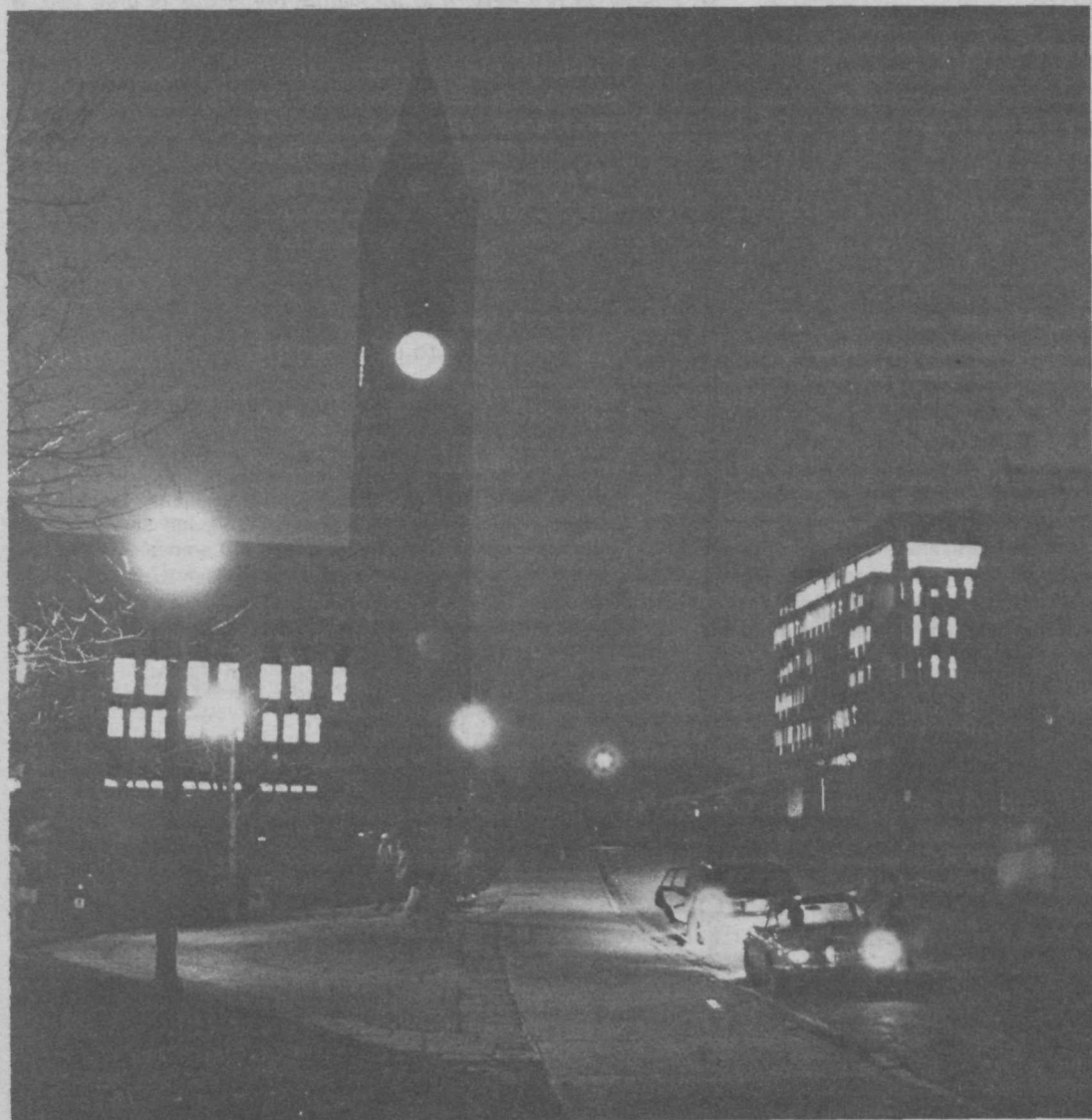




CORNELL CHRONICLE

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Current Fiscal Year

CU Budget Picture Up

Cornell University's budget for the current year has shown continued improvement, University Treasurer and Chief Fiscal Officer Arthur H. Peterson reported to the Board of Trustees meeting here last weekend.

The estimated deficit for the endowed colleges at Ithaca is now down \$300,000 from January's estimate. The improvement is due entirely to an improved income estimate for general purpose funds, which support the University's general operations.

The estimate is now for a deficit of \$620,000 in general purpose funds. The 1975-76 budget originally had a \$1.5 million deficit estimated for these funds. The figure was revised downward to \$920,000 in January because of increased estimates for tuition income and research overhead recoveries.

Peterson said income estimates are up for two reasons: First, an additional \$200,000 can now be treated as current fund income because of trustee action earlier in the year which authorized the payment of 8 per cent interest annually on advances made from current funds to finance renovation for the Chemistry complex, Fine Arts

library and Willard Straight Hall.

The other factor, which accounts for \$100,000 in increased income, is the transfer of endowment income for two professorships which are currently unfilled, he said.

At the Medical College the deficit is now estimated at \$40,000 instead of the January

estimate of a \$534,000 deficit. The half-million dollar improvement is due primarily to changes in the operation of the Medical Service Plan, the college's group practice plan, Peterson told trustees.

In other financial news, the trustees voted to eliminate the

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Cornell Campaign Hits \$28.5 Million

"The Cornell Campaign" — the University's five-year program to raise \$230 million in total gifts to the colleges at Ithaca — has received \$28.5 million in commitments to date, said Campaign Chairman Jansen Noyes Jr. '39, in his report to the Board of Trustees at its meeting in Ithaca this weekend.

More than \$3.1 million has been pledged to the Cornell Fund since the annual drive for unrestricted gifts from alumni and friends began in October, according to Austin H. Kiplinger '39, Cornell Fund chairman. This represents a 24 per cent increase over pledges and gifts received

at the same time last year, he noted.

Gifts of \$1,000 or more qualify the donor for membership in the Tower Club. To date, 402 persons have become members of the Tower Club, compared to 355 at the same time last year. Tower Club pledges and gifts total more than \$1.9 million to date, an increase of 35 per cent over last year.

Pledges and gifts ranging from \$500 to \$999 qualify the donor for membership in Cornell's Charter Society. This year, total Charter Society pledges and gifts are running about 18 per cent ahead of last year's figures at this time, Kiplinger said.

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Schurman Chair Increased by Five

The Board of Trustees has established five additional Jacob Gould Schurman Professorships to be awarded to faculty in both the endowed and statutory units of the University and with special funds for research.

The action was taken by the board during its meeting here last weekend and brings to six the number of professorships named in honor of Cornell's third president (1892-1920). The first Schurman chair was established in 1967 in the field of German literature and has been held since then by Eric A. Blackall.

The five new Schurman chairs will not be reserved for any particular field. Chair holders will receive an annual appropriation for research, currently at the rate of \$3,500 per year each, from the Evalyn Dixon Research Fund.

Provost David C. Knapp explained that appointments to the chairs will be made upon recommendations from a faculty committee, appointed by the president from the University's ex-

isting chair holders. This committee will make its recommendations from among nominations submitted by the deans of the various colleges and schools on campus.

Knapp said: "The Jacob Gould Schurman Professorships are intended primarily to provide recognition for distinguished service to the University in scholarship, teaching, and public service. However, the chairs may also be used to attract distinguished individuals to the University. Salary support for the chairs will be drawn from general purpose funds in the endowed colleges and from statutory college funds, with the understanding that endowment for the chairs might be obtained in the long run."

Schurman became president of Cornell when he was 38 years old. He came to Cornell in 1886 as the first Susan Lin Sage Professor of Philosophy and in 1890 was named the first dean

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Lab Helps Scientists Keep Animals Well

In a large research laboratory in the Midwest, hundreds of experimental mice suddenly die. The diagnosis, which comes too late to do much good, is "mouse pox," a disease not normally found in the United States and to which the experimental animals have developed no immunity. The result — years of expensive, time-consuming research lost.

In another laboratory, a researcher investigating reproduction keeps his animals on bedding material made from green alfalfa. The animals, which invariably ingest some of the bedding material, are also picking up large quantities of the female sex hormone estrogen from the alfalfa. The result — unintentional biases in the research results.

In a third laboratory, several animal handlers working with apparently healthy animals develop mild flu-like symptoms; in one worker, the symptoms are more severe and include brain involvement. The diagnosis is lymphocytic choriomeningitis, a viral disease which, if not properly diagnosed and treated, can cause serious illness and even death in about eight per cent of affected individuals.

These three scenarios illustrate some of the major problems facing researchers who work with research animal populations — problems which a

new facility at Cornell's New York State College of Veterinary Medicine is attempting to solve.

The new facility, called the Laboratory Animal Diagnostic Resource, was established recently with a grant from the National Institutes of Health. One of its major functions, according to its director, Dr. Edwin J. Andrews, is to help researchers anticipate possible problems before they acquire research animals and to help them deal with problems that arise once the animals are in their care.

"Researchers who are not experts in laboratory animal medicine cannot be expected to know about all the possible complications which can result from keeping animals; we can give them the guidance they need," Dr. Andrews said.

The Diagnostic Resource's laboratories, under the direction of Dr. Raymond Baggs, are equipped to perform a variety of tests on laboratory animals including routine hematology, clinical chemistries, histology, parasitology and bacteriology. The diagnostic services are performed free of charge and are available to researchers at Cornell and elsewhere in the Central New York region.

In addition Dr. Andrews, Dr. Baggs and other staff members

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Board Meets

Trustees Amend Bylaws

Several amendments and additions to Cornell University's Bylaws were passed by action of the Board of Trustees, meeting this weekend (March 19-20) in Ithaca.

The first deals with the determination of tuition and fee schedules, under Article XXVII, Section 2 of the bylaws. Under the amended bylaws, tuition for all full-time undergraduate, professional and graduate students will be determined by the Board of Trustees. Tuition for summer school, extramural and other special programs will be determined by the president (or other officer designated by the board) so as to reflect tuition rates for full-time students. A schedule of such tuition rates will be reported to the board with the presentation of the annual budgets.

General fees, such as registration and application fees, under

the amended bylaws also will be determined by the president, and user charges for special services and facilities will be determined by the operating departments under the general direction of the president.

Formerly, the bylaws called for all tuition and fee schedules to be fixed by action of the full board. The purpose of the amendment is to make the bylaws conform with actual practice and to provide greater flexibility in the determination of tuition and fee schedules.

The trustees also redefined the academic year, under Article I, Section 6 of the bylaws. Under the amendment, the academic year is the nine-month period starting five days before instruction in the fall term and ending five days after the last day of the examination period in the spring term.

Formerly, the academic year

was defined as the period beginning one week before fall term registration day and extending through Commencement Day. Because of changes in the structure of the calendar over the past few years, the academic year has been slightly longer than nine months and the summer period has been slightly less than three months. The bylaw amendment will restore a nine-month academic year and a three-month summer period.

Articles V through X were amended by the trustees to reflect the addition of the position of senior vice president to the administrative hierarchy. The senior executive officers of the corporation are now defined as the president, the provost and the senior vice president. All other executive officers — vice presidents and vice provosts, treasurer, secretary of the corporation, University counsel and chief investment officer — will report to the president through the provost or the senior vice president.

Formerly, the provost was designated the chief administrative officer of the University under the president. Under the amended bylaws, the provost now becomes the president's first deputy officer and the "chief educational officer under the president with responsibility for oversight of all University academic programs."

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Security Lighting
40 Per Cent Done

The installation of additional security lighting at Cornell started in December is more than 40 per cent complete and is expected to be at least 90 per cent complete by May 1, according to Noel Desch, director of physical plant operations.

The \$75,000 project includes the installation of approximately 75 high-intensity lights at some 18 key locations throughout the campus.

Key locations such as the suspension bridge and the walking bridge over Cascadilla Gorge were equipped with temporary lighting at the outset of the project. These locations and other key areas equipped with temporary lighting have now been re-equipped with permanent installations, Desch said.

Other areas with new lighting are the main entrance of Bailey, Fernow parking lot, Hughes walkway, and stairs at Founders and University Halls.

The first emergency telephone

installation will be located at the south end of the suspension bridge and will be completed by May 1.

In addition to the lighting installations, the Dean of Students Office is conducting a poster campaign to inform students of nighttime security measure they can take.

Budget Improved

Continued from Page 1

"negative reserve" carried in the athletics department budget by allocating \$346,000 from the University's invested funds. This action closes out the accumulated deficits run by the athletics department for the past several years. The action was recommended by the administration as a necessary part of converting the athletics accounts from an enterprise to an appropriated basis and also to meet auditors' objections to carrying

forward such negative reserves without a definite plan for their repayment.

The trustees approved the allocation of funds from the undistributed reserve fund approved at the January meeting of the trustees: \$200,000 for financial aid to cover the estimated additional cost of the new uniform method for computing parental contribution, and \$250,000 for major maintenance projects. The \$2.5 million approved for salary increases will also come from this source.

The trustees also voted to make several allocations from current year contingency funds amounting to \$162,000, on recommendation of the administration. Of the total, \$75,000 was allocated to the anticipated 1975-76 deficit in athletics; \$40,000 for increased costs of utilities and repairs; \$17,000 for the increase in postal rates; \$15,000 as planning advances for major maintenance projects, and \$15,000 to purchase an outdoor sound system. These allocations exhaust the general contingency fund for 1975-76.

The sound system will be used in Schoellkopf field for commencement. Last year, the first year in 25 years that commencement was held outdoors, the University rented a sound system. Purchase of a system is expected to save money over the next few years.

\$2.5 Million Marked
For Salary Increases

Cornell's trustees have approved an administration recommendation to make \$2.5 million available for salary increases in the endowed divisions for 1976-77. Increases will be by merit alone, as announced earlier.

The funds will provide for slightly greater increases, on the average, than was possible a year ago, according to Vice President for Administration Samuel A. Lawrence. Although last year's salary pool was \$2.6 million, teaching and research assistants were included in that figure, whereas this year they were calculated separately. In addition, there are now about 5 per cent fewer faculty and staff in endowed units than a year ago, Lawrence said.

The primary consideration this

year was "to keep Cornell competitive for staff at all levels," Lawrence told trustees. The salary program is expected to increase real incomes, which have lost ground to inflation for the past two years, he said.

"Relative to inflation rates, the 1976-77 salary program is proving more favorable than we had dared to hope several months ago. We believe the program will be comparable to those of other major private universities. For the endowed faculty, we should actually slightly improve our competitive position. For support staff, we should be able to narrow the gap which has developed in pay levels in the statutory and endowed units," Lawrence said.

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 Aide I, A-18 (Sr. Vice President (sh))

Administrative Secretary, A-15 (VP Planning & Facilities (sh))

* Department Secretary, A-13 (Univ. Libraries-Acquisitions/Olin)

Department Secretary, A-13 (B&PA (sh))

Department Secretary, A-13 (Hotel Administration)

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

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

* Library Assistant I, A-10 (Univ. Libraries-Serials/Olin)

* Searcher II, A-15 (Univ. Libraries-Acquisitions/Olin)

* Records Clerk, A-11 (University Development (9 months))

* Steno I, NP-5 (Rural Sociology)

Manager, Personnel Operations, CP06 (Personnel)

* Administrative Manager I, CP04 (Entomology)

Applications Programmer I, CP03 (Office of Computer Services)

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

Sr. Systems Programmer III, CP05 (Office of Computer Services)

Computer Staff Specialist, CP05 (Office of Computer Services)

* Director, Minority Ed. Affairs, CP08 (COSEP)

Assistant Director, CP07 (Office of Computer Services)

Assistant Director, CP03 (Academic Funding)

Assistant Director, CP05 (Graduate School of B&PA)

* WSH Director, CP05 (University Unions)

Research Assoc. III, CP05 (Chemistry)

Development Officer II, CP06 (University Development)

* Director, Southeast Regional Ofc. CP06 (University Development)

Production Supervisor (Professional Chef), CP02 (Dining Services)

* Research Support Specialist (2 positions), CP03 (Entomology)

Extension Support Aide, CP02 (Coop. Extension-New York City)

Director of Phys Ed & Athletics, CP09 (Physical Education & Athletics)

* Assoc. Dean SDS IV, CP07 (Admissions & Financial Aid)

Sr. Project Manager (Design & Project Management Planning & Facilities)

* Managing Editor (University Press)

Physical Therapist (Health Services)

Business Machine Mechanic, A-17 (Typewriter & Instrument Repair)

* Controls Mechanic (Union) (Physical Plant Operations)

* Life Safety Inspector, A-18 (Life Safety Services)

Cook, A-17 (North Campus Dining (June))

* Custodian, A-13 (3 positions) (Physical Plant Operations, Care of Buildings Dept.)

Lab Technician, A-15 (Biochemistry (1 year))

Lab Technician I, NP-8 (Veterinarian Micro-Biology)

Research Technician II, NP-10 (Agronomy)

Research Aide, NP-9 (Poultry Science)

* Instructor (Women's Physical Education)

ACADEMIC AND FACULTY POSITIONS

(Contact Department Chairperson)

Distinguished Professor of Operations Research (School of Operations Research and Industrial Engineering)

* Assistant Professor (possible higher rank) (Mech. & Aerospace Eng.)

Assistant Professor (NYS College of Vet Medicine (Comparative Ophthalmology))

Assistant Professor (3) (Dept. of City & Regional Planning)

Assistant Professor African and Afro-American History (Africana Studies & Research Center)

Assistant Professor of Biblical Language & Literature (Dept. of Semitic Languages & Literatures)

Assistant Professor (two positions) (School of Electrical Engineering)

Assistant Professor Vet Med-Ambulatory (Vet Medicine Teaching Hospital)

Assistant Professor of Linguistics (French Language Specialist) (Dept. of Modern Languages & Linguistics)

Assistant Professor of Linguistics (Spanish Language Specialist) (Dept. of Modern Languages & Linguistics)

Assistant Professor of Linguistics (General Linguistics & English as a Second Language) (Dept. of Modern Languages & Linguistics)

Associate Professor (half-time) (Dept. of City & Regional Planning)

Senior Lecturer, Communication Arts (NYS College of Agriculture & Life Sciences (1 year))

Biologist (1 yr) (Dept. of Physical Biology)

Anesthesiologists (two positions) (Small Animal Med. & Surgery)

Visiting Lecturer (1 yr) Japanese Literature (Dept. of Asian Studies)

Research Associate (CRSR)

Research Associate I or II (STS Program)

* Research Associate (Biomedical Engineering)

Research Associate (NYS College of Vet Medicine (Biochemistry))

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

Research Associate (NYS College of Vet Medicine (Nutritional Physiology))

Continued on Page 4

COSEP Proposal Sent to Knapp

Clarence H. Reed, acting director of the Committee on Special Educational Projects (COSEP) has submitted a draft proposal for the reorganization of COSEP to Provost David C. Knapp.

It attempts to define the organizational structure of COSEP within general parameters specified by the provost in his Statement on Minority Education and Affirmative Action presented to the Board of Trustees in late January.

Both Knapp's statement and Reed's proposal emphasize an increased role for the colleges in minority education at Cornell. This emphasis represents a shift from a previous concentration of functions relating to minority students within the COSEP office itself.

In his proposal, Reed said that planning the proposed functions of COSEP has been difficult due to a lack of information as to "what specific roles the colleges will assume. However, for the purpose of this proposed reorganization, we have defined COSEP's responsibilities as (1) educational assistance programs, (2) non-academic services and (3) state educational opportunity programs affecting COSEP students University-wide, accomplished in cooperation with the colleges and other University programs. Academic programs affecting COSEP students enrolled in a particular college are the responsibility of the individual colleges."

"It is our belief," Reed said in his report, "that cooperation and coordination between COSEP, the colleges, and other departments are the key factors for a successful minority program."

Criteria for a successful minority education program at Cornell, according to Reed, include six basic guidelines:

- an increase in the number of minority professionals on campus to work with students;

- additional staff for COSEP functions;

- re-examination of supplemental dates for reorganizational changes to insure COSEP students are not left without important services;

- assumption by the colleges of action responsibility for the academic life of minority students, particularly through the appointment of assistant deans or equivalent positions;

- close policy coordination between COSEP and the colleges; and

- alertness on the part of the University, the colleges and COSEP staff in meeting minority student needs with the aim of insuring that as many students as possible complete their academic programs.

Reed's draft proposal contains organizational charts and job descriptions for functions relating to minority education. No job description was included for the position of COSEP director since this position will be filled by Knapp, who is currently chairman of a faculty, student and staff committee conducting a national search for a director.

A timetable summarizing reorganizational planning through June is also included in the report, as is an outline for program evaluations to be made twice during the 1976-77 academic year.

Full copies of the report are available in the COSEP office, 100 Barnes Hall.



World War I Memorabilia Donated

Cornell University Presidential Councillor F. R. Newman, '12, and Capt. William W. Huling Jr., '68, assistant professor of military science, inspect some of the military memorabilia from World War I, which Newman is presenting to the Col. Wortham '14 Cornell/Military Museum. The memorabilia will be displayed in a glass case in Room 201 Barton.

Central Reserve Created

The Board of Trustees has approved the establishment of a Central Reserve Account for the Division of Campus Life as a means of redistributing year-end surplus funds among departments in the division.

Proposed by the University Senate, which has jurisdiction over the operation of the division, the reserve account plan was endorsed by the board at its meeting here this week, upon the recommendation of President Dale R. Corson.

Excluded from the plan, however, was the Department of Physical Education and Athletics.

The reserve account's operation will be based on an involved formula which permits the pooling of a percentage of the surplus funds from each department. Departments ending with deficits or needing additional funds for a new program during the coming fiscal year may draw from this pool. However, any withdrawal will be subject to the approval of Senate and its Campus Life

Committee and finally the Board of Trustees.

Those departments in the division most capable of generating significant surplus funds are the enterprise departments: Dining, Housing, Health Services, University Unions, and Parking and Traffic. More likely to be in need of additional funding are the appropriated departments such as Dean of Students, International Students, and Guidance and Testing.

The formula and rules for the reserve account are as follows:

- From the accumulated reserve for any department within the division at year end, deduct 5 per cent of operating expense for the past year.

- If the result in "a" is a positive amount, compare it with any operating surplus of that department for the past year.

- Transfer 40 per cent of the lesser of the two amounts in "b" to the Division Central Reserve Account, with the remaining 60 per cent being credited to the departmental reserve.

- If the result of the deduction in "a" or the comparison in "b" is a negative amount, there is no transfer to the Central Reserve Account.

- If the accumulated departmental reserve at year end is negative by an amount exceeding 5 per cent of operating expense for the past year, in like manner 40 per cent of such deficit shall be transferred to the departmental account from the Central Reserve Account (to the extent that funds are available therefor).

- For the year ended June 30, 1975, transfers to the Central Reserve Account will be made without regard to operating surpluses for that year.

- Any withdrawal from the Central Reserve Account established by this action or from the reserve of an individual department within the division (other than pursuant to this or comparable trustee action) shall be subject to prior approval by the Board of Trustees.

Engineering Students Benefit

Minority Fund Established

Cornell's College of Engineering has been selected to participate in the National Fund for Minority Engineering Students, an industry-supported organization which will provide scholarship assistance to new minority engineering students beginning in 1976-77.

The fund was established on the recommendation of a Sloan Foundation Commission, which, after studying the role of minority students in engineering education, concluded that industry should help colleges and universities increase the number of minority engineering students to a level proportional to their representation in the general population. The fund is expected to provide up to 1,300 scholarships to students enrolled at some 117 schools nationally next year.

Under the terms of its agreement with Cornell, the fund will provide 10 scholarships of up to \$2,000 for each new minority student which the College of Engineering enrolls above its "base" of 55 new minority students enrolled next fall. Remaining financial needs of the students will be met by the college and by the students through loans and work-study programs.

"Cornell enrolled 55 minority students as freshmen or transfer

students last fall, thus giving us a base figure of 55," explained David C. Johnson, assistant dean at the College of Engineering. "We will be eligible for scholarship assistance from the National Fund for new minority students numbers 56 through 65 next year. The intent of the National Fund is to create an incentive for increasing minority enrollments in engineering by providing supplemental scholarship resources for participating colleges and universities."

Johnson added that Cornell already compares very favorably with other engineering colleges across the country in terms of the number of minority engineer-

ing students enrolled in undergraduate degree programs. A recently released study prepared by the Committee on Minorities in Engineering of the National Research Council (an operating agency of the National Academy of Sciences and the National Academy of Engineering) showed that Cornell ranked 17th nationally in minority students enrolled in engineering programs.

"These figures are particularly significant since the preceding 16 schools are all either state-supported or traditionally black schools," Johnson said. "Cornell is the only Ivy League school and the only highly selective school with such a high ranking."

Sage Notes

Save \$10. Turn in add-drops forms before vacation. The deadline is April 5. These register a change from a credit to audit, or add/drop of a course, or change from grade to S/U, or changes due to course number error, or changes in credit hours listed. The forms must have the signatures of instructors of relevant courses and chairman of student's Special Committee.

Graduate student expecting a May 1976 degree must have thesis and all forms filed in the Graduate School Office by May 14. Remember to check information sheet on thesis requirements early in the preparation of your thesis.

Preliminary Commencement information is available in Sage Graduate Center.

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Chronicle Comment

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

Provost Advisory Group 'Pleased'

Editor:

The Provost's Advisory Committee on the Status of Women (PACSW) is pleased that the Cornell Women's Caucus has again brought to the attention of the administration and the community many of the problems addressed by the Ad Hoc Committee on the Status of Women. This report was accepted by the Board of Trustees in March 1974.

We endorse and support the substance of the Women's Caucus findings. The interpretations of statistics may differ but it appears that little if any progress has been made in increasing the number of women in faculty and staff positions at Cornell.

Under any circumstances, a lessening in the numbers of women on the staff would be distressing. But at a time when Cornell is charged by the Federal Government with the task of developing policies and procedures that are supposed to result in the expansion of employment opportunities for women, such a downward trend raises at least some questions about the University's commitment to this particular responsibility.

Universities are, of course, different from other institutions because of the diffuse nature of the power structure, which makes it difficult to institute significant changes in personnel policy. Difficult, yes; impossible, no. For what we are asking seems to be within the realm of possibility, namely, full cooperation in enforcing all legal restrictions on sex discrimination. True, we often hear that qualified women are not available in sufficient numbers to compete on an equal basis with men for positions at Cornell. Yet no one has convincingly denied the AAUW testimony at the Department of Labor's Fact Finding hearings on affirmative action in August and October 1975 that a good supply of "women are readily available in almost every field of study now..."

We submit that nothing is likely to change at Cornell until the administration accords top priority for funding and setting standards for affirmative action. To succeed, affirmative action must have the stated and substantial leadership of the administration—not in general terms, but outlined in a very specific program with an equally

specific timetable. Lax deadlines, fuzzy criteria, the absence of sanctions—all of these are ways the University has avoided coming to grips with discriminatory practices.

The PACSW looks forward to a time in the very near future when women may compete equally with men for all positions. This requires, in our view, a decision to set up a plan of action geared toward reaching a stated goal, within specific time limits, and with sufficient potency behind it to ensure the cooperation of all facets of our very diverse community.

Margaret Stone, chairwoman, Provost's Advisory Committee on the Status of Women; Ruth W. Darling, chairwoman elect, and 13 faculty, staff and student members of the committee.

Florence Berger, Ardella Blandford, Lynne Brooks, Elsie Cole, Peg Condon, Alice H. Cook, Esserlene Gatewood, Jane Gibson, Joycelyn Hart, Fran Herman, Katherine Houpt, Lucille Kerr, Nancy Saltford, Ethel Samson, Nellie Seaburg, Danilee Spano, Phyllis Thompson, Linda Williams, Joan Wright.

'Pets Do Not Belong at School'

Editor:

Mary had a little lamb
Whose fleece was white as snow,
And everywhere that Mary went,
The lamb was sure to go.
It followed her to school one day
Which was against the rules;
It made the children laugh and play
To see a lamb at school.

Every schoolchild of 6 knows that pets do not belong at school. I was disturbed that a Cornell college student was not able to grasp this; neither, apparently, are a good many other college students.

I concur with Ms. Medlock, and the fifty-odd co-signers of her letter, in holding that pets do not belong at school. I have seen dogs "relieving themselves, etc." I have seen dogs, in places serving food such as the Green Dragon, where sanitation rules forbid their presence. I have seen dogs on numerous occasions in the Straight Dining area, where they remained roaming around the entire hour I spent eating my meal.

What annoys me most about dogs at Cornell is their roaming up and down halls and in and out of classes, often engaging in dogfights in class—and you can find hundreds of witnesses to these actions. I pay tuition to attend classes and hear lectures here, yet if I were to wander in and out of classes like the dogs do, I am sure that my behavior

would not be tolerated. Yet my lectures are interrupted by dogs.

I certainly do not have the same complaint with those dog owners who keep their dogs leashed and at their sides. I am incensed at those students who have to have a dog, yet bring them to campus and turn them loose on the rest of us. I've had many pets, currently a dog and a cat (at home) but I am quickly growing to hate Cornell dogs. This campus is literally going to the dogs—they have free run of the place, which is more than people have. I don't want my classes or my meals interrupted by dogs, and I resent greatly those students who are so selfish and inconsiderate as to indulge themselves and their pets at my expense.

I have to disagree in one respect with Lewy Faulkner. It is

my belief that dogs, especially puppies, should not be confined and made to sleep all day, as they have to if brought to class. Dogs cannot be kept in campus housing, and I feel that people should have dogs only if they have a place to run around at home. And "home" is where you live and sleep; school is a place of study and learning. You can be sure that you could not bring your pet to your place of employment. And the employees of Cornell by the way, are the ones most abused by the free-running dogs—they have to clean up after them.

If I could change one thing at Cornell, I would prohibit unleashed and unattended dogs from the campus. Give Cornell back to the students.

Jean M. Murdock '79

Appointments, Promotions

Martin W. Sampson Jr., dean of the Division of Summer Session and Extramural Courses at Cornell, has been chosen president-elect of the national Association of University Summer Sessions.

As president-elect, Sampson will serve as a member of the association's executive board and will assume a one-year term as president in October 1976.

Membership in the association is limited to 50 universities. "The association is small enough to allow its members to

get to know each other well," Sampson explained. "Our annual meetings provide excellent opportunities for informally exchanging ideas about existing summer session programs and for hearing about new or experimental programs."

Sampson, who first came to Cornell in 1941 as an instructor of industrial engineering, became director of the Division of Unclassified Students in 1965 and Director of the Division of Summer Session and Extramural Courses in 1968. He was appointed its first dean in 1970.

Women's Groups Support Report

Editor:

The Women's Law Coalition strongly endorses the recommendations of the Cornell Women's Caucus in the "Report on the Status of Women at Cornell." While some progress toward eliminating discrimination against women and minorities has been made at Cornell, affirmative action requires much more. The University cannot be merely neutral in employment and admissions policies. Cornell must actively recruit women and minorities for participation in all phases of campus life.

A general feeling of good will

is not enough to achieve a secure and equal position for women and minorities at Cornell, especially when the good will has not been converted into action. Affirmative action goals must be set and truly effective procedures created to reach these goals. A benign, passive position on the part of those individuals who have power within the University is not acceptable. The proposals of the Women's Caucus for tangible affirmative action should be implemented.

Betsy Harding
and Members of
Women's Law Coalition

Editor:

Women For A Safer Community: Rape Crisis Service fully endorse the Recommendations for Affirmative Action goals, appearing on pages one (1) and two (2) of the Cornell Women's Caucus "Report on the Status of Women at Cornell." We strongly support the Affirmative Action Structure proposals of the Cornell Women's Caucus (listed on pages 22 and 23 of their report).

Using figures cited in this report, it is obvious to us that Affirmative Action at Cornell University has been ineffective in

terms of the improvement of the status of women and minorities. Sexist and racist discrimination continues to be a severe and debilitating problem at this institution.

We urge the University administration and members of the Cornell Community to help the Cornell Women's Caucus in their endeavors to promptly and substantially end discrimination.

Roz Heicko
Amy Brauner
and members
Women For A Safer Community:
Rape Crisis Service

Bylaws Amended

Continued from Page 2

Article VIII describes the senior vice president as "the chief administrative support officer of the University under the president with responsibility for directing all business and administrative services in support of academic programs. He also shall be responsible for directing all other nonacademic affairs of the University."

"After the president and

provost, the senior vice president is the senior executive officer of the University."

The office of vice provost is now described in Article X of the bylaws. Although the office has existed for several years, it has not been designated as an executive office. Under the amended bylaws, vice provosts are described as executive officers reporting to the president through the provost.

Job Opportunities

Continued from Page 2

* Research Associate (Lab of Nuclear Studies)
* Research Associate (NYS College of Vet Medicine (Intestinal/Membrane Physiologist))
* Extension Associate II, CP04 (Coop. Extension-Long Island)
* Extension Associate I, CP03 (Coop. Extension-Fredonia)
* Extension Associate I, CP03 (Coop. Extension-Voorheesville)
* Extension Associate I, CP03 (Coop. Extension-Brockport)
* Farrier (Veterinary Med Teaching Hospital)
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)

* Administrative Secretary, A-15 (Personnel (p/t to June 30))
* Administrative Secretary, A-15 (B&PA (temp p/t))
* Searcher I, A-13 (Univ. Libraries-Acquisitions/Olin)
* Searcher I, A-13 (Univ. Libraries-Acquisitions/Olin)
* Field Scout (2-4) (Entomology-(f/t 4-5 months) (Monroe-Orleans/Wayne/Ulster Counties))
* Laboratory Assistant - NS (Entomology (f/t 5-1/2 months) (Geneva))
* Lab Technician I, NP-8 (Vegetable Crops (perm 3/4))
* Research Technician II, NP-10 (Agronomy (1 yr. p/t) (Puerto Rico))
* Temp Serv. Clerical (2 positions) (NYSSILR (p/t to June 15))
* Programmer/Financial Mgmt (Adm. Services, Planning & Facilities (temp f/t))
* Medical Technologist, A-18 (Health Services (perm p/t))

Education Cuts Protested

Editor:

These are challenging times for anyone involved in education. In the face of budget tightening, program cutting and retrenchment threats it becomes necessary for educators to take hard looks at their policies and to reassess the viability of their programs. The need for such analysis is perhaps most strongly felt just now by the Department of Education. This department currently faces a reduction of one third of its staff in the next three years. It must now be asked what major responsibilities this department is committed to meeting, what major issues should be addressed in meeting these commitments, and what is uniquely excellent about this program. As a graduate student in this department, I have a vital concern with the issues and outcomes of this consideration. I should like briefly to outline some of the major issues and concerns which I hope will help to focus further debate.

A. Major Commitments

This department has a clear responsibility to provide educational leadership in these areas: agricultural and occupational education; extension and continuing education.

B. Key Issues

Any program seeking to become a driving force or intending to make a major impact in these areas must focus on certain crucial questions.

1. What is the nature of adult learning? How does it differ from learning in childhood or adolescence?

2. What kinds of educational needs will be faced by adults as they attempt to respond to the challenges of a rapidly changing technological society in a no-growth era?

3. What are the uses of formal instruction in helping people to respond to such needs? What needs are more appropriately met by informal learning systems or by self-learning? What should be the nature of the interface between formal and informal learning systems?

4. How can competencies of adult learners be adequately measured in such a way to enable the assessment of informally acquired knowledge for the purpose of guidance and accreditation?

5. How can educational technology and media be used most creatively to meet the formal and informal learning needs of adults?

6. What are the educational implications of the twin phenomena of the growth of giant agri-business combines and the more modest but growing influx of city people settling in rural areas and taking up farming?

7. How can the goal of equality of educational opportunity be made a reality to the rural, to the poor, to the unskilled, to the aged, and to the victims of discrimination?

C. Resources

These kinds of questions are inter-disciplinary by nature. Experts in agricultural education can not answer them alone. Nor

More Comment

can educators in isolated education departments in small state colleges answer them. These are questions which require the depth and breadth of intellectual resources offered only by a great university. The availability of resources to explore questions of this nature is what is uniquely excellent about this department.

Inspired responses to questions of this complexity require a collaboration of three kinds of expertise. First is the detailed, factual and situationally specific knowledge of experts in agricultural, occupational and extended education.

Second is the disciplinary sophistication offered by those working at the frontiers of knowledge in fields such as economics, sociology, psychology, philosophy and technology. This kind of knowledge is only available through interdepartmental collaboration in great universities.

To make this kind of collaboration possible, however, a third kind of expertise is needed. This is the expertise provided by the interdisciplinary experts who have training both in education and in another discipline, such as psychology, sociology or philosophy. These experts provide the essential intellectual links between the education specialists and the discipline specialists. They must be sufficiently involved in practical education questions to be sensitive to issues and problems which could benefit from a larger perspective or from a different

disciplinary approach. They must be competent enough in their respective disciplines to have gained the respect of their colleagues in other departments. And they must be experts at communication because they must translate the knowledge, concerns and problems of one group to the other.

The Cornell Education Department now has these three essential kinds of resources necessary to make a powerful impact in the field. It has experts in agricultural, and extension education.

It has interdisciplinary experts whose expertise spans education and fields such as sociology, psychology and economics. These interdisciplinary experts provide the link to the third essential component: the total intellectual community of the University. But one essential component — the interdisciplinary, the linking component — is currently under threat as program cuts continue. This resource must not be allowed to degenerate or the viability of the entire program in education will be drawn into question.

The Cornell graduate program in education currently draws highly capable students from all over the country and the world because it offers this combination of resources. If you remove these resources, if you destroy the intellectual links between the Department of Education and the rest of the University, you will lose your most powerful force for attracting capable students to the program. You will render the program incapable of dealing effectively with the crucial issues confronting agricultural, occupational and extended education.

Lynn Sargent De Jonghe
Graduate Student in Education

NSF Develops Program For Women in Science

The National Science Foundation will spend \$1 million in fiscal year 1976 for its new Women in Science Program. The objective of this program is to develop and test methods to attract women and retain them in scientific careers. The primary effort this first year will be in science career workshops and science career facilitation projects.

The objective of the science career facilitation projects is to help the entry or reentry of women with B.S. or M.S. degrees in science into careers in science or into graduate education in science. Institutions (not individuals) can receive an award for conducting courses, independent study, or research participation needed by participants in order to enter or reenter their original or closely related fields of science. Only one proposal per institution is allowed.

The deadline for receiving proposals at NSF is April 12, 1976. For further information on this program, please contact Buty Biller in the Office of Academic Funding, 123 Day Hall.

Career Center Calendar

March 25 — Resume Critique Session. 2:30 p.m. Please bring prepared, typed draft. Sign up in advance.

March 27 — Test date for the Graduate Management Admission Test.

March 29 — Registration closes for the April 24 Dental Aptitude Test.

March 29 — Registration closes for the April 24 Medical College Admission Test.



Lenten Organ Recitals

University Organist Donald R.M. Paterson continues his series of informal organ recitals, "Music Based on Chorales for Lent," at 12:15 p.m. Wednesdays through April 14 (except March 31, which falls during the University's spring recess), at Anabel Taylor Chapel. The half-hour recitals are free and open to the public. The April 7 program will be devoted to works of Johannes Brahms, and the final recital on April 14 will consist of five settings of the chorale, "O Lamb of God, Innocent," ranging from the 17th to the early 19th centuries.

GRADUATE MANAGEMENT

ADMISSION TEST

Saturday, March 27, 1976

8:30 AM

All students report to WARREN 45

'Much Consideration In Cut Decisions'

Editor:

Many of us in the College of Agriculture and Life Sciences share Ms. De Jonghe's concern about the loss of faculty positions in our Department of Education. It must be realized, however, that a college cannot sustain a reduction in state appropriations of nearly two million over a two-year period without widespread adverse effects on its teaching, research and extension programs. These cuts in appropriation will result in the loss of 41 faculty positions and 67 support positions over the period 1975 to 1980.

As a college of agriculture and life sciences, we have mandated responsibilities in teaching, research and extension related to the production, processing and marketing of agricultural products. Over half of the losses in faculty positions and support staff will occur in agricultural economics, agricultural engineering, food science, animal science, and the crop sciences. In our judgement, these areas could not absorb heavier cuts and still meet our primary responsibilities in the food and agricultural sector. Deeper cuts were necessary in areas which, though important to the College, are less central to its primary mission. We agree with Ms. De Jonghe that the College has a continuing responsibility for academic programs in agricultural and occupational education, extension and continuing education.

Our Department of Education will face stiff challenges in meeting with decreased resources, the needs which Ms. De Jonghe describes. The need for interdisciplinary attention to problems and issues will require coordination of efforts with our Departments of Communication Arts and Rural Sociology and, hopefully, increasing joint effort with the Department of Community Service Education in Human Ecology. Hopefully, too, social scientists in other sectors at Cornell will be able to help in the interdisciplinary efforts outlined by Ms. De Jonghe.

The criteria used in making the difficult and unpleasant decisions on how to reduce state expenditures by nearly two million dollars were developed through discussions with department and section chairmen and the directors of the College. Direct input from the faculty was obtained through departmental meetings in the spring of 1975 and a special meeting with members from the College on the Faculty Council of Representatives on February 6, 1976. A detailed report on the fiscal situation and the required adjustments was made to the faculty of the College on Thursday, March 4, 1976. This report will be included in the minutes to be distributed to the faculty of the College.

W.K. Kennedy, Dean
N.Y.S. College of Agriculture
and Life Sciences

Summary Journal

University Board of Trustees Meets

The summary journal for the meetings of the Executive Committee and the full Board of Trustees of Cornell University held March 18-20 in Ithaca, New York follows.

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

1. The minutes of the Executive Committee meeting held Jan. 29, 1976, and those of the Jan. 30-31 Board of Trustees meeting were approved. Also, Executive Committee meeting minutes of Nov. 11 and Dec. 9, 1975, were ratified and confirmed and proceedings of the Joint Administrative Board of the New York Hospital-Cornell Medical Center for Dec. 18, 1975, were presented for information.

2. University Treasurer Arthur H. Peterson reported on the University's current fiscal position and the Board of Trustees approved several budgetary recommendations made by University President Dale R. Corson. These approvals included allocations from general contingency funds for 1975-76 for the endowed colleges and allocations and appropriations for funding the "negative reserve" of the Department of Athletics. (The approved allocations exhaust the general contingency.) Also approved upon presidential recommendation were budget revisions for the Current Fund operations of the Medical College for 1975-76 and allocation of undistributed funds in the 1976-77 endowed college budgets.

3. The trustees approved a transfer of funds into a single Arthur H. and Mary Marden Dean Book Fund. The transfer and allied technicalities, recommended by the president, complies with instruction received from Trustee Emeritus Dean.

4. The trustees amended, as the president had recommended, the group life insurance program (excluding Medical College and School of Nursing employees) held with the Prudential Insurance Company. The amendment provides a \$200,000 maximum under the basic life insurance policy and a \$100,000 maximum under the supplemental insurance policy.

5. The president recommended the opening of a bank account at the First National Bank of Portsmouth, N.H. to handle Shoals Marine Laboratory bill payments. He also recommended establishment of a lock box remittance banking facility at the United Missouri Bank of Kansas City to service general student loan remittances for the Medical College. He recommended approval of signatories to this account as well as a change in signing authority at two New York City banks which handle New York City extension program accounts. All recommendations received trustee approval.

6. The president asked for

authorization for the University administration to award a contract for renovation of the Medical College auditorium within the project construction budget. It was granted. He sought authorization for the administration to execute a series of contracts for materials and services in connection with the central heating plant renovation project. It also was granted. And, he asked authorization to execute an agreement with the State University of New York providing for conveyance to the people of the State of New York a two-tenths acre plot of land underlying the Homer C. Thompson Vegetable Research Laboratory in Freeville. The trustees so authorized.

7. The minutes of the Jan. 29, 1976, Buildings and Properties Committee meeting were presented for approval.

8. The president was granted the authority he sought for the administration to proceed with the sixth phase of construction at the Marine Biology Station on Appledore Island (Isles of Shoals). The trustees also approved the financing arrangement for this phase. The sixth phase of construction includes finishing Kiggins Commons and Lighton House, building a new dormitory, and the extension of utilities.

9. The trustees approved a series of amendments to the University Bylaws which had been recommended by the president. These bylaw amendments deal with provision of greater flexibility in the determination of tuition and fee schedules, definition of the academic year, and provision for the senior vice president and vice provosts as officers of the University. In keeping with the bylaw revision on tuition and fee schedules, authority was specifically delegated by the trustees. Tuition for all full-time undergraduates, professional and graduate students will be determined by the Board of Trustees. The president will determine tuition for summer school, extramural and other special programs, and other general fees such as registration and application fees. User charges for special discretionary services and facilities may be determined by operating departments under the general direction of the president.

10. The president presented the report of the University's Health Planning Steering Committee. Assisting in the presentation were Vice President for Campus Affairs William D. Gurowitz, chairman of the planning committee, and Dr. Allyn B. Ley, director of University Health Services; Leonard Nissenson, Health Services administrator, and Margaret Hoy of the Health Services planning staff. The president told the trustees he was seeking no action on the report at this time. The trustees were told of community interest and of cooperative efforts currently ongoing in the community toward achieving the best

possible health care for the county. Corson said he had informed Herrell DeGraff, interim chairman of the Tompkins County Health Services Alliance, and Merrell Shipherd, chairman of the Tompkins County Comprehensive Health Planning Council, that the trustees have canceled their April executive committee action. He said he told DeGraff and Shipherd that the trustee action makes it possible for him to wait until the May 11 executive committee meeting to seek trustee approval of whatever Cornell health plan he decides upon. "This means there is more time for community discussion and it lessens the time pressure on the alliance." Corson said if community discussions are not yet concluded by mid-May he proposed to seek an approval from the trustees which will be "general enough so as not to constrain further community discussions." The full board delegated power to act in the health planning matter to the executive committee.

11. The trustees approved a presidential recommendation and amended the Laboratory of Ornithology Agreement to strengthen the membership of the Laboratory's Administrative Board by deleting the life member category, adding two term members, and one presidential appointee.

12. The president made several recommendations concerning the Glee Club Advisory Council which received trustee approval. Among these were that the council consist of members recommended by the president to the trustees, that the council be reconstituted annually, that the president appoint the council chairman, and that the council be an advisory group concerned principally with general welfare and finances of the Glee Club.

13. The trustees approved a recommendation from the Committee on Memorials concerning the naming of a building at the Marine Biology Station.

14. The president presented a University Faculty recommendation admitting the senior vice president to ex-officio membership on the faculty. The trustees accepted the faculty recommendation.

15. The trustees approved executive committee and full board meeting schedules for 1976-77.

16. The trustees established several professorships which the president recommended be established.

17. The trustees approved a series of personnel actions recommended by the president.

18. The trustees elected individuals recommended by the president to membership on the Advisory Council for the New York State School of Industrial and Labor Relations.

19. The president reported on the election of officers of the New York Hospital-Cornell Medical Center Fund, Inc.

20. The trustees approved establishment of a Central Reserve

Account for the Division of Campus Life (excluding the Department of Physical Education and Athletics.)

21. The president spoke to the trustees on undergraduate education at the University. He was joined by University Provost David C. Knapp and a panel whose members were: Clive A. Holmes, associate professor of English history; Arthur L. Ruoff, professor of materials science and engineering; Katherine D. Evans, director of the field study office in the State College of Human Ecology; Vice Provost June Fessenden-Raden, and Daniel G. Sisler, professor of agricultural economics. Following this discussion, the trustees lunched in the Balch Hall dining room along with participants in the Co-op Two Thousand dining program.

22. Dean Robert B. McKersie reported on the activities of the State School of Industrial and Labor Relations. Eric Jensen, vice president of industrial relations at ACF Industries and chairman of the school's advisory council, participated in the presentation.

23. Dean Kermit C. Parsons reported on the educational programs and planning for the College of Architecture, Art and Planning. He was assisted by Trustee Earl R. Flansburgh, chairman of the college's advisory council.

24. The full board of trustees heard reports and recommendations from the executive committee as presented by Trustee Charles T. Stewart, the executive committee chairman.

25. The trustees heard a report on the progress of the Cornell Fund (the University's annual alumni giving program), The Cornell Campaign, and on total gifts to the University.

26. The president reported on deaths and resignations. The trustees observed a moment of silence out of respect for the late Walter S. Carpenter Jr., a presidential councilor and former trustee.

27. The trustees heard a presentation by Vice President W. Donald Cooke on appointments at the tenure level. He spoke of the issue of promotions of women faculty. The Cooke report precipitated a discussion of the Women's Caucus Report, affirmative action and faculty recruiting.

28. The president discussed the future of campus self-governance and said he was establishing his own commission on the study of self-governance at the University. The trustees adopted a resolution supporting the president in the establishment of this study commission.

29. The secretary of the Board of Trustees, Neal R. Stamp, reported on the election of a student trustee by student members of the University Senate (Neil Getnick), on the election of a student trustee by the student body (Lauryn Guttenplan), and on the election of a trustee from outside

the community (William Gordon).

30. The trustees evaluated constituency participation in the elections of student trustees but deferred evaluation of constituency participation in the election of student senators for the Seventh University Senate.

31. Board Chairman Robert W. Purcell announced he had appointed Trustee Steven Sugarman to the Investment Committee and Trustee George Peter to the Buildings and Properties Committee.

32. The president reported on the state of the University. He spoke of the Ky incident and the faculty report and judicial administration investigation arising from that incident. He briefed the trustees on the Colby visit. He reported that the search for a new athletic director is continuing and progressing. He asked the provost to speak about the faculty minorities report and on the proposal for the Community Research and Training Institute (CRTI). On the former the provost said the faculty report was a "most systematic survey" on the issues of minority counseling, admissions and teaching. On the latter, he said it had been referred to appropriate faculty agencies and will next come to the Dean's Council for consideration.

33. The chairman of the Trustee Committee on Academic Affairs, Trustee David Culbertson, reported. He reiterated the charge to the committee to facilitate communication between the academic community and the trustees. He stressed the committee's function as a communications conduit. He reported on two days of discussion held by the committee with Arts faculty members and told of the committee's intent to hold a similar session this spring with the Engineering faculty. He spoke of possibilities for the future such as a new procedural approach and specific interaction with student groups.

34. The secretary reported on the nomination of a new State Industrial Commissioner Philip Ross who, when confirmed by the State Senate, will become an ex-officio member of the board. He introduced another ex-officio board member, State Commissioner of Agriculture and Markets J. Roger Barber. He reported on progress toward election of members-at-large and announced those whose terms would terminate this June.

35. The board chairman appointed an ad hoc trustee committee to work with the Medical College and the School of Nursing to consider solutions to concerns at the New York City medical units. Members appointed were Trustees Purcell, Stephen Weiss, Patricia Carry, Robert McDonald, Robert Abrams, and University President Corson.



Corson Speaks on Self-Governance

NOTE: President Dale R. Corson has appointed five of the nine members of his Presidential Study Commission on Self-Governance, mentioned in the following statement. They are: W. Donald Cooke, vice president for research; George Peter, research engineer with the National Astronomy and Ionosphere Center and a University trustee; Robert J. McDonald, a lawyer and University trustee; Stephen T. Simpson, administrative director on the staff of the New York State School of Industrial and Labor Relations, and Robert D. Miller, professor of agronomy and former dean of the University Faculty.

In January the University Senate adopted a resolution calling for a Conference Committee of six persons to draft the charge to a study commission, which the Conference Committee would organize, to make recommendations about the future of self-governance at Cornell. The Senate appointees to the Conference Committee were Mr. Richard Bogart and Mr. Edgar Durbin; those of the Dean of the Faculty, Professor Byron W. Saunders, were Professors Peter Stein and John Whitlock; and those of the president were Vice President W.D. Cooke and Professor J. Robert Cooke. Professor J. Robert Cooke served as chairman of the Conference Committee.

The Conference Committee was unable to draft a charge for a study commission and submitted the following report to me:

"The Committee, after much deliberation, has been unable to draft a charge that can receive unanimous endorsement. We feel it would not be useful to present a charge to the Commission that has less than unanimous approval. We do feel, however, that continuation of some form of representative government on the campus is important to the well-being of Cornell."

As a result of the failure of the Conference Committee, I am now moving to establish my own Study Commission on Self-Governance. That such a study is required is evident from the substantial decline in interest in the University Senate. This decline was evident during the Sixth Senate which has just expired. The Seventh Senate, which is only now organizing itself, suffers severely from unfilled seats. In the recent Senate election, 40 of the 95 Senate seats remained vacant after the election and in only 4 of 36 Senate constituencies did the number of candidates on the slate exceed the number of seats. The by-election procedure, normally reserved for the following fall term, was used to fill seats vacant after the election. After the by-election procedure, 23 empty seats remain. Consequently, the Seventh Senate begins its life with 72 of 95 seats filled, and with but 15 of the seats filled as a result of a contest in a normal election procedure.

In spite of the difficulty in fill-

ing the Senate seats, I recommend to the Board of Trustees that the Seventh Senate serve throughout its present term. I also propose that a new self-governance structure be established, the form of that structure to be recommended by the Study Commission I am now appointing.

The Study Commission shall consist of nine members, including three faculty, two students, one member of the central administration, one Trustee, and two non-academic employees. Professor Geoffrey Chester shall serve as chairman of the commission.

Since the Study Commission will be advisory to me, I am not seeking approval of the charge to the commission nor of the composition of the commission by any existing governance body. I shall, of course, seek approval of the self-governance system by appropriate campus bodies before any new system is adopted.

In specifying a charge to the commission, I am excluding from consideration any change in the University Bylaw relating to faculty responsibilities on academic policy. Article XIV of the University Bylaws includes the following statement:

"Subject to the authority of the University faculty on all matters affecting general educational policy, it shall be the duty of each separate college or school faculty to determine the entrance requirements for students; to prescribe and define courses of study for them; to determine the requirements for such degrees as are offered to students under its jurisdiction; to recommend to the Board such candidates for degrees as may have fulfilled their requirements therefore; to enact and enforce rules for the guidance and supervision of its

students in their academic work; and, in general, to exercise jurisdiction over all other educational matters in the particular school or college."

I propose no change in faculty responsibility as specified in the bylaw quoted above. I also exclude from consideration any change in University Bylaws pertaining to the role of the Board of Trustees.

In selecting members for the Study Commission, I have had in mind that any new system of self-governance must be submitted not only to the entire campus community, but, in particular, to the University Faculty, to the Board of Trustees, and to the University Senate for approval. Consequently, participation by individuals drawn from each of these groups is appropriate if a new system is to have a reasonable chance for approval. I expect the members of the commission to act as individuals, however, with the best interests of the entire University as their common concern.

In establishing the Study Commission, I have had in mind two general considerations:

(1) Participation by students and employees is important in determining policy on non-academic areas.

(2) There are many instrumentalities of the existing University Senate organization which function well and which are vital to the continued well-being of the campus community. These include the Campus Judicial System, the University Ombudsman, and a variety of student activities and organizations, numerous committees, subcommittees, and commissions on different aspects of campus life.

The general charge to the commission is the following:

The Commission on Self-Governance shall examine the

range of organization and authority that self-governance might take at Cornell, and shall select the most responsive, comprehensive, and viable option(s), subject to the limitations specified above. The Commission shall evaluate the strengths and weaknesses of the Senate and will use this evaluation as a guide in the formulation of its recommendations. The Commission shall assess the past and present levels of community participation in the Senate.

In particular, the Commission shall:

(1) Recommend the structure within which a campus self-governance system shall function and which takes into account areas of exclusive, as well as mutual, interest of faculty, students, and employees.

(2) Recommend the areas of responsibility where a new self-governance system shall have policy-making authority. The Commission shall make a recommendation on the future form of governance in each Campus Life area at present under the Senate's legislative jurisdiction. Each recommendation shall be accompanied by a detailed rationale.

(3) Define the boundary, insofar as it can be defined, between policy areas, which shall be the responsibility of a self-governance system, and administrative operation which shall be the responsibility of the University administration.

(4) Recommend areas of con-

cern regarding matters not directly related to Cornell University which appropriately fall within the recommendatory purview of the self-governance system.

(5) Estimate the time and effort by all groups associated with the self-governance of the University. In considering alternative governance structures, the Commission shall assess for each the probable burden of participation by the individuals concerned.

(6) Recommend the number, constituency representation, and method of selection of community members of the Board of Trustees.

I shall expect to have a preliminary report by the beginning of the fall term. I shall then expect to submit the report to the University Senate, to the Faculty Council of Representatives, and to the Executive Committee of the Board of Trustees for the initial reaction of each of these bodies. I shall expect to receive these preliminary responses in time for a full report to the Board of Trustees on October 15, 1976.

With the preliminary responses in hand, I shall expect the Commission to recommend a final self-governance plan in time for a campus-wide referendum and for approval by the University Senate and the University Faculty in time for submission of the final plan to the Board of Trustees for its approval at its January, 1977 meeting.

Marine Laboratory Construction Okayed

The building known formerly as the "Utility Building" at the Shoals Marine Laboratory, Appledore Island, Isles of Shoals, Maine, has been named The Grass Foundation Laboratory by action of the Cornell University Board of Trustees, meeting this weekend in Ithaca.

The building, which consists of a small research laboratory and the only winterized living space on Appledore Island, was constructed from gifts provided by The Grass Foundation through the interest of three of its members — Robert Zottoli, Dr. Robert Morison and Albert Grass.

The trustees also approved a sixth phase of construction for the Shoals Marine Laboratory. Such projects as completion of the Kiggins Commons, completed renovation of Loughton House, further work on utility systems and construction of a new dormitory facility will be undertaken as money becomes available to the laboratory's construction fund through grants and gifts from foundations and individuals.

Four Men Elected To ILR Council

The Board of Trustees elected four men to the Advisory Council for the School of Industrial and Labor Relations (ILR) at its meeting here this weekend.

The four are: C. Raymond Grebey, corporate employee relations, General Electric Co.; James F. Hastings, president, Associated Industries of New York State, Inc.; William Kilberg, solicitor, U.S. Department of Labor and John J. Roberts, executive vice president, Empire State Chamber of Commerce. Their election brings the council's membership to 23.

They will serve the remainder of the one-year current term, which expires June 30, 1976, and may be reappointed for four additional consecutive terms.

The advisory council, which was formed some 30 years ago coincident with the founding of the ILR School, is charged with advising and counseling the dean on matters of policy and planning within the school, according to Robert B. McKersie, dean.

Trustees Express Concern on Senate

STATEMENT BY THE
CORNELL UNIVERSITY BOARD
OF TRUSTEES

University President Dale R. Corson has decided to establish a presidential study commission on self-governance at Cornell. The University Board of Trustees supports the President's decision to establish this commission. The board looks forward to participation in the work of the commission because the board has valued the contribution of student trustees and desires the self-governance system to be strengthened and the participation in that system by the University community to be increased.

The board is deeply concerned that the results of elections for the Seventh Senate indicate that interest in the present system is waning. Community apathy clearly points to the need for a thorough re-examination of the present system and the establishment of more effective procedures.

The board notes that participation in the self-governance system is a responsibility of the community. If there is non-participation, the board feels the community must work together toward establishing a more effective self-governance system.

The board has validated the election of Neil Getnick by student senators of the Sixth Senate and the election by Lauryn Guttenplan by students-at-large.

The board considers the new Senate to have the authority to continue its regular activities but has deferred for the present an evaluation, under chapter 747 of the New York Laws of 1971, of constituency participation in the election of student senators for the newly elected Seventh Senate. That evaluation pertains solely to the power of the student senators to elect student trustees whose terms will expire; the first of these expirations being in the fall.

Undergraduate Education Review

Cornell University President Dale R. Corson gave the following statement on Undergraduate Education at Cornell to the meeting of the University Board of Trustees, March 19:

"America is in headlong retreat from its commitment to education. Political confusion and economic uncertainty have shaken the people's faith in education as the key to financial and social success. This retreat ought to be the most pertinent issue in any examination of the country's condition in its Bicentennial year. At stake is nothing less than the survival of American democracy."

These are the words of Fred Hechinger, formerly the education editor of the *New York Times*, in the March 20 issue of *Saturday Review* which is now on the newsstands.

Hechinger contends that an American future with declining confidence in universal education and diminished access to higher education will slow what he terms "the escalator of upward mobility." He sees the end of the road ahead; a road which began at Monticello where Thomas Jefferson called for a "new aristocracy of talent" to replace the old aristocracy which had been based on inherited power.

The intensity of the threat to education, according to Hechinger, is made more serious by its being ignored. "Education's own leaders," he says, "are so absorbed—understandably perhaps—in the battle of their institution's short-term survival that they lack the energy, even if they had the vision, to warn about the great danger ahead."

We at Cornell must conserve our energy. We must marshal our strength and our resources. We must pray for the necessary vision. And, most of all, we must be aware that there are problems to solve and dangers ahead.

It is important and appropriate, therefore, that today we consider the condition of undergraduate education at Cornell as well as the issues, problems and concerns facing us in the future.

There has been ongoing discussion on campus during recent years on the quality of undergraduate education at Cornell. This discussion has taken several forms, most prominent being the initiative of the *Cornell Daily Sun* in publishing a series of articles, both this year and in 1974, on the general topic as well as on variations of the theme.

Most recently concluded was a series titled "Crisis in Education" which dealt with assumptions about the value of a liberal education at Cornell. Participants in the *Cornell Sun* discussion included your fellow Trustee June Fessenden-Raden, your former Trustee colleague Gordon Chang, Career Center Director John Munschauer, and a number of deans and faculty members.

The concern for the future of undergraduate education is universal; it is not restricted to Cornell. As we meet here this morning, Boston University

President John Silber, Bard College President Leon Botstein and former U.S. Ambassador to Japan Edwin Reischauer are at Harvard, joining with scores of undergraduate students from across the country in the second Undergraduate Conference on Education. The theme of this year's conference is "The Postgraduate Value of an Undergraduate Liberal Arts Education."

Here today in Ithaca we would like to amplify the discussion of undergraduate education at Cornell University so that you might put the matter in perspective. I will speak to the general theme of undergraduate education, posing some of the national and local issues, surfacing some of the major concerns, and suggesting a few answers, based on my understanding of the problems.

After I've concluded, Provost David Knapp will introduce a panel of faculty members who will discuss some of the different approaches to undergraduate education at Cornell.

Higher education's biggest job is the education of undergraduates, where its mission, broadly stated, is to teach students to think logically, to reason critically, and to build the intellectual foundation of their mature lives. Cornell University should develop the intellectual capacities of its students. It should teach its students about the world and its people and its problems, about how people have viewed themselves in the past and how they have responded to the pressures of the world on them. The university should give its students a background against which to live the rest of their lives.

There are many issues and concerns in undergraduate education today. They include faculty productivity, the large class-large lecture, library facilities, undergraduate curricular specialization, the inability of students to write English prose, declining Scholastic Aptitude Test (SAT) scores, the swinging pendulum of rigid vs. flexible graduation requirements, education for the professions at the undergraduate level, research vs. undergraduate education, and changes in grading standards, just to name a few issues.

Questions about faculty productivity are an inevitable consequence of inflation in the economy. Inflation in the cost of education exceeds that in other parts of the economy, because faculty productivity cannot increase from year to year as can the productivity of factory workers. Eric Ashby's statement that, no matter what one does, it still takes four musicians 40 minutes to play a Beethoven string quartet is relevant. One can make some physical changes such as the place in which the composition is played, whether in Alice Tully Hall or the Hollywood Bowl, which determines how many people hear the music and how well they hear it.

But it will still take 160 man minutes to play the quartet and it always will.

In colleges and universities, serious attempts are being made continually to be more productive, to teach more students thoroughly and efficiently. Auto-tutorial teaching is one method used extensively at Cornell—but the concern has been more with effective teaching than it has been with doing more with less. Teaching with closed circuit television is effective in some situations, but television teaching has yet to achieve wide acceptance.

Much has been said against the large class—chief among the complaints being the impersonality bred by the size. One thing must be accepted as a given however: large classes and large lectures are here to stay. We cannot do without them and they are not all bad. They give many students the opportunity to hear brilliant teachers. We can strive, as we are doing at Cornell, to minimize their disadvantages, to make them more personal.

The University Libraries are an important part of undergraduate education at Cornell. I am especially proud of Cornell's library system. It took us 70 years to accumulate the first million volumes, 20 years the second million, nine years the third million, and six years the fourth million. Vice President W. Donald Cooke has calculated that we will need a new Olin Library every two years by 1995. Obviously, something must change in the way we view our library and the way we use it. I am not sure what that change is going to be, but we certainly cannot continue doing what we have been doing in the past.

I have been concerned for a long time about the high degree of undergraduate specialization which higher education has embraced in the post World War II era. I remember speaking on "The Importance of Being Non-Professional" at a building dedication at the University of Missouri in 1967.

A professional, high level, emphasis in undergraduate education is good, but it has created problems. On the positive side, the specialized undergraduate programs have led to the highest quality graduate and professional programs we have ever had, and this is important.

There are two troubles, however, which we must think about. In the first place the small, independent, liberal arts colleges can no longer serve as minor league "farms" to supply graduate students to the big league graduate schools, as they have in the past. They simply cannot compete.

The second trouble deriving from undergraduate specialization afflicts the universities themselves. In some respects liberal education in the big universities is hanging by a thread. A fine arts major never did have a chance in engineering—although I think he should, for his

life is going to be dominated by technology and he should have some overview of its history and of its workings. But what does the literature major do when he wants to understand history with some breadth and with a depth not afforded by the introductory courses? All too often he is confronted with specialized courses with a string of prerequisites which he cannot possibly meet.

Students who are non-specialists in a field need an opportunity to see that field in both breadth and depth in a way which is not appropriate for the specialist, and in a way which is not now generally available. I believe that the perspective of time will show that university faculties in the 1950s and the 1960s cultivated the professional portion of the academic field with great effectiveness but overlooked the non-professional corner of the field.

I deplore what appears to be the growing inability of students to write English prose. Jerome Hanna Dean, known on the mound and in the broadcast booth as "Dizzy," said: "I know the king's English—and so is the queen." Too many university students today don't seem to know the king's English or any English. There may be humor in reading elementary school themes such as the one in which one child wrote: "The Gorgons looked like women—only more horrible." But the comedy becomes tragedy when a college sophomore, according to Leo Rosten, writes: "Gender in English tells us if a man is male, female, or neuter." Not only is this atrocious English, it creates some complex affirmative action problems.

As critical to the future of undergraduate education as the inability of incoming students to write is their falling SAT scores. I am baffled by the decline in SAT scores. I cannot explain it. For one thing I no longer understand the meaning of a particular score. The Educational Testing Service devised a scheme, in 1939 I believe it was, where a score of 500 on a particular test represented the median score achieved by the entire United States college-bound high school senior population. The score of six hundred represented one standard deviation away from the median, that is about the 68th percentile, 700 was about the 95th percentile, and 800 was the 99th plus. With this scheme a given intellectual ability would show up at different scores in the distribution depending on the population which was college-bound at the particular time. Five hundred is no longer the median, however. The median is now in the low 400s, and I do not understand what ETS is doing. Presumably, the declining scores represent declining intellectual aptitude and therefore declining scores are a matter of real concern.

My concern about education for the professions dates back a long time. I don't completely agree with the viewpoint which

holds that all professional education should be built on a foundation of pure liberal arts. I also maintain that one cannot produce a professional person at the undergraduate level. Having stated the rule, let me state the exception. I am prepared to be persuaded that a professional architect can possibly be produced by undergraduate study alone.

As a former dean of engineering, let me speak about education for the engineering profession. A professional engineer simply cannot be produced in the four years between the ages 18 and 22.

The frantic pace of innovation means that engineering design has become far more complex than it was even a generation ago. Only nostalgia for the simplicities of a past which is gone forever will lead anyone to believe that the professional man or woman who is to operate in the current milieu of technological advance can be educated adequately at the undergraduate level.

A portion of an engineer's preprofessional experience can be provided through the traditional liberal arts program but the education for my future professional engineer will depend heavily on the study of subject matter not now in the curriculum, on refreshing presentation of familiar subjects, and on innovative sequences of courses, some of them picking up the thread of technology and its social, political, economic and moral implications from the freshman year.

I should point out that it is a sign of our educational times that students are tending to migrate toward the professions rather than toward a liberal arts education.

Concern about the interference of research with undergraduate teaching stems from the abuses which obviously exist in places. There are professors who have little patience with the beginning student—in some universities there are even professors who have no contact at all with students. There are professors who spend too much time on research and too little preparing their elementary lectures, who spend too much time with their graduate students and too little developing new laboratory experiments.

We should examine these situations carefully, however. Students applaud too readily the polished lecturer and the entertainer. Learning is an active process. It is what the student himself does that will count most in the end. In assessing courses and professors the student should *not* ask, "Who gave the best lectures?" He should ask, "Who stimulated me to dig into the vital issues in the field?" or, "Who stimulated me to work the hardest?" or, "Who *forced* me to work the hardest?" These are the criteria by which we should judge the quality of our un-

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Liberal Education Value Analyzed

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dergraduate teaching.

Emphasis on academic research can obviously hurt undergraduate instruction but it can also enrich. It is a question of balance between extending the boundaries of knowledge and sympathetic attention to young minds. The abuses need not exist and, in fact, do not exist to an appreciable degree at Cornell. I am convinced that the presence of vigorous graduate education and research here enriches the Cornell undergraduate program.

I am concerned about the grade inflation which seems to be a national phenomenon. I do not know why University faculty members have permitted it to happen. I believe a student at Harvard has to work at it if he is to graduate *without* honors. Perhaps the students who are admitted to leading universities are so well qualified that we should award the Bachelor's Degree on admission and then let them study for four years without being held back by the dead-weight of examinations, grades, and degree requirements. On the other hand, perhaps we should encourage more demanding grading practices.

In spite of my concern about grade inflation I believe that basically it is impossible to compare performance from one era to another by comparing grades. A Cornell grade indicates the performance of a student relative to fellow students at Cornell University at a given time. What is important is that those people who evaluate students know the basis on which the grades are given. If you will permit a personal example, when I was a chairman of the Physics Department the people at Cal Tech knew our criteria. In order for a student to be accepted for graduate study in Pasadena, all Cal Tech had to know was that Cornell would have liked that student to stay here for graduate study.

There are some who allege that the quality of Cornell education has declined, particularly since 1969. Some even go so far as to imply that the alleged decline is my responsibility and there have been calls for a public debate.

One of the issues raised — that a student can graduate from Cornell without having read Plato, the Bible, Shakespeare, Marx or Einstein — has surfaced in the national media, most specifically in a syndicated column by George Will which appeared in *Newsweek Magazine* and in many newspapers. I do not propose to engage in the public debate being sought, but I'll comment on some points at issue.

It is absolutely correct that a Cornell Arts College student can graduate without having read Plato, the Bible, Shakespeare, Marx or Einstein. But it has always been that way. If a Cornell education is weak now because of this possibility, it has always been weak.

Let me take one year, 1960-61, when I was closer to advising students than I am now. In that year satisfaction of a number of group requirements were specified for a Bachelor of Arts degree in the Arts College. Six hours of work were required in each of four categories—the Humanities, the Natural Sciences, Social Studies, and American History. In none of these four categories was it necessary to read Plato, the Bible, Shakespeare, Marx or Einstein to satisfy the requirements. You could do it with Spanish 201-301, Botany 1-2, Psychology 101-102 and History 151-152—all with no Plato-to-Einstein included anywhere.

There was a second course requirement in 1960 of six more credit hours which could be taken in the Humanities or in the Natural Sciences or in the Social Sciences, or in Mathematics. But, a student could easily find a way to avoid any of the five readings there.

I have particular concern about the suggested reading of Einstein. The not-reading-Einstein argument seems to me pretentious and fatuous. What would you have a student read? The photo-electric effect? The special theory of relativity? The general theory? The equivalence of inertial and gravitational mass, which has been in the news only this week? Bose-Einstein statistics? Would you have the student understand the Lorentz transformations? How about the twin paradox? I would have a student read Einstein on these subjects if I thought he would learn anything. I would be particularly happy if he read Einstein in the *Annalen der Physik*. Four of Einstein's major contributions to modern Physics were all published in the *Annalen* in 1905 in a single volume of that journal, I believe. I think, however, that 99 percent of all undergraduate students are not going to learn much by reading Einstein even in English translation. I would have students read *about* Einstein's ideas at a level such as that in Philipp Frank's biography of Einstein, but even to do that the student needs understanding of mathematical and physical concepts beyond that of most undergraduates. I would have a Donald Holcomb or a Kenneth Greisen teach *about* Einstein, but when it comes to reading Einstein, I recommend that students be assigned something else.

There were many paths through the Arts and Sciences graduation requirement labyrinth in 1960-61 that did not intersect any of the five areas. In short, there were and are many escape routes that avoid what some consider essential. As an advisor, it always troubled me that students were able to find so many paths of least resistance. I remember writing on one student's folder in my advisor's book "No more 101 courses."

I spoke earlier in presenting the litany of undergraduate education issues of the swinging pendulum of graduation require-

ments. We have gone from the rigid requirements of the last century to a freedom achieved through fixed distribution requirements to a philosophy of guided permissiveness. Today, however, the requirement pendulum is swinging back to the educational right and I sense a pressure for more fixed graduation requirements.

Fashions in graduation requirements change, and the changes are viewed as good or bad depending on the viewer's perspective. The highly-structured curricula of the mid-nineteenth century appear, to me at least, to belong in the Middle Ages. The Cornell of Andrew D. White, the Harvard of Charles Eliot, and the Johns Hopkins University of Daniel Coit Gilman played key roles in major revisions of courses of study, introducing what I consider much better overall curricula. President Eliot's Harvard generally gets the credit for the elective course concept (Eliot's 1869 inaugural address, incidentally, still makes good reading). I view the elective paths available to students as being good, but I deplore what I have seen as a move toward unstructured curricula, which seems to me to have gone too far already for the typical student. For the unusual student, the College Scholar Program in the Arts College and the College

Program in Engineering are excellent opportunities, but they are not for the typical students.

Let me address the allegation of an educational decline at Cornell since 1969. Perhaps there has been in some areas, but I believe there are more areas that have improved. The rebuilding of the Government Department strikes me as an excellent achievement, and I shall always be grateful to Professor Arch Dotson for doing it. The Medieval Studies Program has flourished during this period, and so has the Classics Program. The rebuilding of Geology has been done entirely within the last five years, and it is one of the most vital programs on the campus. The development of the Law School during the last three years is spectacular. The Law alumni seem to think so, also; the Law Fund seems headed for an all-time record this year. Much of the present superb Biological Sciences program has been put in place since 1969. The metamorphosis of the College of Human Ecology has taken place since 1968.

A Cornell student is a fortunate student. A Cornell student can study poetry with Archie Ammons. Or hear a lecture by Efraim Racker on mitochondria. Or William Brown on the evolutionary niches which have permitted the survival of certain

species of insects for millions of years. Or Irving Younger on the technique of cross-examination. Or Carl Sagan on what the Viking Lander can expect when it lands on Mars next July. Or Frank Drake on pulsars. Or Neal Jensen on the science and technology of breeding new varieties of cereal grains. Or Joe Stycos on population problems in Latin America. Or William Keeton on the navigational techniques used by migrating birds. Or Robert Kaske on the importance of studying medieval times. (The Trustees will remember the treat of having Kaske read Beowulf). Or Brian Tierney on medieval history. Or Jack Oliver on plate tectonics. Or Mario Schack on the role of the architect during the next quarter century.

I could go on with many more examples like these, but there is no need to press the point. I can come to no conclusion except that Cornell students have a rich plate before them. They can nibble or they can eat voraciously. They are fortunate students indeed. The faculty members I have listed, and the faculty members you are about to hear, and many, many other faculty members, are providing high quality education for their students. If you don't believe this, your definition of a university is different from mine.

Senate Meets

'Bottle Program' Extended

The trial program which calls for sale only of refillable, reusable soft drink containers in the North and West Campus areas has been extended through October 1976 by action of the University Senate at its regular meeting Tuesday night.

Under the original legislation, the trial bottle program was to have been terminated at the end of the current semester. Proponents of the extension argued that insufficient data has been collected to evaluate the relative merits of using returnable soft drink containers and of using cans.

With the extension, final evaluation of the trial program will be begun in September 1976, so that the returnable bottle program may be continued without interruption if it is considered by the Senate to be successful.

The Senate also approved a bill substituting Senate authority for that of the defunct Faculty Committee on Student Affairs in the matter of voluntary registration of fraternities, sororities and other social-residential organizations.

Any organization wishing to become registered by the Senate will submit a petition to the Office of the Dean of Students. Petitions will be reviewed by a special committee composed of a representative from the Subcommittee on Campus Activities

and Organizations, from the Minority and Disadvantaged Interests Committee (MDIC) and from the Office of the Dean of Students.

The committee will consider such factors as estimate of financial solvency of the petitioning organization, availability of adequate housing for members and whether any restrictions, written or unwritten, exist nationally or locally "that preclude the selection of members because of race, religion or national origin...A determination by MDIC that such restrictions exist shall be sufficient cause to prevent the registration of any social-residential organization."

Proponents of the bill argued that freshmen who are being rushed by fraternities and sororities have no access to reliable information about a house's financial and other conditions. The registration of such organizations on a voluntary basis will give persons who are considering joining a fraternity or sorority data upon which to make an informed choice.

In other action, the Senate confirmed the elections of by-elected Senators, confirmed committee appointments filled in caucus, and elected members-at-large to its Executive and Campus Life Committees.

During question time at the beginning of the meeting, a question was raised as to why

the personnel department has not published the revised salary ranges covering non-exempt positions in the A-grade classification system for the endowed division.

Robert V. Sweetall, associate director of personnel, said that his department has published the revised scales by giving the information to supervisors and department heads, who can then pass the information on to their employees. Because of the complexity of the Cornell salary classification systems, he said, the personnel department feels misunderstandings might arise if employees were presented only with a published chart of salary scale revisions.

Sweetall said that the exempt classification system, defined by the Hayes study, was published last year because it was a completely new system. Publication of the exempt salary scale was deemed an aid to the community's understanding of the new system.

"What would it take to get these schedules published in the Chronicle?" asked Senator Elmer Meyer, dean of students, observing that the salary scales are public information.

"It would take a change in our belief that the best way to distribute this information is through the supervisors," replied Sweetall.

The Senate Page

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

NEXT SENATE MEETING: Tues., April 6, 7:30 p.m., Bache Aud., Malott Hall

Committees Named; Hearing Set

The Committee on Committees (COC) has completed their assignments of Senate and non-Senate students, faculty and employees to membership on the committees of the Seventh Senate.

There will be a public hearing April 5 to discuss the assignments made by the COC and request changes if there is any dissatisfaction. Any complaints should be made at this time. The hearing will be held from 4:30-6 p.m. in Uris Auditorium G-01.

There were more than twice as many applications as positions available on the various committees, said Tom Fletcher, grad. chairman of the COC. The highest number of applications

came from non-Senator students. All the student positions have now been filled, and all but one position on the Student Housing Subcommittee has been filled by employees.

There are still several positions open to Senator and non-Senate faculty members on committees such as Admissions & Financial Aids, Counseling & Advising, Nominations & Elections, Public & Community Affairs, and University as an Employer.

The Committee on Committees received a total of 243 applications from non-Senators for 106 available positions, according to Fletcher. Each committee has been assigned 2-4 alternate members, who hold all

powers except that of voting. This gets more people involved in the Senate and committee work, according to Fletcher, and alternates can move into committee membership positions if someone resigns.

Senate assignments were posted at the meeting on Tuesday, March 23, and the complete list of non-Senator assignments is presently available in 133 Day Hall. Approval of the entire list of assignments will occur at the Senate meeting on April 6.

Fletcher said he was pleased that there were so many applications this year, and he hopes that the students who were not placed on committees remain active in Senate affairs.

Current Legislative Log

BILL NO. & DATE SUB.	ABSTRACT	SPONSOR	COMMITTEE REFERRED TO
G-1 3-8-76	Extends the returnable bottle trial by one month; provides for final evaluation of the trial.	Sixth Senate Campus Life Committee	Campus Life Comm.
G-2 3-10-76	Stipulates that Co-op Dining will provide prime and special meals on weekdays only.	I. Kravetzky	Dining Subcommittee
G-3 3-10-76	Allows North Campus Dining to not have a la carte dining service.	I. Kravetzky	Dining Subcommittee
G-4 3-10-76	Creates a Budget Review Subcommittee of the Planning Review Committee	I. Kravetzky	Committee on Committees, Planning Review Committee
G-5 3-10-76	Insures necessary parking spaces due to construction of the Boyce Thompson Institute building.	Transportation Subcommittee	Transportation Subcommittee
G-6 3-18-76	Provides for a Commission to study the areas of responsibility and methods of functioning of the Senate, making appropriate recommendations for modification in the form of a Constitutional amendment.	J. Harding	Executive Committee
G-7 3-18-76	Suspends "Co-op Dining Responsibility Act" until a study of G-3 is completed.	I. Kravetzky	Dining Subcommittee

Excellence in Teaching

Engineering Professor Awarded

Floyd O. Slate, Cornell professor of civil and environmental engineering, has been named the 1976 recipient of the \$1,000 Award for Excellence in Engineering Teaching.

The selection was announced at the spring banquet meeting of the Cornell chapter of Tau Beta Pi, national student honorary society in engineering. The prize will be presented June 12 at the annual Ithaca meeting of the Cornell Society of Engineers, an alumni group. These two organizations are cosponsors of the annual award. The recipient is chosen on the basis of nominations by College of Engineering upperclassmen and first-year graduate students with Cornell undergraduate degrees.

Slate, a member of the Department of Structural Engineering, is a specialist in engineering materials, particularly concrete and masonry, and materials testing, corrosion, soil



Floyd Slate

stabilization, geotechnics and resources. In recent years he has had a special interest in low-cost housing primarily for developing

nations, and has offered a multidisciplinary course in this subject as part of the Cornell Program on Policies for Science and Technology in Developing Nations.

He is currently on leave at the Technical Development Institute, East-West Center, Honolulu, Hawaii, and has spent previous leaves in Pakistan as a technical adviser under the auspices of the United States State Department, and in Central America, Mexico, and the Orient conducting studies of low-cost housing.



'Time to Investigate Fall Volunteer Jobs'

Five weeks of classes remain after the spring break, a good time to investigate volunteer work in Ithaca for next fall. The CIVITAS Office can offer you an opportunity to supplement your academic program with a related off-campus experience or provide you with a volunteer job in a career field you are considering. Perhaps you are looking for an opportunity to get away from the campus and spend some time in a totally different environment.

Many students are satisfied to join ongoing volunteer programs, and such placements are relatively easy. The CIVITAS Office also is willing to search for an individualized placement if there is sufficient lead time. Through early planning we can advise you about the arrangement of your fall class schedule so as to make the necessary time available for a really worthwhile volunteer experience.

The CIVITAS Office should not be thought of as an office which serves students only. We welcome inquiries from all members of the Cornell community. The office will be open into the month of June. With the students gone, other help will be especially needed. The kinds of volunteer assistance needed during the summer may change, but the volume of demand does not decrease. Call the CIVITAS Office (256-7513) or stop by 125 Anabel Taylor Hall between 10 a.m. - 2 p.m. any weekday.

CURRENT VOLUNTEER NEEDS

History and Government Majors: Tutors are needed to help Ithaca High School students with Social Studies an hour or two once or twice a week at the mutual convenience of both parties.

Child Care at North Campus Union: Volunteers needed to care for preschool children while parents attend seminar in child rearing. Starts Wednesday, April 7 from 10-11:30 a.m., weekly for six weeks. Anticipated number of children is about ten.

Summer Volunteers for Youth Programs in Woodworking, Nature Studies, Gardening and Hiking: Greater Ithaca Activities Center is looking for volunteers to assist with woodworking program, any weekday from 3-5 p.m. or 7-9 p.m. Also, volunteers interested in nature studies are needed to help with gardening program weekday afternoons and hiking program Saturday mornings. Activities usually geared to 8-14 year olds.

Algebra Tutor: Volunteer needed to work with an adult preparing for a High School Equivalency Exam in late April. Times and days are flexible.

Indonesian Speaking Tutor: Two siblings, 4th and 5th grade, in elementary school 20 minute walk from Cornell campus, need help in learning English. No time constraints; could be during or after school.

Save Those Games You No Longer Use: Mainline seeks donations of games such as Chess, Go, Backgammon, Scrabble to equip a youth center in Collegetown. Bring them to CIVITAS Office, 125 Anabel Taylor Hall.

For more information come to CIVITAS, or call Voluntary Action Center, 272-9411, Monday - Saturday, 9 a.m. - 1 p.m.



Ask CIRCE

People who work for the University can save and borrow money by joining their fellow employees in the Cornell Federal Credit Union. Several people have asked CIRCE about the Credit Union's services. We looked into it and this is what we found:

Q. What is the Credit Union?

A. The Credit Union is a cooperative association of Cornell University employees, operating under Federal law, for the mutual benefit of its members through low cost loans and better than average earnings on savings.

Q. What Interest is Charged on Loans and What Do Savings Earn?

A. The annual interest on most loans is 10 per cent. The Credit Union will finance anything from cars to mobile homes to vacations. The Cornell Credit Union makes loans for the New York Higher Education Assistance Corporation.

Credit Union savings earn 6 per cent annual dividend, paid monthly. You can earn higher interest by investing in Debenture Certificates, which mature every six months, at 6.25 per cent.

Savings and loan instalments can be automatically deducted from Cornell paychecks. All you have to do is fill out a Payroll Deduction Authorization available at the Credit Union, in B-44 Bailey Hall.

Q. How is the Credit Union Related to Cornell?

A. The University does not fund the Credit Union in any way. The University does cooperate in furnishing office space and services.

Q. Who Can Join the Credit Union?

A. All Cornell employees (part-time and full-time) and members of their immediate families can join. Those employed on campus but paid by outside sources are eligible also. This includes people who work for the United States Nutrition Lab and campus ROTC. To join, all you have to do is fill out a membership application at the Credit Union office.

If you can't find the answer to your question, maybe CIRCE can. Stop in at the main entrance to Day Hall, or call 6-6200 or 6-3572.

=Special Seminars, Colloquia=

Agriculture and Life Sciences
AGRICULTURAL WASTE MANAGEMENT: "Role of Soil and Water Conservation Districts in Managing Water Quality," Frank A. Walkley, N.Y. State Soil & Water Conservation Committee, 3:30 p.m., Friday, March 26, Riley-Robb 105.
JUGATAE: "Economics of Pest Control," arranged by Griswold Committee, 4:10 p.m., Monday, April 5, Caldwell 100.
NATURAL RESOURCES: "Lake Acidification in the Adirondack Mountains," Carl Schofield, 4 p.m., Thursday, March 25, Seminar Room, Fernow.
PLANT PHYSIOLOGY: "Molecular Traffic of Carbohydrates in Sweet Corn After Harvest," P.E. Brecht, Cornell, 11:15 a.m., Friday, March 26, Plant Science 404.

Arts and Sciences
MUSIC: "Editorial Problems in Renaissance Music," Howard Mayer Brown, University of Chicago, 2:30 p.m., Friday, March 26, Grout Room, Lincoln.
PHYSICS & PLASMA STUDIES: "Thermonuclear Plasmas — Theory, Experiment and Recent Breakthroughs," Bruno Coppi, MIT, 4:30 p.m., Monday, April 5, Clark 700.
GENERAL CHEMISTRY: "Organometallic Free Radical Chemistry," M.F. Lappert, University of Sussex, 4:40 p.m., Thursday, April 8, Baker Lab 119.

Biological Sciences
BIOLOGY: "The Concept of the Sensory Path: Toward a New View of the Origin and Significance of Neocortex," Irving Diamond, Duke University, 8 p.m., Thursday, March 25, Kaufmann Auditorium, Goldwin Smith.
BIOCHEMISTRY, MOLECULAR AND CELL BIOLOGY: "Interactions of Phospholipid Vessels with Mammalian Cells," Richard Pagano, Carnegie Institute, 4:30 p.m., Friday, March 26, Stocking 204.

Engineering
CHEMICAL ENGINEERING: "Design of Gates in Injection Molding," Simon Chung, Cornell, 11:15 a.m., Tuesday, April 6, Olin Hall 145.
ELECTRICAL ENGINEERING: "Optical Fiber Communication," Steward Personick, Bell Laboratories, 4:30 p.m., Tuesday, April 6, Phillips 219.
GEOLOGICAL SCIENCES: "Geology of the Western Margin of the Shuswap Metamorphic Complex, British, Columbia," A.V. Okulitch, Geological Survey of Canada, 4:30 p.m., Tuesday, April 6, Kimball B-11.
MATERIALS SCIENCE AND ENGINEERING: "Organic Alloys: Synthesis and Properties of the Selenium Analogs of TTF-TCNQ," Edward M. Engler, IBM Research Center, 4:30 p.m., Thursday, March 25, Bard 140.
MATERIALS SCIENCE AND ENGINEERING: "Microstructure-Property Relations in Co-Based Alloys Used as Surgical Implants," John Vander Sande, MIT, 4:30 p.m., Thursday, April 8, Bard 140.
PLASMA STUDIES & PHYSICS: "Thermonuclear Plasmas—Theory, Experiment and Recent Breakthroughs," Bruno Coppi, MIT, 4:30 p.m., Monday, April 5, Clark 700.
PLASMA STUDIES: "Intense Relativistic Electron Beams and Torodial Geometry," Bruce R. Kusse, Cornell, 4:30 p.m., Wednesday, April 7, Gruman 282.

Libraries' Schedule: Spring Break

Schedule of Hours Spring Recess - March 27, 1976 through April 4, 1976									
LIBRARY	Saturday March 27	Sunday March 28	Monday March 29	Tuesday March 30	Wednesday March 31	Thursday April 1	Friday April 2	Saturday April 3	Sunday April 4
Africana	Closed	Closed	9A-5P	9A-5P	9A-5P	9A-5P	9A-5P	12N-5P	1P-9P
BPA	Closed	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	Closed	1P-11P
Engineering	Closed	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	Closed	Closed
Entomology	10A-1P	Closed	1P-5P	1P-5P	1P-5P	1P-5P	1P-5P	Closed	Closed
Fine Arts	Closed	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	1P-5P	7P-11P
Hotel	Closed	Closed	8:30A-5P	8:30A-5P	8:30A-5P	8:30A-5P	8:30A-5P	Closed	Closed
ILR	Closed	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	Closed	6P-11P
Law	9A-1P	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	9A-1P	1P-12mid
Mann	9A-1P	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	9A-1P	6P-11P
Mathematics	9A-5P	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	Closed	1P-11P
Music	Closed	Closed	9A-5P	9A-5P	9A-5P	9A-5P	9A-5P	Closed	2P-11P
Olin	9A-5P	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	9A-5P	1P-12mid
Physical Sci.	8A-12mid	8A-12mid	8A-12mid	8A-12mid	8A-12mid	8A-12mid	8A-12mid	8A-12mid	8A-12mid
Uris*	9A-5P	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	9A-5P	1P-12mid
Veterinary	8A-1P	7P-11P	7P-11P	7P-11P	7P-11P	7P-11P	7P-10P	8A-1P	7P-11P

The following libraries will be open 8A-5P on Friday, March 26, 1976:
BPA, Fine Arts, Law, Mathematics, Olin and Uris
Africana will be open 9A-5P on Friday, March 26, 1976.
All other libraries will follow their regular schedules on that date.

*Extensions of hours at the end of the term will be announced later.

Language Symposium Planned

The psychology and biology of language and thought will be the topic of a four-day symposium at Cornell May 20 through 23, featuring such internationally known authorities as Noam Chomsky.
Twelve papers will be presented at the symposium sponsored in memory of Eric H. Lenneberg, professor of psy-

chology and neurobiology at Cornell at the time of his death last summer at the age of 53. His experiments and views on the capacity for human language are summarized in his book "Biological Foundations of Language," which has been termed a "groundbreaking book" in the field.
Aimed at encouraging the development of a unified approach to human behavior, the symposium is sponsored by the Department of Psychology and the Section of Neurobiology and Behavior.
Because of limited facilities attendance will be restricted to approximately 450 persons, about 100 of whom will be from the Cornell community. A \$25 fee, which will cover lunches and dinners for two days, will be charged for attendance. The fee must accompany registration cards received no later than April 10. Details may be obtained from: Lenneberg Symposium Coordinator/Department of Psychology/ Cornell University.
Speakers will be from the fields of psycholinguistics, cognitive development, language development, neuropsychology, neurobiology and theoretical biology.

In addition to Chomsky, professor of linguistics at Massachusetts Institute of Technology (MIT), the following will be among those presenting papers: Joseph Altman, Purdue University; Ursula Bellugi, Salk Institute; Roger Brown, Harvard University; Selma Fraiberg, University of Michigan; Simeon Locke, Boston State Hospital; Humberto Maturana, University of Chile; George Miller, The Rockefeller University, and Gabriel Stolzenberg, Northeastern University.

Bulletin Board

Power Shut Off Reminder

Electric power to the endowed portions of the campus will be shut off, weather permitting, from 7 a.m. to approximately 4 p.m. Sunday, March 28.
The shutoff, which has been scheduled during the spring recess, is necessary in order to complete connections at the newly constructed Kite Hill electric substation. In case of heavy rain or snow or technical difficulties which would make the operation dangerous, the shutoff will be postponed until Saturday, April 3.

WATSBOX Shutdown Scheduled

The University's WATSBOX system is scheduled to be shut off for maintenance Tuesday, April 6 from 8:30 p.m. to 12 p.m., according to Edgar A. Swart, its manager.
Swart explained the system has to be shut off monthly for maintenance, usually the first Tuesday of the month or as close to it as possible. He also explained the system will be inoperative during the power shut off scheduled for the endowed campus, Sunday, March 28.

Committee Assignments Hearing

The Senate Committee on Committees will hold a public hearing on Senate committee assignments from 4:30 to 6:30 p.m. on Monday, April 5, in Uris Auditorium (G-1). A list of tentative committee assignments is available at the Senate Office in 133 Day Hall. Any individuals who wish to protest their tentative committee assignments or recommend changes should attend this open hearing.

Parent Study Program Planned

The Dean of Students' office is sponsoring a Parent Study group beginning April 7. "Children: The Challenge" will provide a basis for discussions of new methods for understanding and responding to our children. The purposes of misbehavior, ways to avoid power struggles and win cooperation, means of achieving mutual respect, and other topics will be related to personal family situations. Fran Poe, whose training is in Parent Education, will lead the discussions. The group will meet for six Wednesday mornings from 10-11:30 in North Campus Union. We are trying to arrange free babysitting. Group size will be limited, so call Sandy Stein at 256-4221 or Fran Poe at 272-8563 if you are interested.

Campus Club Cancels Program

The Campus Club of Cornell University has cancelled its bicentennial program scheduled for April 8 because of unanticipated conflicts of schedule of the participants.

Hockey Boosters' Dinner

The Cornell Hockey Boosters' 15th annual dinner honoring the Cornell hockey teams will be held on Sunday, April 11, at the Ithaca Ramada Inn. Dinner tickets, priced at \$10 are available from Booster board members, Hal's Delicatessen, the Cornell hockey office at Lynah Rink, or by mail from the Cornell Hockey Boosters, P.O. Box 531, Ithaca. The affair will begin with a cash bar at 5:30 p.m., followed by dinner at 7 p.m. After dinner, Coaches Dick Bertrand and Doug Marrett will present the players from this year's varsity and JV teams, and annual awards will be presented.

Government Get-Together

The Government Department is hosting another in its series of Student/Faculty Get-Togethers on Wednesday, April 7. This meeting will focus on informal discussions between faculty and students on Government course offerings for the fall of 1976, and on students considering Government as a major. It is open to all students and especially those who are interested in the Government major program but wish more information. Coffee and donuts will be served. Come in for conversation at 7:30 p.m. on Wednesday, April 7 in McGraw 145.

Human Ecology Preregistration Dates

Preregistration for Human Ecology Students: for Fall Term Courses starts Monday, April 5 and ends Friday, April 16. Check poster in foyer of Martha Van, Academic Services, Room N101 or student lounge for information about where to pick up and hand in materials, how to contact departmental advisors and Academic Services counselors and to learn about times for department advising center sessions.

Revelations from Sardis, Topic

"The Eighteenth Season at Sardis: The Bath Gymnasium Complex, A New Architectural Type in Asia Minor" is the subject of a lecture to be given by Fikret K. Yegul, assistant professor of Art History at Wellesley College. His talk will be given at 8 p.m., Thursday, April 8 in Uris Auditorium. The talk is one of the University Lectures series.

Rise of the Novel, Lecture

Ciriaco M. Arroyo, the Emerson Hinchliff Professor of Spanish Literature and Faculty Fellow this year of the Society for the Humanities, will deliver a public lecture at 4:15 p.m. Thursday, March 25, in Kaufmann Auditorium. The subject of the lecture is "Renaissance Narrative and the Rise of the Novel."



WILLARD STRAIGHT HALL

Calendar

March 25—April 4

*Admission charged.

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

* * *

All items for the Cornell Chronicle Calendar must be submitted by mail or in person to Fran Apgar, the Office of Central Reservations, 32 Willard Straight Hall at least 10 days prior to publication of the Chronicle. The Calendar is prepared for the Chronicle by the Office of Central Reservations.

Thursday, March 25

12 noon Thursday Film Series, sponsored by the Department of Rural Sociology: "Irrigation and Social Organization in Southeast Asia." Slide show examining the relationship between irrigation patterns, agriculture and social organization. Warren 32.

4:15 p.m. Society for the Humanities Lecture: "Renaissance Narrative and the Rise of the Novel," Ciriaco M. Arroyo, Emerson Hinchliff Professor of Spanish Literature. Kaufmann Auditorium, Goldwin Smith.

4:30 p.m. Music Department guest lecture: "The Academia degli Elevati of Florence: New Light on Florentine Camerate," Edmond Strainchamps, Lincoln 121.

4:30 p.m. Microbiology Seminar: "The Interaction of Bacteria with Manganese in deep sea Environment," Dr. Henry Ehrlich, Rensselaer Polytechnic Institute. Stocking 124.

7:30 p.m. Israeli Folk Dancing. One World Room, Anabel Taylor.

7:30 p.m. Scottish Country Dancing. Everyone is welcome. Balch IV Dining Room.

7:30 p.m. The Gay People's Center general meeting. 306 E. State St. The public is welcome.

8 p.m. Plant Pathology Seminar: "Plant Pathology in the US-SR: Its Study, Research and Application in Agricultural Production," Donald Petersen, Penn State University. Plant Science 404.

8 p.m. Latin American Free Film Series, sponsored by the Committee on US-Latin American Relations (CUSLAR): "Hour of the Furnaces, Part III," produced by Grupo Cine Liberacion, directed by Fernando Solanas and Octavio Gettino. Uris Auditorium.

9 p.m. Free Film, sponsored by Noyes Center Board: "Bonnie and Clyde." Third floor lounge, Noyes Center.

Friday, March 26

1:15 p.m. SALAAT-AL-JUMA (Friday Prayer for Muslims). Edwards Room, Anabel Taylor.

4:30 p.m. Coalition for the Right to Eat meeting. Forum, Anabel Taylor.

7 p.m. *Cornell Cinema Film: "Zardoz," directed by John Boorman, starring Sean Connery, Charlotte Rampling. "The Thing," directed by Roger Corman, starring David Carridine. Attendance limited to Cornell Community. Uris Auditorium.

7:30 p.m. Tune in Crossfire Ithaca this week on WCIC-TV2 (Cable Channel 13) to watch the Ithaca Fire Department try to

cool off Cornell Traffic Bureau.

8:15 p.m. Student Concert with Guest Artists: "Karla," opera by Leonard Lehrman, and excerpts from "Der Rosenkavalier." Barnes Auditorium.

Saturday, March 27

9:30 a.m. Orthodox Shabbat Service. Edwards Room, Anabel Taylor.

9:30 a.m. Shabbat Service (Conservative). The Forum, Anabel Taylor.

2 p.m. *Cornell Cinema Film: "The Red Balloon," directed by Albert Lamorisse. "Free to be...You and Me," starring Harry Belafonte, Mel Brooks, Marlo Thomas. Plus a short. Uris Auditorium.

5:15 p.m. Weekend Mass. All are welcome. Anabel Taylor Auditorium.

7 p.m. *Cornell Cinema Film: "Zardoz," "The Thing" and "Death Race 2000." Attendance limited to Cornell Community. Uris Auditorium.

Sunday, March 28

9:30 a.m. Episcopal Church at Cornell. Folk and traditional services. Anabel Taylor Chapel. Church school and nursery.

9:30 & 11 a.m. Masses. All are welcome. Anabel Taylor Auditorium.

8 p.m. *Cornell Cinema Film: "The Magician," directed by Ingmar Bergman, starring Max Von Sydow, Ingrid Thulin, Gunnar Bjornstrand. Attendance limited to Cornell Community. Uris Auditorium.

Monday, March 29

8 p.m. *Cornell Cinema Film: "Through a Glass Darkly," directed by Ingmar Bergman, starring Harriet Andersson, Gunnar Bjornstrand, Max Von Sydow. Attendance limited to Cornell Community. Uris Auditorium.

Tuesday, March 30

12:15 p.m. Cornell Women's Caucus. Brown bag lunch. All are welcome. Uris Hall 494.

8 p.m. *Cornell Cinema Film: "Winter Light," directed by Ingmar Bergman, starring Ingrid Thulin, Gunnar Bjornstrand, Max Von Sydow. Attendance limited to Cornell Community. Uris Auditorium.

Wednesday, March 31

8 p.m. *Cornell Cinema Film: "The Silence," directed by Ingmar Bergman, starring Ingrid Thulin. Attendance limited to Cornell Community. Uris Auditorium.

Thursday, April 1

4:15 p.m. Poultry Biology Seminar: "Sex-linked dwarfism in chickens," Frederick E. Pfaff Jr., Cornell. Coffee preceeding at 4 p.m. Rice 201.

8 p.m. *Cornell Cinema Film: "Smiles of a Summer Night," directed by Ingmar Bergman, starring Ulla Jacobsson, Harriet Andersson, Gunnar Bjornstrand. Attendance limited to Cornell Community. Uris Auditorium.

Friday, April 2

8 p.m. *Cornell Cinema Film: "West Side Story," directed by Robert Wise and Jerome Robbins, starring Natalie Wood, Rita Moreno, George Chakiris. Attendance limited to Cornell Community. Uris Auditorium.

Saturday, April 3

8 p.m. *Cornell Cinema Film: "West Side Story," attendance limited to Cornell Community. Uris Auditorium.

Sunday, April 4

9:30 a.m. Episcopal Church at Cornell. Folk and traditional

services. Anabel Taylor Chapel. Church school and nursery. 9:30 & 11 a.m. Masses. All are welcome. Anabel Taylor Auditorium.

EXHIBITS

Sibley Dome Gallery: Prints and Drawings by Robert Jones, through March 27.

History of Science Collections, 215 Olin Library: Recent Acquisitions, changed monthly.

Uris Library: Maxim Gorki, the Man and his Dramas. Through March 27.

Olin Library: Twenty-five Years of the Stinehour Press of Lunenburg, Vermont. These 80 examples of fine bookmaking reflect a close association between author and designer, typesetter, printer and binder. Through April 25.

Herbert F. Johnson Museum of Art, Louise Nevelson as Printmaker, includes etchings, lithographs, photo-silkscreen prints and collagraphs, 19th and 20th century contemporary prints from permanent collection. Through March 27. Power shut down makes it necessary to close exhibit one day early.

ANNOUNCEMENTS

Catholic weekday Lenten Masses: Monday through Friday, March 29-April 2, 12:15 p.m. Anabel Taylor G-19.

CORNELL GARDEN PLOTS. A limited number of garden plots are available for rental by members of the Cornell Community. The plots are located on Ellis Hollow Road, near Cornell Quarters, and on Warren Road. Plots come in two sizes, 20' by 25' and 20' by 50', and will be available for planting in early May. To register, send a stamped, self-addressed business size envelope to Cornell Garden Plots, 304 College Ave., Ithaca, N.Y. 14850.

Peace Corps representatives will be on campus in Willard Straight Hall, Mann Library and the Career Center. Persons interested in summer placement are encouraged to sign up for an interview in the Career Center. April 6-8, 9-5 p.m.

Intramural Softball, (Slow Pitch) Women: Deadline on entries is at 4 p.m. Friday, April 9, in the Intramural Office, Grumman Squash Courts Building. A minimum of 12 will be accepted on a roster to enter.

Intramural Golf (Men, Women, Co-ed): Deadline on entries is at 4 p.m., Friday, April 9 in the Intramural Office, Grumman Squash Courts Building. Teams will consist of two players, any number of alternates may be designated. Play will be a 1-18 hole best-ball stroke play round without handicap. There will be a fee of \$3 per person, due with the roster.

Intramural Wrestling (130, 145, 155, 165, 180 and heavyweight): Deadline on entries: Weighing-in will constitute entry, and must be done by the individual between 2:30-5:30 p.m. Monday, April 19 in the locker room, Teagle Hall. Only one person at a given weight class for each team. The championships will be run off starting at 4:30 p.m., Tuesday, April 20.

Intramural Judo (Team Championship): Deadline on entries is at 9:30 p.m., Friday, April 23. Players must sign up with Coach Sudre either at the Fencing Room afternoons or Wrestling Room during the Judo practices in the evening, Monday, Wednesday and Friday. (Championships start Monday, April 26 at 7:30 p.m.)

Cornell University Press

Huttenback, Robert A.: RACISM AND EMPIRE: White Settlers and Colored Immigrants in the British Self-Governing Colonies, 1830-1910, publication date: March 15, 1976. \$17.50.

Ducker, William J.: THE RISE OF NATIONALISM IN VIETNAM, 1900-1941, publication date: March 15, 1976. \$15.

Mozingo, David: CHINESE POLICY TOWARD INDONESIA, 1949-1967, publication date: March 15, 1976. \$14.50.

Rowe, John Carlos: HENRY ADAMS AND HENRY JAMES: The Emergence of a Modern Consciousness, publication date: March 15, 1976. \$12.50.

Diagnostic Resource Established Tiffany Display at Johnson

Continued from Page 1

can provide researchers with information on good sources of laboratory animals, on proper care of the animals and on precautions that laboratory personnel should take when handling the experimental animals.

The Diagnostic Resource's laboratory services can also be used by researchers on a "time available" basis. A small fee is charged to cover the cost of the particular service.

The Laboratory Animal Diagnostic Resource also provides postdoctoral training to veterinarians interested in laboratory animal medicine. After two to three years of study at the facility, a veterinarian has the background necessary for fulfilling a portion of the requirements leading to certification by the American College of Laboratory

Animal Medicine, a veterinary specialty board.

The Diagnostic Resource is also interested in diseases of

animals which may serve as models for human diseases. More than 300 such diseases have already been identified by researchers throughout the

Schurman Chairs

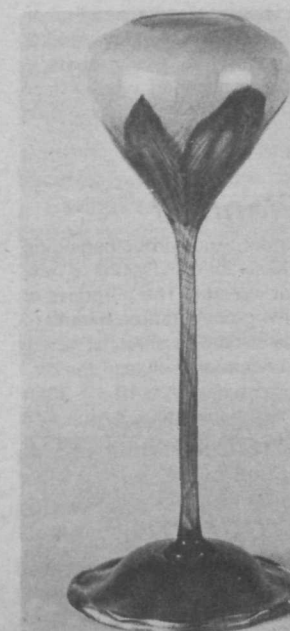
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of the Sage School of Philosophy. He had an active career of public service during and following his tenure as president, serving as the United States ambassador to Germany from 1925 to 1930.

"President Schurman," Knapp said, "was a builder of relationships between the old and the new, between the theoretical and the applied, and between the ideal and the practical. Following President (Andrew D., Cornell's first president) White's emphasis on

teaching, and President (Charles K., Cornell's second president) Adam's on research, President Schurman could concentrate on public service. At the outset he called upon the people of New York to recognize Cornell as their University, and he asked the Legislature to invest in Cornell for the future benefit of the people of the state. His ability to unite these public and private individuals and organizations for the greater good was perhaps his biggest contribution to Cornell, to the State of New York, and to the world."

Tiffany glassware will be on display at the Herbert F. Johnson Museum of Art from March 25



through May 2. Best known today as the creator of iridescent Favrite glass, Louis Comfort Tiffany (1848-1933) was also a painter, decorator and designer. He was a leader in the Art Nouveau movement, which — with its curvilinear ornamentation and organic forms — brought about radical change in the decorative arts at the turn of the century. Tiffany began to experiment with glass in 1879, when he was already established as a landscape painter. He used glass in new ways for household items and stained glass windows. The objects are remarkable for both great durability and great delicacy, and for their unique blending of colors and opacities. Most of the pieces in the exhibition are from the Johnson Museum's own Tiffany collection. The sixty items include a few in bronze, as well as three paintings.