Observatory (for the star gazers), the Plantations, the game farm and much more. You can also catch some of the athletic teams in action, such as polo, crew, football and lacrosse.

Many of the businesses in Ithaca are willing to give tours of their operations. Each one is unique and fun, as well as informative.

The Ithaca Bakery has an "appetizing" tour. Many of the area banks will take you through their vaults, computer rooms and money counting areas while explaining how a bank works. Everyone who likes ice cream will enjoy a visit to the Purity Ice Cream Company (free samples if you're good). The Police and Fire Departments are old favorites, and Chartair at the Tompkins County Airport will make you wish you could fly. The Ithaca Journal, with its presses and other news machinery is interesting, and the U.S. Coast Guard has boats and water safety information.

Most of the area parks (and there are lots of them) are beautiful in every season. Summer boat rides and the small zoo are the attractions at Stewart Park. Cass Park has its roller or ice skating. The local state parks have picnic areas, miles of trails, miles of gorges, and loads of nature. There's a Beaver Pond south on route 96B that has a dam, lodge, and a real beaver.

Almost every city and town in the area has its own historical museum — for history buffs. A good place to start is at Ithaca's own Clinton House. There are also speciality museums ranging from the National Motor Racing Museum at Watkins Glen to the Soaring Museum in Elmira.

The Ithaca Youth Bureau sponsors many activities at the Tin Can (at the entrance to Stewart Park) such as sport, arts and crafts, and teen dances. The Greater Ithaca Activities Center (GIAC) has a Children's Theater Workshop.

These are just a few of the many things to do around Ithaca. You can purchase a copy of "...A Wealth of Wonders..." at the Ithaca Youth Bureau's Tin Can, the American Brahman Bookstore on the Commons, and other area bookstores. Proceeds from the sales go to the Youth Bureau's Mobile Educational and Recreational Vehicle.

Bear in mind that different activities will appeal to different age groups and that appointments are required for most tours. Other activities may have set schedules. CIRCE can help you find the information you need to make your plans.

Call CIRCE with your questions at 6-6200 or 6-3572. Or drop in at the main entrance to Day Hall.



Minority Issues Questions, Answers

Continued from Page 1

about half a million dollars. University funds have remained relatively stable. I don't understand these people. They have a feeling that we are foolish, that we cannot calculate, that we have no economists. Increased funds should reflect increased numbers in students. Where are the students? But let us not dwell on this capitalistic attitude of money. Let's move from these monies.

What about human rights of expression, self destiny? The Coalition of Minority Students last year spent hours upon hours, sleepless days and nights with the funds given by Knapp to come up with a proposal for COSEP. What happened to that proposal? It was put into the toilet. No reference was made to our proposal. The committee is disenfranchised. The people are frustrated. We will not continue to let the University determine where or what input we should have. Let's move on a little further.

Let us look at the situation with Mr. Parker. The University placed Mr. Parker this year in charge of the freshmen - the incoming COSEP freshmen. In the past he did not have this job in financing packages. The packages were supposed to be finished in April. Before April what happened? They fired Mr. Parker. To me, this seems like a conspiracy. If you admit a student - especially when you are socially and economically deprived and you have no funds, can you come to Cornell University? The University is paying lip service.

Let's talk about increasing the number of staff members, the number of faculty members. When they fired Mr. Parker they were decreasing the number of staff members. Let me read you something from Corson. This is the University commitment, Corson's commitment. "If Dean Dickason's plan for staffing the admissions and financial aid offices can be implemented by fall, the number of professional staff will have been increased from two to four." Thank you very much.

Coalition Question

According to the freshmen issue of the 1975 Cornell Daily Sun, the 1975-76 10 per cent tuition hike has so accelerated the cost of attending Cornell that it is now double what it was ten years ago. This has pushed the total cost of attending the University to \$650 above the 1974-75 level. According to Financial Aid Office estimates, the total cost of attending Cornell next year will be \$6,200 before considering the new \$335 tuition hike for 1976-77. Given these drastic increases, there are still only 900 jobs on campus for students, the self-help portion of student financial aid packets has been increased by \$200, and the expected parental contribution has decreased, due to inflation, by \$700 to \$800. In addition, according to a report compiled last fall, Cornell's tuition in its state

colleges is one of the highest of any in the country and even this will be increased by \$335.

In light of these spiraling costs which severely affect white, black and other minority students, how does the university plan to meet the rising costs of living expenses for students without increasing the already tremendous burden of loans which are at prohibitive levels for many students who are from disadvantaged socio-economic backgrounds?

Knapp Answer

2. There are 1800 individuals in the Student Employment Matching Plan this year. That is approximately 1600 jobs — not 900.

While the self-help proportion of financial aid has been increased generally by \$200, the COSEP/low income self-help packages will remain the same next year. Summer earning expectations for COSEP and low income students have not been increased, but those for all other students have by \$100.

Hence, scholarship aid for COSEP/low income students will increase in 1976-77 but the proportion of self-help and loans in financial aid packages will not.

The University will continue to seek to keep increases in tuition in check and to maintain increases in financial aid budgets to match the rate of tuition increase. The tuition increase rate for 1976-77 is among the lowest in Ivy League universities and is less than the rate of increase a year ago. The rate of increase in the future will depend in considerable measure on our capacity to reduce expenditures and to gain new sources of income.

Administration Question

2. Does the Coalition of Black Faculty, Students, and Staff believe that the entire academic community has a responsibility for minority education? If so, how does the Coalition believe that involvement by faculty, departments and colleges can be achieved most effectively to serve the needs of minority students?

Coalition Response

2. The question is does the coalition of black faculty, students and staff believe that the entire academic community has a responsibility for minority education. I maintain that's not the question at all; that's a given. Question should be does the University administration believe that the Coalition of Black Faculty, Students and Staff should participate in policy-making decisions of the University — and I maintain, brothers and sisters, that their answer to us is — does a chicken have lips??? That's their answer to us. Let's look at our questions to them because I think those are the relevant questions. Let's look at question number 3A and let's address that to this question number 2 from them. Our question reads, "What has happened to the decision-making power of the COSEP office?" There is the relevant question. Let's flip over and look at question 3B. What

kind of authority, decision and policy making power and leverage as distinct from influence and input will the new director of COSEP have, etc. Therein lies the answer to the first part of their question. Now the second part of the question says, if so, how does the Coalition believe that involvement by faculty, departments and colleges can be achieved most effectively to serve the needs of minority students. To answer that question I refer you again to a question of ours. To the administration, let's look at question number 5. Let us just look, you read for yourselves — it speaks for itself.

Coalition Question

3. a. What has happened to the decision-making power of the COSEP Office, i.e., why was the former Assistant Director of Financial Aid — Herbert Parker — fired without consultation with the COSEP Director? Please keep in mind that as a matter of precedent, the former Director of COSEP was consulted on all appointments and terminations regarding COSEP staff and COSEP related staff.

b. What kind of authority, decision and policy making power, and leverage, as distinct from influence and input, will the new Director of COSEP have? e.g., will he be able to approve his staff appointments; will he control and administer the COSEP budget, e.g., Financial Aid to COSEP students, Gifts and Grants, operational budget, COSEP/HEOP/EOP monies channeled to the colleges; will he determine policy for the COSEP program; will there be no hiring or firing of COSEP or COSEP related staff without his consultation and approval?

Knapp Answer

3a. Both the former director of the COSEP office and the acting director this year have been aware of concerns over Mr. Parker's performance in the financial aid office. The former Director of Financial Aid and the Dean of Admissions and Financial Aid have both discussed Mr. Parker's situation with the former COSEP director and the acting COSEP director. The acting COSEP director was informed that Mr. Parker was to be terminated on the morning that the action took place.

The Dean of Admissions and Financial Aid is responsible for the appointment and termination of personnel within that office. Mr. Parker's position was budgeted in the office of financial aid from the beginning and hence the Dean of Admissions and Financial Aid was responsi-

ble for action on his appointment.

3b. The new COSEP director has authority to make appointments to the COSEP staff. He has authority to administer the budget of that office. Gifts and grants received for functions of the COSEP office will be administered by the director of the COSEP office. The Director has responsibility for determining policy on those functions included within the COSEP office. All of these responsibilities are now in the COSEP office director's position and will continue to be there.

The COSEP financial aid budget is now administered by the office of financial aid and will continue to be administered there. The director of the COSEP office, in conjunction with the Dean and Associate Dean of Admissions and Financial Aid, and the Director of Financial Aid, will be responsible for policy determinations affecting minority students.

The director of State Opportunity Programs will continue to report to the COSEP director and, as now, will be responsible to him for the planning of and reporting on educational opportunity programs. The financial aid office is responsible for administering HEOP/EOP aid and the several schools and colleges are responsible for the admission of HEOP/EOP students. The director works with each of these units in the planning of and reporting on the programs.

Deans and directors responsible for the appointment of COSEP related staff will consult with the COSEP director in the appointment and termination of such staff. The decision on appointments will rest, however, with the administrative officer responsible for the budgeting and supervision of the position.

Administration Question

3. What does the Coalition mean by "minority input?" What does the minority community mean by "control of their education?" To what extent should non-minority faculty and staff be involved in the determination of educational policies and practices which affect minority students?

Coalition Response

3. I'm going to this question in three parts. First deal specifically with part A. No, I think we have to look at this historically, in phases, in the sense of what we mean — of what the University means as input. Because the question is not input, the real question is will minorities participate in the decision-making process and to what extent. Now if you look at minority input historically, first we have what we refer to as the consultant phase. That is, they would make the decisions, then they would bring in black and minority people into the room and say what do you think about this?

Now, from the consultant phase we move into the "input" phase. Now we are still in the "input" phase. We all realize what the input phase is. That's when we have one black, one

minority person sitting on a committee objecting to everything down the line and at the end of this, they go ahead and make their own decision. Alright. So it is not a question of input.

Now turning to part B. This issue of control and what do we mean by control? I have something written and I would like to read it and then expand on it. The question of control must be viewed in light of the events that have taken place over the last few years. Whites made the decisions and blacks and other minorities were simply expected to abide by them regardless of what effects these decisions had on the minority community. In that light, it seems understandable that an oppressed people attempting to break a yolk of dependency which permeates this society and Cornell University would make such a cry.

Now, turning to the final part of this. Originally I had prepared something, but after listening to discussion, I'm really not sure. And the reason I say this, that I'm not sure to what type of extent they should be involved, I would say this:

Last year, in a statement made by the provost, in regard to the number of minority students admitted, this is what he said. Only one of the seven undergraduate colleges fully utilized the financial aid allocated to them for this year's entering group. Now this was not Cornell University money. This was money that was provided by the state and federal government. Nothing was coming out of their pockets. The reason that they could not utilize this is simply because they could not get enough students to offset this money or to use this money. Now the second part of this is, to date, only two of the seven colleges have responded favorably to the "reorganization plan." So when we are talking about what type of input, or what role should minority faculty and staff play, I'm not sure because I personally feel that we can do a better job in light of this issue.

Coalition Question

4. In light of Mr. Knapp's promise not to make any changes "...in Cosep organization and administrative arrangements..." until all recommendations "...have been received..." (see Cornell Chronicle, March 13, 1975), why were changes made in the COSEP program during the 1975-76 fiscal year, i.e., shift of Learning Skills Faculty to the departments, consolidation of COSEP Admissions and Financial Aid within the University Admissions and Financial Aid Office before the Trustee Report on the Status of Minorities, the Minority Coalition Report, and the Report from the COSEP Advisory Committee were completed?

Knapp Answer

4. During 1975-76 the staff person responsible for COSEP admissions and recruiting continued to be on the COSEP office

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Ground Rules Statements Made

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budget and reported to the acting COSEP director. The one change made was in the physical space available to the admissions staff member. An office was provided at 410 Thurston Avenue, after extensive discussion, in addition to the office maintained by that person in Day Hall. The Thurston Avenue office was established to make possible the continued relationship with the admissions office that had existed previously when that entire office was located in Day Hall.

A year ago it was stated that no decision would be made on the future of Learning Skills courses during a 60-day period. Both the Learning Skills Center and its budget were continued after that time. Two changes were eventually made — (1) Learning Skills instructors received joint appointments in the Learning Skills Center and in subject matter departments. Such a relationship had been urged by the Learning Skills Center director in the past. (2) Recitation sections were expanded and augmented in five departments. Additional funds were made available to support these activities. In addition to the recitation sections, informal tutoring was made available to students in conjunction with the sections. These replaced the purely preparatory courses. As was stated at the time, the recitation sections and tutored work will be evaluated, and such an effort is now underway.

In summary, no basic changes in organization or budgeting were made during the 1975-76 year.

Two changes will be made in the COSEP office effective July 1, 1976. Admissions and recruitment positions will be budgeted within the office of admissions and financial aid with the appointment of two persons: an Associate Dean and an Assistant to the Associate Dean, replacing the single position now in existence. An Associate Director of the COSEP office will be named for educational assistance, a position which will have as its prime responsibility the development of educational assistance programs for minority students, in conjunction with the necessary departments.

Administration Question

To what extent does the Coalition of Black Faculty, Students, and Staff speak for the minority community? What constituencies make up the minority community and to what extent are the viewpoints of these constituencies represented in the Coalition and therefore presented in public discussion?

Coalition Response

4. This question, because of the administration's rather open definition of minority is another poor attempt to cloud the issue. We must therefore keep their purpose in mind. The question of who speaks for the minority community is designed to create confusion and factionalism within our own ranks. What the

University is really asking is who has given us, black people, the right to raise questions concerning issues that directly affect us. What we must keep in mind, however, is that if we do not raise these questions, who will? Historically, black people have been and continue to be the most disadvantaged. At the same time, our intense struggle has produced benefits not only for ourselves but for whites and other minorities as well.

The Coalition of Black Students, Faculty and Staff represent a large cross-section of black students, black faculty, and black staff personnel. Since this is the largest group within the "minority community," this is the constituency which we represent. This does not mean, however, that we are not concerned about other "minorities". We realize that our gains will also be their gains.

Again, the crucial question here, and the one which the administration has chosen to ignore is, "What price do we, black people, have to pay to raise questions about issues which directly affect us?"

Coalition Question

5. President Corson indicated in his statement to the Faculty Council of Representatives, on April 28, 1976, that he "...is encouraged by the responses of the colleges..." in their willingness to accept their responsibility for Minority Programs within their schools.

Given the fact that to date only two of the seven Colleges have responded favorably to Knapp's Reorganization Plan (complete decentralization of COSEP), what new and concrete evidence does Mr. Corson have that affirms "...the growing interest and support among the Faculty..." in the areas of Minority Undergraduate and Graduate Educational Opportunities and Affirmative Action? (Please provide specific information by College.)

Knapp Answer

5. The reorganization plan provides for a centralized COSEP office as well as minority education functions in the schools and colleges. The reorganization plan provides that the COSEP office will play an active leadership role in minority educational affairs and work with the colleges and schools, the Division of Campus Life, and other University offices in the development of academic and non-academic programs. The COSEP office, under the plan, will have responsibility for administering the following direct services to students: educational assistance, non-academic services, and the State Educational Opportunity Programs. Under the reorganization plan prepared by the acting COSEP director, the COSEP office in 1976-77 will maintain a position to work with the schools and colleges in developing counseling and advising programs in each of the academic units.

The reorganization plan also provides for the establishment of

assistant deanships, or equivalent positions, in each of the seven undergraduate colleges. In addition, colleges are expected to report by June 1st on plans for counseling and advising in their units.

Six colleges have prepared tentative plans for staffing and/or counseling and advising. A seventh college is still developing its plan. Two of the six plans provide for an assistant deanship and one provides for a position at an equivalent level.

The Provost and the acting COSEP director will review the plans as submitted to evaluate their effectiveness in meeting the needs of minority students in the colleges. Additional funding necessary to carry out the plans will be made only in those instances where an effective program has been developed.

Other indications of faculty developments are the resolutions in support of admissions, counseling, and educational assistance activities presented to the Faculty Council of Representatives. One consequence of closer interaction between the Learning Skills staff and course faculty has been the development of greater interest and involvement in several basic departments in the College of Arts and Sciences.

Administration Question

5. Financial Aid policies are alleged to be discriminatory against minority students. What is the evidence?

Coalition Response

5. (An attempt at what was called a "clarification of a Knapp statement" was overruled by the moderator who said the response should be restricted to the specific question asked.)

Cornell Chronicle, March 13, 1975. Letter to and from Knapp: "Changes in COSEP organization and administrative arrangements would be made only after such recommendations have been received and the relative merits of all proposals have been determined."

Financial Aid policies are alleged to be discriminatory against minority students. What is the evidence? I won't take much time with this question. We know all about that. We have one problem. The welfare of the student in that Financial Aid office. You walk inside there, you're harassed, dehumanized as if you are coming for something that is not yours. We are talking about state funds, federal funds and our taxes. But let's look at some of the policies that affect us. Students are supposed to bring back, say between \$500 and \$700 from summer earnings. You know according to whether you are a freshman, junior, etc. We all know, take for example, last year, that the unemployment for blacks between the ages of 17 to 24 was triple any other section in this country. Where do you expect us to find money when they make policies like this? Let's move further, and talk about what happens when your parents are divorced or

separated. Let me let the sister deal with this question for you and read one of Cornell's policy statements and you'll understand the injustices I'm talking about.

"Policy description: divorced, separated treatment. Cornell University in establishing this policy for determining the financial needs of students from divorced or separated families reaffirms the basic belief that parents are responsible for the higher education of their children to the extent they are financially able to do so. Divorce or separation of parents does not absolve either parent from this obligation. Remarriage of either natural parent creates a new family unit with new relationships to the student. Natural parents, however, still retain their parental obligations. It is from this philosophical base that this policy is established. One, Cornell University requires all of the following to provide financial information in support of a student's application for financial aid, natural father, natural mother, stepparents. If information is not forthcoming from any parties, treat as described below. A. If location of noncustodial natural parent is unknown, information is required from the custodial natural parent and stepparent only. If the non-custodial parent claims the applicant as a tax exemption and will not provide financial information, the student's application will be considered incomplete and will not be processed further."

Maybe I can go on with more. I can talk about policies that affect women, white women, black women, any women. Talk about education here and you have one child. And in the process of being here, you had another child. The University will pay for one child but not for the other child. You have to understand what you are dealing with, women, whether you are women, minority or others. We don't have to prolong this more. Questions from the floor.

Following is a statement issued after the meeting by Jay Cohen, Chairman of the Senate Executive Committee:

"On behalf of the Senate Executive Committee, and the Cornell community, I would like to publicly thank the Coalition of Black Students, Faculty and Staff, and the University administration, for their participation in Wednesday's open hearing.

"The hearing accomplished its purpose: to give the community an opportunity to hear both sides of the issues involved. It did not resolve those issues, but it was not expected to. It did give us an opportunity to hear and compare and have a broader basis on which to reach our own conclusions. And that would not have been possible had not members of both groups been willing to take the time and trouble, and run the risks, of discussing their positions

while facing each other in public.

"A point of contention about the hearing needs clarifying: what was to be done about questions on the specifics of the Parker case, and whether all parties understood what was to be done. Provost Knapp had said beforehand, and the Coalition had been told, that he would not answer such questions. Any member of the panel could certainly refuse to answer any question (and should have known that an adverse audience reaction was a possible consequence of such a refusal). Unfortunately, no clear ground rule was established as to whether a question on the specifics of the Parker case could be asked (even if not answered). This should have been done and whatever was agreed to by all the panelists should have been publicized beforehand so that it was equally well understood to those who came to hear them. Those of us in the Executive Committee who were chiefly responsible for making the arrangements for the hearing accept responsibility for this error. But it should be emphasized that the panelists understood that Knapp would refuse to answer certain questions when they agreed to participate.

"Newsworthy as this point of contention may be, however, it should not be allowed to overshadow the fact that we have at Cornell a continuing public forum for the hearing of issues, and that the parties to the current issues were willing to make themselves available to that forum."

Following is a statement issued after the meeting by Thomas Simmons, assistant Affirmative Action officer and a Coalition spokesman:

"In light of last Wednesday's open hearing sponsored by the Senate and last Thursday's article by Bob Bernstein, a writer for *The Cornell Daily Sun*, the question of "ground rules" must be thoroughly examined!

At no time did I, as a representative of the Coalition of Black Students, Faculty and Staff, agree *not* to ask questions concerning the Parker situation. Neither did my two colleagues — Carolyn Whitlow and Ossie Liburd. For that reason, I was thoroughly shocked and utterly confused by Mr. Knapp and Mr. Noden's allegations that we had agreed *not* to raise certain types of questions: those which specifically related to the Herbert Parker issue.

Since we were not in a position to control, or dictate to the audience what types of questions they could, or could not raise, how could we therefore make such a concession? Obviously we could not! In addition, our willingness to participate in

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Bulletin of the Faculty

MINUTES OF AN ADJOURNED MEETING OF THE FACULTY COUNCIL OF REPRESENTATIVES

Wednesday, April 28, 1976 - 4:30 p.m.
110 Ives Hall

An adjourned meeting of the Faculty Council of Representatives was called to order by the speaker, Associate Professor J. Robert Cooke, at 4:30 p.m., Wednesday, April 28, 1976, in Room 110 Ives Hall. Sixty members and 34 visitors were present. Before proceeding with regular business, the floor was relinquished to President Corson for a statement concerning the Herbert Parker situation and related minority problems. This statement was published in its entirety in the April 29 issue of the *Chronicle*.

Being an adjourned meeting, the minutes from April 14 were not subject to approval at this time. However, it was pointed out that an error existed in those minutes on page 10, identified as proposed amendment (4) and referenced as:

II.B.3.b. (renumbered 4.b. pursuant to amendment (3)) should read: "After hearing the student, the faculty member may dismiss the charge, refer the matter to the college Academic Integrity Hearing Board, or find the charge supported on the basis of the evidence before him/her."

Returning to the first item of business, a continuation of the discussion on the academic integrity issue, it became apparent that some members felt that at the April 14 meeting they had been called upon to vote on certain points without fully comprehending the resulting implications. As a result, it was moved, seconded, and carried by a vote of 27-20 to reconsider action on the seven amendments proposed by Professor Macneil relating to the ad hoc committee proposal.

Subsequently, the affirmative action previously taken on the following five amendments was reversed.

(1) II.B.1. Add the words "in writing" after the word "charge."

(2) II.B.1. Add the following two sentences after first sentence:

The notice shall advise the student of his/her right to refuse a primary hearing before the faculty member, and instead to have the matter heard initially before the college Academic Integrity Hearing Board. The notice shall state that the student will be deemed to have waived this right if he/she fails to give notice in writing of its election at or before the commencement of the primary hearing.

(3) After II.B.1., add the following new paragraph 2. (and renumber present 2. and 3. to 3. and 4. respectively.)

2. Failure to give the written notice of rights required by paragraph 1. or holding a primary hearing in the face of due exercise of the right to initial hearing before the college Academic Integrity Hearing Board shall void any action taken by the faculty member; such failure shall not, however, prevent a subsequent proceeding before the college Academic Integrity Hearing Board.

(4) II.B.3.b. (renumbered 4.b. pursuant to amendment (3)). Rewrite the first sentence as follows:

b. After hearing the student, the faculty member may dismiss the charge, refer the matter to the college Academic Integrity Hearing Board, or find the charge supported on the basis of the evidence before him/her.

(5) II.C.2. Rewrite as follows:

2. *Original jurisdiction.* The college Academic Integrity Hearing Board shall have original jurisdiction over breaches of this Code (1) where the faculty member wishes to omit the primary hearing or after the primary hearing elects not to dismiss the charge or to find the student guilty but instead to refer the matter to the college Academic Integrity Hearing Board, (2) where the student exercises his/her right to an initial hearing before the college Academic Integrity Hearing Board, and (3) where the complainant is someone other than a faculty member before whom a

primary hearing is appropriate.

Likewise, the previous decision to delete amendment No. 6 was reversed.

The following amendment was then made, seconded, and carried:

"After II.C.5.b., add the following section c. (and renumber present c. through f. to d. through g., respectively):

c. If there was no primary hearing by the faculty member, recommend that a failing grade be recorded for the course, or for some portion of it."

At this point, it was moved, seconded, and carried to table the academic integrity issue in order that the balance of the meeting could be devoted to the pending resolutions designed to implement the Report on Minority Education as previously presented by the Committee on Academic Programs and Policies.

The first of these resolutions was presented and carried as follows:

ADMISSIONS POLICY

WHEREAS, in order to increase the undergraduate minority student population at Cornell, the various colleges have emphasized the importance given to SAT scores and have emphasized other evidences of ability and motivation; and

WHEREAS, a broad representation of minority students admitted under these criteria, satisfying the usual rigorous academic demands Cornell makes of its students, has successfully completed degree requirements;

THEREFORE, BE IT RESOLVED that the faculty approves, generally, of these admission criteria for minority students and urges their continuation as long as necessary to assure an adequate representation of various minorities among the undergraduate student body.

With the 6 p.m. adjournment time rapidly approaching, Dean Saunders called for an "adjourned meeting" to start immediately in order that the remaining resolutions could be considered prior to the meeting of the University Faculty scheduled for May 12. Upon reconvening, it was apparent that there was no longer a quorum present. As a result, it was moved, seconded and carried to adjourn to 4:30 p.m., Wednesday, May 5.

MINUTES OF AN ADJOURNED MEETING OF THE FACULTY COUNCIL OF REPRESENTATIVES

Wednesday, May 5, 1976 - 4:30 p.m.
110 Ives Hall

An adjourned meeting of the Faculty Council of Representatives was called to order by the speaker, Associate Professor J. Robert Cooke, at 4:30 p.m., May 5, 1976, in Room 110 Ives Hall. Sixty-eight members and 18 visitors were present.

Dean Saunders commented briefly on the panel discussion, arranged by the Senate Executive Committee and involving three members each from the administration and the Coalition of Minority Students, Faculty and Staff, scheduled for this evening in the Moot Court Room of Myron Taylor Hall. He invited as many faculty members as possible to be present.

The speaker announced that per FCR legislation, the meeting would adjourn promptly at 6 p.m. As protection both to himself and the participants, he urged that anyone wishing recognition from the chair be sure to make it known in a positive manner. At times, it becomes difficult to spot raised hands in certain parts of the room especially from those persons seated in the rear. Finally, he reminded everyone that proper procedure on a particular motion called for a person to be recognized for debate a second time only after everyone who wishes has had one opportunity.

The speaker then called on Professor Robert Young, on behalf of the Committee on Academic Programs and Policies, to present Resolution 2 regarding minority education. The resolution as follows was passed, with only two dissenting votes:

PREPARATORY STUDIES

WHEREAS, the University's commitment to minority education has resulted in an increase in admission of students who

often cannot enter directly into the introductory courses in mathematics, the sciences or writing; and

WHEREAS, preparatory courses formerly taught by the Learning Skills Center (LSC) and now transferred to the Departments have contributed to a significant improvement in the grade distribution of COSEP students in the math and science subjects; and

WHEREAS, it is clearly recognized that the academic programs are the responsibility of the Colleges; and

WHEREAS, the University administration has recommended that the academic activities of the LSC be transferred to the respective Colleges and Departments; and

WHEREAS, preparatory studies serve the needs of a small group of students scattered in various Colleges and there is a need for overall supervision and coordination of preparatory studies;

THEREFORE, BE IT RESOLVED that the following guidelines for the organization and administration of preparatory studies be established:

1. That the instructors and their teaching programs be located in the respective Departments.

2. That support funds for such instructors and instruction programs be provided by a central office such as the COSEP office.

3. That responsibility for hiring the instructors for preparatory courses, for reviewing the quality of instruction and for evaluating the effectiveness of the program be shared by the Dean or appropriate Department Chairman and the COSEP Director (or equivalent).

4. That prior to initiation of preparatory courses they be submitted to the appropriate educational policy committee for review, and comment and assignment of credit upon departmental recommendation.

5. That such courses be open to any student with preparatory needs. However, preference would be given to COSEP students and the subject level appropriate to their need.

6. That a central office be responsible for continuous supervision of the needs of students for courses until such time that entering students have been able to obtain the necessary preparation at the high school level and the preparatory work is no longer needed.

7. That persons selected as instructors for preparatory courses should have, in addition to their knowledge of the appropriate subject matter and teaching skills, a concern for the special problems of students requiring such courses. Conditions of appointment and reward system should be such as to retain the most effective teachers.

Professor Young then presented Resolution 3 which was adopted as follows with only one dissenting vote:

ADVISING AND COUNSELING OF COSEP STUDENTS

WHEREAS, the faculty of each College has the responsibility of advising its students to provide the best academic opportunity for all students; and

WHEREAS, the minority students are a body of students with special problems that need special attention; and

WHEREAS, these students are scattered through numerous Colleges and need to be provided with a well-coordinated support service; and

WHEREAS, numerous faculty in the Colleges play an active role in the advising of minority students; and

WHEREAS, the Administration statement (*Chronicle*, February 5, 1976) places the responsibility for advising in each College but does not describe the overall supervisory responsibility;

THEREFORE, BE IT RESOLVED that there be a Central Administration responsibility for coordination of minority advising and counseling services in each college or school to insure adequate levels of such services and to provide for effective communication among the participants in the advising and counseling processes.

Assistant Professor J. Keith Moffat next presented Resolution 4 which passed unanimously as follows:

MINORITY GRADUATE EDUCATION

WHEREAS, there is a major need to increase the supply of minority professionals

and academics; and

WHEREAS, Cornell University is one of the outstanding graduate educational institutions in the United States; and

WHEREAS, Cornell University has a commitment to contribute to the improvement of minority education at both the undergraduate and the graduate level; and

WHEREAS, the Graduate Faculty has jurisdiction over all graduate work and degrees; and

WHEREAS, the Graduate Fields and the Professional Schools are the basic units for implementing graduate policy;

THEREFORE, BE IT RESOLVED that the Graduate Faculty and its Administration, the Graduate Fields and the Professional Schools be encouraged to pursue more aggressively the recruitment and education of minority students through:

a. increased fund-raising efforts for support of recruitment and education of minority students;

b. increased emphasis on the recruitment of minority students into Ph.D. programs, particularly those where minority students are under-represented;

c. increased emphasis on recruitment by the individual Fields and Professional Schools, in collaboration with the Graduate School, with funds made available to the fields for this purpose;

d. careful experimentation with varied emphases in admissions criteria and program timing, subject to the understanding that the quality of graduate or professional education be in accord with the standards of the Graduate Faculty; and

e. the collection and reporting of data on recruiting procedures, admissions criteria, and graduation success, for each Field and Professional School, and the collection of similar data from other appropriate institutions wherever possible.

Professor James Gaylor then presented Resolution 5 which also passed unanimously as follows:

MINORITY FACULTY AND STAFF HIRING

WHEREAS, Cornell has a commitment to increase minority representation in its faculty and staff; and

WHEREAS, the present procedures overemphasizing compliance with rules and Civil Rights laws appear to be unsuccessful in increasing minority representation; and

WHEREAS, basic recruitment and hiring responsibilities are at the college and departmental levels; and

WHEREAS, we believe that there is a sincere wish, on the part of the faculty, to increase the representation of qualified minority members;

THEREFORE, BE IT RESOLVED that the recognized departmental authority to judge the wisdom of each appointment should be complemented by increased responsibility for devising and carrying out improved recruitment and employment practices. Each hiring unit should analyze its current recruitment and employment program and develop suitable strategies to remedy deficiencies so uncovered. The appropriate Dean and the Central Administration should assist the hiring unit in its analysis and in the implementation of its strategies.

CAPP chairman, Professor Gilbert Levine, then presented Resolution 6 as follows:

MINORITY EDUCATION COMMITTEE

WHEREAS, many aspects of minority education at Cornell are of vital concern to the faculty; and

WHEREAS, there is a demonstrated need for ongoing faculty input into decisions affecting minority education; and

WHEREAS, this concern is shared by minority students and the Administration;

THEREFORE, BE IT RESOLVED that a standing committee of the faculty be established, for the purpose of providing continuing review of the minority education programs, evaluation of program effectiveness and making recommendations for improvement to the faculty, and to the Administration.

This committee will consist of four faculty members, two minority students and one University administrator. Faculty members will be elected for three-year terms, with election in the first year for one-, two-, and three-year periods to

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provide for rotation of members. Two students will be elected for one-year terms by the minority student body. The administrative representative will be appointed by the Provost.

A chairman for the succeeding year will be elected during the latter part of the Spring Semester, from among the continuing faculty members. The committee will make an annual report on the status of minority education at Cornell to the FCR, and to the Administration, through the Dean of the Faculty.

It was then moved and seconded to substitute the following Resolution for No. 6: WHEREAS, many aspects of minority education at Cornell are of vital concern to the faculty; and

WHEREAS, there is a demonstrated need for ongoing faculty input into decisions affecting minority education;

THEREFORE, BE IT RESOLVED that a standing committee of the faculty be established, for the purpose of providing continuing review of the minority education programs, evaluation of program effectiveness and making recommendations for improvement to the faculty, and to the Administration.

This committee will consist of four faculty members. Members will be elected for three-year terms, with election in the first year for one-, two-, and three-year periods to provide for rotation of members. A chairman for the succeeding year will be elected during the latter part of the Spring Semester.

The committee will make an annual report on the status of minority education at Cornell to the FCR, and to the Administration, through the Dean of the Faculty.

During the debate, it was agreed by friendly amendment, to strike the last three paragraphs and substitute the following sentence in their place:

"The committee shall be organized as a standing Committee according to standard procedures of the FCR."

The motion to substitute Amended Resolution 6 for Resolution 6 was then passed. Finally, with only one dissenting vote, Amended Resolution 6 was adopted as follows:

WHEREAS, many aspects of minority education at Cornell are of vital concern to the faculty; and

WHEREAS, there is a demonstrated need for ongoing faculty input into decisions affecting minority education;

THEREFORE, BE IT RESOLVED that a standing committee of the faculty be established, for the purposes of providing continuing review of the minority education programs, evaluation of program effectiveness and making recommendations for improvement to the faculty, and to the Administration.

The committee shall be organized ac-

cording to the procedures of the FCR as a standing committee.

Since no members of the Ad hoc Committee on Academic Integrity were present, it was agreed not to bring the proposed code from the table at this meeting. Rather, it will become the first item of business at the May 12 meeting.

Meeting adjourned at 5:40 p.m.

RESULTS OF THE ELECTION Spring 1976

UNIVERSITY FACULTY ELECTIONS
SECRETARY OF THE UNIVERSITY
FACULTY: Paul L. Hartman, Physics and Applied and Engineering Physics.

FACULTY TRUSTEE - 1 tenured seat:
Donald F. Holcomb, Physics.

AT-LARGE MEMBER, FCR - 4 seats:
P.C.T. deBoer, Mechanical and Aerospace Engineering; Norman R. Scott, Agricultural Engineering; Isaac Kramnick, Government; Mary Purchase, Design and Environmental Analysis.

REVIEW AND PROCEDURES - 3 seats:
Judith T. Younger, Law; Robert L. Aronson, Industrial and Labor Relations; Richard M. Phelan, Mechanical and Aerospace Engineering.

NOMINATIONS AND ELECTIONS - 3 seats:
William Tucker Dean, Law; William H. Erickson, Electrical Engineering; Charles C. Russell, Communication Arts.

MEMBERSHIP OF THE UNIVERSITY
FACULTY - 1 seat: Herbert L. Everett, Plant Breeding and Resident Instruction.

ACADEMIC FREEDOM AND RESPONSIBILITY - 1 tenured seat: Walter F. LaFeber, History.

ACADEMIC PROGRAMS AND POLICIES - 1 tenured seat: John W. DeWire, Physics/LNS.

ADMISSIONS AND FINANCIAL AIDS - 1 tenured seat: Lawrence K. Williams, Industrial and Labor Relations.

BUDGET - 2 tenured seats: Sidney Saltzman, City and Regional Planning; E. Elizabeth Hester, Nutritional Sciences.

PHYSICAL EDUCATION - 1 tenured seat: Harry T. Stinson Jr., Genetics, Development and Physiology.

ACADEMIC INTEGRITY HEARING BOARD - 2 seats: Peter Harriott, Chemical Engineering; Daniel R. Schwarz, English.

ACADEMIC INTEGRITY APPEALS BOARD - 2 seats: Roger P. Natzke, Animal Science; Helen T.M. Bayer, Human Development and Family Studies.

UNIVERSITY-ROTC RELATIONSHIPS - 2 seats: Kenneth McIntee, L.A.M.O.S. and Pathology, Veterinary; Francis W. Saul, Architecture.

PHYSICAL EDUCATION AND ATHLETICS, COUNCIL ON - 1 seat: Martin F. Semmelhack, Chemistry.

REFERENDUM AMENDING two sections of ORGANIZATION AND PROCEDURES OF THE UNIVERSITY FACULTY: 596 ballots cast of which 578 were affirmative.

Bulletin of the Faculty

RESULTS OF THE ELECTION Spring 1976 FACULTY COUNCIL OF REPRESENTATIVES

ACADEMIC FREEDOM AND RESPONSIBILITY - 2 tenured seats: Ephim Fogel, English; Terrence L. Fine, Electrical Engineering.

ACADEMIC FREEDOM AND RESPONSIBILITY - 1 non-tenured seat: Richard L. Quass, Animal Science.

ACADEMIC PROGRAMS AND POLICIES - 1 tenured seat: Arthur L. Berkey, Education.

ACADEMIC PROGRAMS AND POLICIES - 1 non-tenured seat: John R. Wiesenfeld, Chemistry.

ADMISSIONS AND FINANCIAL AIDS - 1 tenured seat: Herbert J. Carlin, Electrical Engineering.

BUDGET - 1 tenured seat: George J. Conneman, Jr., Agricultural Economics.

BUDGET - 1 non-tenured seat: Nelly Furman, Romance Studies.

FREEDOM OF TEACHING AND LEARNING - 2 tenured seats: John Bentinck-Smith, Clinical Pathology, Veterinary; William B. Provine, History.

PHYSICAL EDUCATION - 1 tenured seat: Paul D. Ankrum, Electrical Engineering.

PHYSICAL EDUCATION - 1 non-tenured seat: Winefride Olaksen, Health Services.

PROFESSIONAL AND ECONOMIC STATUS - 2 tenured seats: Frederick T. Bent, Business and Public Administration; Robert L. Wehe, Mechanical and Aerospace Engineering.

RESEARCH POLICIES - 2 tenured seats: Malden C. Nesheim, Nutritional Sciences; Benjamin Widom, Chemistry.

The University Faculty acknowledges with pleasure, yet tinged with some regret, the retirement from active service of 31 of its members. Regret because of the loss of an aggregate 803 years of service to Cornell and its students by 30 scholars with professorial appointments totalling 766 years, plus 37 years by our *ex officio* member, colleague and gentleman, the Dean of Physical Education and Athletics, Robert J. Kane.

Of the 30 holding professorial appointments for 766 years, Professor Charles E. Palm leads the list with 44 years. The length of time each individual has spent at Cornell, however, is far less important than our acknowledgement of their devotion to scholarship, their dedication to Cornell and

its students, and the warmth and good humor as colleagues and friends that we have enjoyed while we have been privileged to work with them.

Our pleasure is knowing that for them, the alarm clock can be viewed as just another object rather than a demanding servant reminding us once again that an 8 o'clock lecture beckons and we dare not tarry.

To each of them and on behalf of their faculty colleagues as well as for the thousands of students whom they have served, permit me to say "Well done," enjoy your retirement, live life to the full, and come and visit with us whenever you can.

Byron W. Saunders
Dean of Faculty

RETIRED OR RETIRING PROFESSORS - 1975-76

Richard H. Barnes, James Jamison Professor of Nutrition; Donald J. Belcher, Professor of Civil and Environmental Engineering; Nyle C. Brady, Professor of Soil Science; Thomas H. Canfield, Professor of Architecture; Matthew Drosdoff, Professor of Soil Science; Robert M. Gilmer, Professor of Plant Pathology, Geneva; Phoebe T. Goggin, Associate Professor of Clinical Medicine; Robert A. Hall Jr., Professor of Linguistics and Italian; Baxter L. Hathaway, Old Dominion Foundation Professor of Humanities; Charles R. Henderson, Professor of Animal Science; Edward A. Lutz, Professor of Public Administration; Louis L. Nangeroni, Associate Professor of Physical Biology; A. Leslie Neal, Associate Professor of Biochemistry, Molecular and Cell Biology; Maurice F. Neufeld, Professor of Industrial and Labor Relations; Robert E. Osborn, Professor of Electrical Engineering; Charles E. Palm, Professor of Entomology and Liberty Hyde Bailey Professor of Agricultural Sciences; Ellis A. Pierce, Professor of Animal Science; John M. Rathmell, Professor of Marketing, Business and Public Administration; Helen J. Recknagel, Professor of Hotel Administration; William W. Reeder, Professor of Rural Sociology; Robert J. Scannell, Associate Professor of Landscape Architecture; Gordon F. Streib, Professor of Sociology; Harold B. Sweet, Associate Professor of Cooperative Extension; Philip Taietz, Professor of Rural Sociology; Frederick K.T. Tom, Professor of Agricultural Education; Marjorie B. Washbon, Professor of Food and Nutrition; John Wilcox, Professor of Education; Fred E. Winch Jr., Professor of Natural Resources; Mary B. Wood, Associate Professor of Cooperative Extension; Paul J. Zwerman, Professor of Soil Conservation.

Committee Hears Budget Report Committee Approves Maintenance Projects

The Executive Committee of the Board of Trustees Tuesday approved an administration recommendation to apply \$235,000 in salary and fringe benefit savings, achieved by not filling vacancies, to maintenance projects.

The savings were made in the endowed colleges at Ithaca. Many departments have been reducing staff to the lower levels approved for 1976-77 by attrition as vacancies occur during 1975-76, over and above originally planned salary lapses.

The maintenance projects are urgent ones involving safety or repairs, such as fixing roofs, which if not done soon would cause additional costs later, according to Vice President for Planning and Facilities Robert M. Matyas.

In other financial news, University Treasurer and Chief

Fiscal Officer Arthur H. Peterson told trustees that the position of the overall budget was "virtually unchanged" from the March report of an anticipated "net deficit" of some \$440,000. For the endowed colleges at Ithaca, the estimated deficit for general purpose funds remains at \$620,000, Peterson said. The University will use \$2.7 million and \$9 million of unrestricted capital held on behalf of the endowed colleges at Ithaca and of the Medical College, respectively, to meet the 14.5 cents per unit Capital Fund distribution in excess of income.

The trustees authorized Peterson to close the University's books for 1975-76 in the manner authorized in previous years. Because the deficits in operating accounts are usually not known by July 1, when the books are closed, the treasurer is

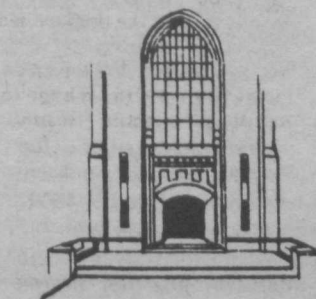
annually authorized to anticipate supplemental appropriations to close out deficits, with formal action by the trustees taken at the September executive committee meeting.

Peterson told trustees that the 1976-77 athletics and traffic and parking budgets are being shifted from Related Activities and Designated Funds to General Purpose funds. Trustee approval of budget amendments related to these actions will be sought next fall, Peterson said, within the overall totals approved at the trustees' January 1976 meeting. The budgeting changes are being made to conform with administration and University Senate decisions to move these activities from enterprise to appropriated activities, he said.

Cornell University has appropriated \$249,860 for resurfacing nine parking lots, upgrading heating facilities in University Hall dormitories one through six, and for upgrading the electrical systems in Boldt Hall and Boldt Tower.

The funding was provided by the Board of Trustees' Executive Committee at its monthly meeting Tuesday in New York City, upon the recommendation of President Dale R. Corson.

Some \$119,000 was provided for the heating maintenance project which will 1. enlarge the area containing heating equipment, 2. service pumps, strainers and heat exchangers, 3. install a revised air elimination and expansion system, and 4. install new control systems.



"Strong support for the demand calling for the reinstatement of Herbert Parker was indicated. Finally, a call was made for the initiation of investigations into the termination of other Black administrators and staff, especially Dorothy Garner of the Graduate School."