



# CORNELL CHRONICLE

Vol 7 No. 26

Thursday, April 8, 1976

New Chair Established	Page 3
Concert, Shows	Page 6
Messenger Lectures	Page 15
Food Day Activities	Page 16
Senate Meeting	Page 17



## Incidents Mark Vacation Week

A few incidents of harassing telephone calls and a bomb threat marked the first part of this week, in the wake of a spring vacation week that brought two bomb threats, tire slashings and a suspected arson in a dormitory fire that did little damage.

There had been speculation in the local media last week that the incidents were connected with the firing of Herbert Parker, who handled minority financial aid, but this was denied last Friday by the Coalition of Concerned Black Administrators, Faculty and Students.

The fire was last Thursday night in a first-floor lounge of Balch Hall, where a couch and wall burned before the sprinkler system came on and extinguished the blaze. The Safety Division reported that other

pieces of furniture in the room also had been doused with gasoline.

Bomb threats last week were at Day Hall and Statler Hall, both of which were evacuated for more than an hour, without any bombs being found.

The tire slashings were Wednesday night in the North Campus area, where 45 tires on 42 vehicles were slashed. Safety Division is continuing its investigation.

On the issue of the future of financial aid packages raised out of the Parker Case, Assistant University Ombudsman Ronald A. Bricker is continuing to meet with representatives of the minority community and with University officials in an attempt to develop arrangements con-

*Continued on Page 2*

## Faculty Report Given On Minority Education

The report on minority education at Cornell, which begins on page 1, was prepared by the FCR Committee on Academic Programs and Policies with the assistance of additional Faculty members serving on an ad hoc basis to gather data and analyze it so recommendations could be made regarding this subject. This is the latest of several reports on this subject, earlier ones having been prepared by trustees, by students and by administrative groups.

The Faculty report is the first formal statement by the Faculty on this issue and the report deals with the topics of recruitment, admissions, retention (therefore, also attrition), academic performance, comparison of minority vs. non-minority, advising, preparatory studies, graduate education of minority students and minority hiring of both faculty and staff.

In order to give additional force and meaning to the recommendation contained in the report, a series of resolutions have been prepared which will be formally presented to the FCR at its meeting on April 14, 1976, in Room 110 Ives Hall, at 4:30 p.m. These resolutions will be debated and voted at the April meeting in order that the Faculty express itself on the subject of minority education at Cornell.

*Bryon W. Saunders  
Dean of the University Faculty*

## Cornell Cricket Club Continues Tradition

If you've ever had a desire to play at the silly mid-on position, pitch a yorker (to the inside of the popping crease) or bowl somebody for a duck, then the Cornell Cricket club is your wicket.

Open to all interested persons, the Cornell Cricket Club (CCC) begins its practice for the 1975 summer season at 1 p.m. Sunday, April 18, at Bacon Cage. Practice sessions will be held from 1 to 3:30 p.m. every Sunday through May, and interested persons may join at any time, according to Avinash Lall, a CCC member.

Most of the members of the  
*Continued on Page 16*



*The batsman for the Staten Island Cricket Club (second from right) has just been "clean bowled" — called out for allowing his wicket to be smashed — by the Cornell bowler (third from left) in this photo*

*taken during a Cornell Cricket Club match last summer at Lower Alumni Field. This is an unusual way to retire a batsman in cricket, and the Cornell wicket keeper (far right) and mid-off (far left) rejoice.*



# Three Statements Issued On Minority Financial Aid

Continued from Page 1

cerning the administration of financial aid for minority students.

Several statements have been issued, which appear in the following order: President Corson, Dean of Admissions and Financial Aid Donald Dickason, Director of Personnel Services Diedrich K. Willers, and the Coalition of Concerned Black Administrators, Faculty and Students.

Here is a statement by Corson issued Monday:

"I want to keep the Cornell community informed about the status of the campus situation. The safety and well-being of life and property on the campus is a major concern. Security has been increased in an attempt to prevent fires such as that in Balch Hall on April 2, to prevent acts of vandalism such as tire-slashing, and to prevent bomb threats such as those which have been called in to University buildings in recent days.

"Vice President for Facilities and Planning Robert M. Matyas has asked that first-floor lights be turned on in University buildings in order to increase lighting on the campus until the expanded security lighting program, undertaken last December and which is now 50 per cent complete, is totally complete.

"Physical Plant Operations (PPO) personnel have been checking doors and windows to assure they can be locked and that once locked, they stay locked. Those offices wishing to avail themselves of this service should contact PPO.

"Unfortunately, two concomitants of apprehension are overreaction and rumor. I urge the campus community not to overreact to the current situation. We have introduced preventive security measures but there is no need to amplify these measures into major and false possibilities or potentialities.

"I have asked the Cornell Information and Referral Center (CIRCE) to expand its hours of operations and to act as a rumor control clinic. I urge those in the Cornell community who have questions or who seek information to call CIRCE at 256-6200 or 256-3572. CIRCE will be in operation from 8 a.m. to midnight daily during the present period of concern.

• • •

Here is a statement from Donald G. Dickason, dean of admissions and financial aid at Cornell University.

Herbert Parker was employed in the Office of Financial Aid from September 1972 until March 25, 1976. While his responsibilities included counseling and participation in decisions on financial aid awards, Parker began needs analysis and packaging for new COSEP and HEOP/EOP students in January of this year. Previously this function was performed by three

other staff members; Parker shared responsibility for renewal applications for returning students last year with another staff member.

Following Parker's termination, the COSEP office was asked by the Provost to provide minority staff input into the awards process on an interim basis. The request was rejected.

Therefore, Robert C. Walling, director of financial aid, has assigned Mrs. Barbara Clapp, of the financial aid staff, as acting assistant director of financial aid immediately. She will be responsible for COSEP and HEOP/EOP student awards and the coordination of these funds.

Meanwhile, I am proceeding with the search for a minority staff member to assume Parker's responsibilities on both a short and a longer-term basis.

Financial aid for COSEP and HEOP/EOP students for 1976-77 is being awarded on the same basis as for the current year (1975-76). The amount of awards will continue to be calculated on the basis of demonstrated "need".

It should be noted that there are no changes in the summer earnings expectations, or the loan and/or job values assigned to COSEP and HEOP/EOP students. The nationwide change in need analysis based on the federally mandated "Uniform Methodology" has been incorporated; for low-income parents the typical impact of the new "Uniform Methodology" is to keep the parental contribution the same or to lessen it when compared to the same income a year ago.

The University has committed the resources necessary to assure that no fewer than the number of COSEP students enrolled last year can be enrolled in the coming year and that continuing students will be adequately supported. To this end, Cornell, for 1975-76, has appropriated \$1,677,000 for COSEP scholarships; expenditures to date have been \$1,739,000. For 1976-77, \$1,995,000 has been budgeted (excluding loans, jobs, HEOP/EOP, other outside awards, etc.). For new students, \$537,660 was expended this year and \$617,900 has been budgeted this coming year.

In the future, minority policy input and minority staffing in the admissions and financial aid areas will be increased. Presently there are two positions — the COSEP admissions officer and the assistant director of financial aid — assigned to these areas. Effective July 1, 1976, there will be a new associate dean of admissions and financial aid who will participate directly in the formulation of policy affecting the identification, recruitment, admission, and financial support of minority students. Our goal is to hire a minority person for this position. This person, along with the director of admissions and the director of financial aid, will report directly to me.

The associate dean will have a major role in policy determination in the areas of admissions and financial aid affecting minority students in ways which will directly affect their admission to and success at Cornell. The associate dean will be a member of the COSEP Coordinating Committee and will be an ex officio member of the COSEP director's staff.

The associate dean will have an assistant who will serve as an admissions counselor and recruiter. The position of assistant director of financial aid will continue. In addition, the temporary position of assistant to the director of financial aid, currently held by Mrs. Barbara Murapa, will be made permanent. Therefore, as of July 1, there will be four professional staff, where today there are but two.

• • •

Here is a statement from D.K. Willers, director of personnel services at Cornell University, in which he states the details of the Herbert Parker case.

Herbert Parker's employment as assistant director of financial aid at Cornell University was terminated on March 26, 1976, by Donald G. Dickason, dean of admissions and financial aid.

During the last several years Parker has been counseled by his supervisors on several occasions in regard to professional administration of established policies as well as on his relationship to students and other staff members.

On Dec. 12, 1975, Parker received a written reprimand for failure to accept supervision. He filed a complaint with the New York State Division of Human Rights on Jan. 22, 1976, in which he charged discriminatory treatment in employment.

On March 23, 1976, Parker took issue with instructions from his supervisor, Robert C. Walling, director of financial aid. Parker indicated to Walling that he would no longer accept supervision from him. Later that day and on the next day, Parker told Dickason he would no longer work for Walling. He said also that he would not resign. Based on these two factors, Dickason made the decision to terminate Parker's employment.

A Division of Human Rights representative is on campus and the division is proceeding with an investigation of the Parker complaint. Cornell has cooperated with the division in the investigation of this case and will continue to do so.

• • •

The following statement was issued by the Coalition of Black Administrators, Faculty and Students:

On March 25, 1976, Herbert Parker, assistant director of Financial Aid, whose responsibilities were to assess the needs of COSEP/HEOP/EOP students, was terminated. Mr.

Continued on Page 14

## Job Opportunities At Cornell University

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

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

\* indicates new jobs in this week

(sh) indicates shorthand required

POSITION (DEPARTMENT)

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

\* Administrative Secretary, A-15 (Nat'l Astronomy & Ionosphere Cntr.)

\* Steno III, NP-9 (Physical Biology (sh))

\* Steno II, NP-6 (Physical Biology (sh))

Steno I, NP-5 (Rural Sociology)

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

\* Department Secretary, A-13 (Hotel Administration (some sh))

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

Administrative Clerk, A-16 (Student Housing)

\* Account Clerk, A-11 (Student Housing)

Manager, Personnel Operations, CP06 (Personnel)

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

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)

WSH Director, CP05 (University Unions)

Research Assoc. III, CP05 (Chemistry)

Development Officer II, CP06 (University Development)

Director, Southeast Regional Ofc, CP06 (University Development)

\* Staff Writer, CP04 (University Development)

Chef, CPO4 (Dining Services)

\* Dining Supervisor, CP02 (Dining Services)

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

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

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

\* Assoc. Univ. Registrar, CP06 (University Registrar)

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

Managing Editor (University Press)

\* News Reporter (WHCU Radio Station)

Physical Therapist (Health Services)

Residence Director, CP02 (Dean of Students - Housing)

Assistant Director of Financial Aid (Financial Aid)

General Manager, CP05 (Statler Inn)

Executive Assistant, CP05 (School of Hotel Administration)

\* Accountant II, CP03 (Endowed - Accounting)

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

Controls Mechanic (Union) (Physical Plant Operations)

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

\* Custodian, A-13 (University Unions (Noyes))

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

Lab Technician I, NP-8 (Vet. Microbiology)

Research Technician II, NP-10 (Agronomy)

Research Technician, NP-8 (Plant Breeding)

Research Aide, NP-9 (Poultry Science)

Instructor (Women's Physical Education)

Program Aide I, NP-5 (NYC Extension)

\* Kennel Worker, NP-5 (SAC (Vet College))

### ACADEMIC AND FACULTY POSITIONS

(Contact Department Chairperson)

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

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

\* Assistant Professor (Community Svc. Education)

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

\* Asst. Professor - Social Work (2) (NYS College of Human Ecology)

\* Asst. Professor - Family Studies (NYS College of Human Ecology)

\* Asst. Professor - Adolescence (2) (NYS College of Human Ecology)

\* Asst. Professor - Child Development (NYS College of Human Ecology)

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

Research Associate III, CP05 (Plant Pathology)

Research Associate (Biomedical Engineering)

Research Associate, CP03 (CRSR)

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

Research Associate (Lab of Nuclear Studies)

Extension Associate II, CP04 (Coop. of Extension-Long Island)

Extension Associate I, CP03 (Coop. Extension-Voorheesville)

\* Catalog Librarian (Central Tech. Serv.-Olin Library)

\* Undergraduate Librarian (Uris Library)

These are all regular full-time positions unless otherwise specified.

Continued on Page 4



## David C. Duncan Honored

## Newman Establishes Chair

An endowed professorship in the physical sciences has been created in honor of David Christie Duncan, a professor emeritus of physics at the Pennsylvania State University, and a graduate of the University of Michigan.

The professorship is being created by a gift from Floyd R. Newman, a 1912 graduate of Cornell and a long-time benefactor of the University.

This is the fourth named professorship established by Newman, who has also contributed to Floyd R. Newman Laboratory of Nuclear Studies and Helen Newman Hall, which houses facilities for women's physical education and intramural sports. He was also chairman of the committee that established the Class of 1912 professorship.

Newman served Cornell as a member of the Board of Trustees from 1951 to 1958 and has been a member of the Cornell University Council since 1951. He was also one of the first members of the Tower Club, belongs to the Cornell Clubs of Cleveland and Akron and is a life member of the Cornell Club of New York.

Duncan was born in 1889 in Churchville, N.Y., and married in 1913 to Mildred Webb, a cousin of Floyd R. Newman. They have two sons; Gordon W., recently retired after 37 years with Exxon Chemical Corp., New York City (now living in State College, Pa.), and Donald D., president of Duncan Electronics Corp., Newport Beach, Calif.; six grandchildren and eight great-grandchildren.

Duncan received his B.A. in 1911, M.S. in 1913 and Ph.D. in 1924 from the University of Michigan. From 1911 through 1917 he was on the staff of the Purdue University Physics Department. In January 1918 he joined the Pennsylvania State University faculty as an assistant professor, was advanced to associate professor later that year

and to professor in 1919 — serving in this last capacity until his retirement as professor emeritus of physics on July 1, 1953. He was selected by the faculty at Pennsylvania State University to extend the greetings of that group to Milton Eisenhower when he was inaugurated as president of the Pennsylvania State University in October 1950.

For two years after retirement from the university, he was employed on a part-time basis by HRB-Singer in technical intelligence, and for the following 13 years he was a part-time employee of the U.S. Intelligence Service.

Duncan is an active member of the State College Presbyterian Church — a deacon and former president of the Board of Trustees. He was an early president of the State College Chamber of Commerce, and a charter member of the State College Chapter of Kiwanis. He is a member of the Republican

Congressional Club, the American Security Council, the Penn State Retired Staff Club and the American Association of Retired Persons. He has served as president of the Penn State Chapter of Phi Kappa Phi, National Scholastic Honor Society, and also of the local chapter of Sigma Xi, National Scientific Honor Society.

He is a member of Chi Phi social fraternity and former member of: American Association for the Advancement of Science, American Institute of Physics, American Physical Society, American Association of Physics Teachers and the American Society for Engineering Education. He was formerly listed in: "American Men of Science," "Who's Who in America," "Who's Who in the East," "Who's Who in Engineering" and "Who's Who in American Education."

He continues to be an active member of the Retiree's Bowling League and a local golf league.

## NYS Arts Council Applications Due

The New York State Council on the Arts has issued guidelines and application procedures for an April 19 proposal deadline. There is only one opportunity to apply for funding in this fiscal year. This year there is a short form application for organizations requesting \$5,000 or less. The Council's programs cover 11 areas, two of which are new this year — a program for community performing arts groups and assistance through special programs for distinctive ethnic and cultural minorities. Cornell may submit only one application covering all of the requested areas of support, except for the Museum and the Laboratory of Ornithology, which the Council considers separately.

Additional information concerning application procedures may be obtained from Buty Miller in the Office of Academic Funding, 123 Day Hall.

## Sage Notes

Applications for Summer School tuition awards must be completed and filed in the Fellowship Office, 116 Sage Graduate Center, by Monday, April 12. Decisions on summer fellowships will be made this month.

Graduate students 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.

Recruiters for the Peace Corps will be in the TV room at Willard Straight Hall on April 8. Stop in or call June Locke (256-6370) for an appointment.

## Annual Bird Book Sale Begins Today

In the market for a hard-to-find, out-of-print bird book? Used photographic equipment? Old camping and sports equipment at ridiculously low prices? New books on birds, natural history, camping and related subjects at very reasonable prices?

All this and more will be available at the Laboratory of Ornithology's annual spring book sale, to be held from 9 a.m. Thursday, April 8, until 5 p.m. Sunday, April 11, at the Lyman K. Stuart Observatory, 159 Sapsucker Woods Road, according to the laboratory's assistant director Sam E. Weeks.

Proceeds from the sale will be used to support the Laboratory of Ornithology's library.

Weeks predicted that a wide selection of new and used books, journal collections, green plants and planters and home-baked goods will be going for little more than a "bird song." Some items will be given away free as an added bonus for cash customers.

At the other end of the spectrum will be three extremely valuable original Gould prints, which will be awarded to the person who submits the highest sealed bid.

## Mailing Books?

The Postal Service has notified Cornell that any books, manuscripts or the like mailed at the "Special Fourth Class Rate" will be accepted for delivery only if the following labeling requirements are satisfied:

1. On the address side of the package, "Special Fourth Class Rate" must be conspicuously placed.
2. Below the rate designation the name of the contents must be clearly stated.

Failure to comply with the above instructions will result in the rejection of the item to be mailed.

## Evening Red Bus Service Continues

Cornell will continue its evening bus service throughout the remaining weeks of the spring semester from Monday, April 5, through Friday, May 14, according to David W. Brown, director of the Office of Transportation Services.

The bus service was established in December from the President's contingency funds in response to increased concern for student safety, according to Brown, who said, "It was continued for the first half of the spring semester because the initial experimental period was not sufficient to assess the utility of the service."

The buses will operate from 7 p.m. to 11:40 p.m., Monday through Friday, Brown said. The route will begin and terminate at the Donlon Hall Circle with intermediate stops at the following locations: the corner of Sissen Place and Triphammer Road; the flagpole area on the West

Campus; the corner of Garden Ave. and Tower Road; the corner of Tower Road and East Ave.; the Rockefeller Hall bus stop, and the Sisson Place and Triphammer Road stop, before returning to Donlon Circle. The run will take 20 minutes.

During the second experimental period, more than 10,000 riders used the service for an average of 230 persons per night. Utilization of the service increased 60 per cent from that recorded during the initial experimental period in December, said Brown.

A telephone survey of more than 500 students was conducted to determine why students use or do not use the evening bus service. Among students who used the service, few stated they used it solely for reasons of personal safety. Most indicated they used the service for a combination of personal safety and convenience.

## Title IX Response Open to Review

Persons interested in reviewing the University's self-evaluation of its functions in relation to sex discrimination prohibited under Title IX may review draft reports in Olin and Mann Libraries beginning April 13, according to William D. Jones, assistant to the provost.

With some exceptions, Title IX forbids sex discrimination in any education program or activity in any educational institution receiving federal assistance.

Draft reports will be available in the following education areas: undergraduate and graduate ad-

missions, career services, advising and counseling, grievance procedures, student organizations, housing, dining, medical services, athletics, academic and non-academic employment, publications and access to courses.

Anyone wishing to bring up issues relating to possible sex discrimination in any of these areas or to comment upon these drafts or their related topics is encouraged to attend a public meeting to be held at 4:30 p.m., Tuesday, April 20, in 120 Ives Hall.

## CU To Send Woman To Summer Institute

Women administrators and faculty interested in higher education administration and in their own professional advancement may apply for a 4-week Summer Institute for Women in Higher Education Administration to be held this summer.

Provost David C. Knapp has made University funds available to cover the complete cost of sending one woman participant to the institute which is sponsored by Bryn Mawr College/HERS Mid-Atlantic from July 4 through July 31, 1976 at Bryn Mawr College, Bryn Mawr, Pa.

The program will focus on five

instructional areas: academic governance and planning in a period of financial stress; finance and budgeting; management in higher education; administrative uses of the computer, and professional development.

Women wishing to apply to or with questions about the institute should contact Ann Roscoe, coordinator, Provost's Advisory Committee on the Status of Women, 217 Day Hall or by telephoning her at 256-7596 by Friday, April 16. Selection of the participant chosen to attend from Cornell will be made later this spring by the status of women committee.



Published weekly and distributed free of charge to Cornell University faculty, students, staff and employees by the Office of Public Information. Mail subscriptions: \$13 per year. Make checks payable to Cornell Chronicle Editorial Office, 110 Day Hall, Ithaca, N.Y. 14853. Telephone 256-4206. Editor, Randall E. Shew. Managing Editor, Elizabeth Helmer.





# Chronicle Comment

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

## 'Debate on Education Desirable'

To the Editor of the Chronicle:

President Corson, in his defense of undergraduate education at Cornell in the Chronicle of March 25, addressed himself briefly to the issues raised by Professor Dannhauser and myself some time ago. While ruling out a formal debate, he did enter into some detail on two of the points that we had raised. He first argued that it had never been a requirement for graduation from Cornell that students read Plato, the Bible, Shakespeare, Marx or Einstein. Hence, he concluded, that the quality of a Cornell education had not declined. Secondly, he took specific issue with the suggestion that students be asked to read Einstein. I should like to deal briefly with both points here.

Mr. Corson is quite correct that students have never been required to read the authors and texts that we suggested were fundamental to an educated person but where he is wrong is in his suggestion that students were not under considerable pressure to read them. Many of the courses that he cites as fulfilling the distribution requirement in the "old days" placed considerable emphasis on familiarity with these authors and few students could actually get through them without having read at least a few of those whom we cited. What happened in the 1960's, largely as the result of the total lack of standards and educational statesmanship in the central administration, was the proliferation of garbage courses of supposed "relevance" that were accepted into the curriculum and funded by the administration. Since most of these courses fell into areas in which students could satisfy distribution requirements, they had the effect of seriously diluting the educational standards that had hitherto prevailed. Obscure raging poets displaced Shakespeare, guerrilla philosophers whose wisdom consisted of repeating the rather obvious statement that politics comes out of the muzzle of a gun pushed the study of the extremely difficult doctrines of Karl Marx into the background, and STS has labored mightily over the problems of Science, Technology and Society for years without producing even so much as a mouse. Students are now able to graduate with their minds filled with slogans, rather than knowledge, and it was this mindless aspect of Cornell's educational system that Professor Dannhauser and I were protesting.

Another university president once wrote:

Your enlightenment depends on the company you keep. You do not know the world until you know the men who have possessed it, and

tried its wares before you were ever given your brief run upon it. And there is no sanity comparable with that which is schooled in the thoughts that will keep. (Woodrow Wilson)

It is this sanity that Professor Dannhauser and I feel is in short supply in the world and that a Cornell education ought consciously to foster.

President Corson's remarks on Einstein are disturbing. Let me quote him here exactly.

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?

And later:

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 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.

Let me first answer the series of questions about what work by Einstein ought to be read by everyone. Einstein was perfectly aware of the fact that it was important for the general public to understand his ideas for they involved nothing less than a philosophical revolution that literally affected the way man sees the world. They were not, as Mr. Corson appears to believe, intended solely for professional physicists and so Einstein took some pains to make these ideas available to everyone. When I was 15 years old, I read *The Evolution of Modern Physics* by Albert Einstein and Leopold Infeld. Moreover, I understood it and, as my subsequent career was to show, this was not because I had any particular talent for physics. It is, in fact, one of the great books of the twentieth century and I think it neither pretentious nor fatuous to recommend that it should be required reading for all undergraduates. To be sure, the future history major or English major would not, thereby, be enabled to compute relativistic effects in the cosmos, but he or she would gain a real understanding of one of the major revolutions in modern thought.

President Corson appears to believe that non-scientists simply cannot be initiated into the mysteries of the sciences except by members of the scientific priesthood. I have the greatest respect for Profs. Holcomb and Greisen, but I do have serious reservations about their ability to expound doctrines that go far beyond technical physics. Do they care about the philosophical

issues raised by Einstein? Will they treat Einstein's speculations with the same respect as they do his "solid" physical work? Will they, in short, convey to their students all the things that Einstein wanted conveyed and for which he wrote *The Evolution of Modern Physics*?

Here, then, is the crux of the disagreement between Mr. Corson and Prof. Dannhauser and myself. He feels that students should be taught "about" the great ideas that they can understand in terms of their professional background; we feel that students ought to wrestle with all these ideas in their original forms if they are properly to appreciate both their difficulty and their worth. The difference is the difference between a narrowly professional education and a liberal one. This issue Professor Dannhauser and I feel is fundamental to education at Cornell and it is why we proposed that it be debated. Mr. Corson's remarks have only increased our desire to make the debate a systematic and wide-ranging one in which the Cornell community can participate. Again, we await his decision to bring this basic educational question into the public arena.

L. Pearce Williams

## 'Advising Services Miss the Mark'

Dear Editor:

During the past few months, there have been several stories and comments in campus media about advising at Cornell. The following statement, "Advising at Cornell: A Problem of Perception," is my contribution to this discussion.

I have been involved in discussions about advising at Cornell for several years through my responsibility for student services in the College of Arts and Sciences, my service on the Barlow Committee in 1971, and my chairmanship of the 1975 Task Force on Student Academic Services. Also, but not incidentally, I am a sociologist of higher education.

### ADVISING AT CORNELL: A PROBLEM OF PERCEPTION

It is both ironic and troubling that current prescriptions for the reform of advising services on campus are the work of those whose mode is therapeutic and whose samples are small. But they are only doing what they were asked, so the fundamental questions are, "Why were they asked? Is it because they are viewed as being knowledgeable about student needs? What are the consequences of asking them?"

There is no gainsaying the fact that advising needs to be

## Education Statement By Corson Criticized

Editor:

On March 19, President Dale R. Corson provided the University Board of Trustees with a statement on "Undergraduate Education at Cornell." It is an uneven statement; some parts of it are worse than others. Most of what President Corson said will have to make its way to oblivion without any assistance from me. I think I should help only those sections along that constitute a response, however inadequate, to matters concerning me personally and directly.

At long last, President Corson has consented to confront (well, that may be too strong a word for it) "the issue raised — that a student can graduate from Cornell without having read Plato, the Bible, Shakespeare, Marx or Einstein." He fails to inform the Trustees that this issue was raised about *two years* ago and that he chose to ignore it until national publicity, reflecting most adversely on the University he serves, made such abdication of responsibility well-nigh impossible. Instead, he compounds his irresponsibility by stating he will not "engage in the public debate being sought." That is not quite honest, for the record will show that this particular issue surfaced only after the President had already refused to debate.

Along with Professor L. Pearce Williams, I challenged President Dale Corson to a debate in 1974. After he had

refused, we asked him the question about Plato, the Bible, Shakespeare, Marx and Einstein. At that time I no longer expected a debate. As of now I no longer desire one.

The question under consideration was meant as a substitute for a debate. President Corson was asked to answer it; he refused. I have asked him to discuss it with me and others; he refused. I have asked for a private answer; he refused. Ample documentation exists for all these assertions: I hereby grant Dale Corson permission to publish all of our (mostly one-sided) correspondence.

Some will say that I should let by-gones be by-gones. I am willing to do that and I would even be eager if the president were not afflicted with the vice of saying snotty things and then taking refuge in silence. He has done it once more in his latest statement.

The President admits that it is "absolutely correct that a Cornell Arts College student can graduate without having read Plato, the Bible, Shakespeare, Marx or Einstein." I am happy to have my allegations confirmed, but I am less than happy to have Dale Corson go on to say that "it has always been that way." He thereby avoids directly answering the question of whether he considers such a state of affairs to constitute a crisis in education. *Does he?* Faced with the facts, some presidents of universities might go on to deplore the situation. They might even exercise some leadership in trying to influence students to study Great Books. Not Dale R. Corson, and it is a measure of one's confidence in him that nobody seriously expects him to show any leadership in academic affairs.

It is, of course, true that President Corson *indirectly* answers what he refuses directly to avow. He obviously does *not* consider the state of affairs obtaining here

Continued on Page 5

## Job Opportunities

Continued from Page 2

### PART-TIME AND TEMPORARY POSITIONS

(All Temporary and Part-time positions are also listed with Student Employment)

- \* Department Secretary, A-13 (CRSR (p/t perm))
- \* Temp. Serv. NS (Secretary) (Comm. Svc. Educ. (f/t Aug. 18, 1976))
- \* Temp. Serv. Clerical (NYSSILR (Rochester) (p/t 3 mos.))
- Steno II, NP-6 (Entomology (temp f/t))
- Steno I, NP-5 (Plant Breeding (perm p/t))
- Searcher I, A-13 (Univ. Libraries-Latin American Studies (Spanish) (perm p/t))
- Searcher I, A-13 (Univ. Libraries-Acquisitions/Olin)
- \* Custodian, A-13 (Statler Inn (p/t 8 weeks))
- \* Asst. Cook, A-14 (Dining Svcs. (f/t - May 31, 1976))
- Lab Assistant III, NP-5 (Pomology (temp f/t) (Geneva))
- Lab Technician I, NP-8 (Vegetable Crops (perm 3/4))
- Research Specialist (Animal Science (temp p/t))
- Field Assistant - NS (Plant Pathology (temp f/t) (Geneva))
- Technical Aide I, NP-9 (Agronomy (temp f/t))
- Programmer/Financial Mgmt (Adm. Services, Planning & Facilities (temp f/t))
- Medical Technologist, A-18 (Health Services (perm p/t))
- \* Field Assistant (Plant Pathology (temp f/t) (Highland))



# Corson Criticized

Continued from Page 4

to constitute a crisis. He says not one word about the desirability of reading Plato, the Bible, Shakespeare, or Marx, and he does come out against reading Einstein.

The "not-reading-Einstein argument" has evidently enraged Dale Corson. He seems angry enough to crush a grape (tsk, tsk, Mr. President) and he charges forth to label the argument "pretentious and fatuous." Such charges skirt indecency when they come from somebody who has proved completely unwilling and unable to defend his assertions before the bar of reason, but I was not at all offended — I considered the source. I only regret that President Corson's foolish diatribe did not leave me speechless, for I must now submit to the duty of attempting to set him straight.

Dale Corson writes: "What would you have the student read? The photo-electric effect?" I note in passing that this is a stunning example of the "atrocious English" President Corson has deplore elsewhere in the same statement. We would or should certainly correct a student who wrote "When studying Marx, we read the class struggle." But let that go. President Corson seems to think he has asked a fine question. Now I gladly admit that he knows more about Einstein than I do. I am ashamed of my ignorance in this respect, but since I probably know more than my President about Plato, the Bible, Shakespeare and Marx I will modestly point out that .800 is not a bad batting average. Nevertheless, in choosing undergraduate readings of Einstein I would need and seek help. I would not ask Dale Corson because his desire not to have undergraduate students read

Einstein is opposed to that of a scientist of infinitely greater stature — Albert Einstein himself.

I cheerfully point out to President Corson that Albert Einstein collaborated with Leopold Infeld in writing "The Evolution of Modern Physics."

It was published in 1938 and reissued in 1961 by Simon & Schuster. It is designed especially for the general reader who is willing to struggle with it patiently and who is "interested in physical and philosophical ideas" (p. XVI). Doesn't a good Cornell student fit that description? It contains information on, among other topics, the special theory of relativity (p. 213), the general theory of relativity (pp. 34, 213), and Lorentz transformations (pp. 188-192). I mention these because Dale Corson refers to them in a rather ostentatious display of his learning. In any event, the president's case crumbles into utter foolishness unless he were able to show that "The Evolution of Modern Physics" is not a good book for undergraduate instruction. I doubt whether he can do that. The book was assigned to me when I was an undergraduate. I read it with great profit, and nobody has ever accused me of being a gifted student of physics.

I will only add a word about the president's treatment of the "allegation of an educational decline at Cornell since 1969." I urge him not only to re-read what I wrote in the *Sun* on this topic in 1974, but more especially what he wrote. He is less confident and more modest now. He has every reason for this change, for since then we have all had to live through two more years of a leaderless university.

Werner J. Dannhauser  
Associate Professor, Government

# Advising Students

Continued from Page 4

professional counselors on campus; yet, because they are thought of as experts, they are asked to propose remedies and comment on the "effectiveness" of faculty advising. Unfortunately, most of the students seen by advising professionals are the small proportion of students who are having difficulties. It is no wonder, then, that the observations and prescriptions offered by counselors make it seem that most, if not all, students are struggling wearily in an alien environment against vain and distant instructors.

This is not to say that students who seek counseling are somehow maladjusted; far from it. But the image of student needs offered by some counselors is that students require guidance at every step. Indeed, one gets the impression of an endless appetite for support services; and possibly there is, although not because students are in great need of counseling.

Perhaps the demand for services is real, but the reason for

the demand is different from the one usually offered. It may be that adolescents and young adults in the "hot house" environment of a university seek personal contact with adults qua adults, as teachers and figures of authority, and not out of a need for guidance and therapy. It seems to me that those who prescribe services for all students on the basis of their experiences with troubled students miss this point. In my experience, students want to talk about schooling and life in general with adults who are figures of authority, and develop friendships with them. To the extent that this is true, advising systems based on the need for therapeutic help will miss the mark. And faculty who are presented with advising systems based on the counseling model will stay away from them, no matter what incentives are offered.

I suggest that it is time to organize advising programs around teachers and teaching — i.e., around a common subject  
Continued on Page 6

# Academic Integrity Analyzed

Editor:

In light of the debate over the relative merits of the Ad Hoc Committee and Academic Integrity Hearing Board proposals for dealing with violations of the Academic Integrity Code, we feel a comparison of the two plans in order.

The Hearing Board is a standing committee of the FCR, and it is charged with "The development of policies and procedures for encouraging and maintaining a climate of academic integrity in the University community..." The Board's proposal clearly does have formal status before the faculty.

## 1. Informal hearing

Both systems add the option of an informal hearing between student and faculty member. This is called a "primary hearing" in the Ad Hoc proposal and a "direct settlement" in the Board plan. However, these hearings differ in a few ways. Under the Ad Hoc proposal, there is a "neutral" third party who is supposed to observe the proceedings. There is no way for the student or faculty member to challenge the impartiality of this witness, who is appointed by the department. In addition, the whole point of a primary hearing is an informal setting so that perhaps a student-professor agreement can be worked out. It would seem that having another person in the room who is unconnected with the people involved (as opposed to, for example, witnesses), would serve to inhibit the one-to-one interchange that a primary hearing envisions. The Ad Hoc proposal gives only the professor the option of bypassing the direct settlement; the Hearing Board plan allows either the faculty member or the student to request a full Board hearing. It is vital that the student also be given the option of bypassing the informal settlement. So long as an individual student feels that he could not get an impartial hearing from his own professor, it is wiser to let an outside group such as the Hearing Board handle the matter. When the faculty member has the student's respect and confidence a meaningful decision can be reached, but lacking this rapport, the student would perceive the faculty member as functioning as judge, juror, and executioner. Hence, the informal, personalized approach envisioned in a primary hearing is unlikely to be attained when the student would prefer a Board hearing and has doubts about the objectivity of the other party.

The Ad Hoc system calls for decentralized hearing boards; the Hearing Board would retain the centralized structure. Decentralization means less standardized and uniform treatment of offenders and makes it hard for students taking courses in several colleges to know just what standard will be applied to them.

## 2. Penalties

The penalties available to a hearing board in both proposals are substantially the same. But in the primary hearing, the Ad

## More Comment

Hoc proposal restricts itself to a penalty of a failing grade which may be assigned if the professor finds the student guilty. It seems that the only choices available to a professor who finds a student guilty are to assign an "F" or do nothing! Of course, the professor can go to the Hearing Board if he thinks a more severe penalty is necessary, but this renders the primary hearing useless. In addition, there are many cases where a less severe, or even a comparable but different penalty is appropriate. But lack of flexibility in penalty will greatly reduce the number of cases that can be settled at the student-professor level. The Hearing Board proposal, on the other hand, gives wide leeway by allowing any settlement which the student and professor can agree upon (barring suspension, expulsion, or a notation on the student's academic record).

## 3. Appeals

In the case of a violation which goes directly to a Hearing Board in the Ad Hoc plan, there is no provision for appeal. In the event of procedural error or other honest mistake, even if later recognized by the Board, there would be no redress (the Board is given no jurisdiction to rehear such cases). The Ad Hoc Committee claims that Appeals Boards would only add to an overburdened bureaucracy, but the committee is willing to set up a separate academic integrity machinery for each school. The Hearing Board plan allows for appeals in all cases. Under the Ad Hoc plan, one ground for appeal from the primary hearing is if the student "contests the judgement of the faculty member." This is a hazy statement which seems to imply there is a burden on the student to show where the professor was wrong. The Hearing Board plan makes clear that the case will be retried, rather than a mere review of the professor's judgement taking place.

## 4. Repeat Offenders

Both proposals have repeat offenders tried before a Hearing Board, since more serious penalties are involved. The Ad Hoc plan specifies that repeat offender cases are to be handled by the student's college Hearing Board, although the Ad Hoc Committee specified previously that the appeal to a primary hearing would be to the faculty member's college. The Ad Hoc plan is still ambiguous on this

point — would both boards potentially get into the act in repeat offender cases, one to determine guilt and the other to review the penalty? The Ad Hoc plan's lack of any centralized reporting mechanism puts a greater record keeping burden on the colleges and makes systematic detection of repeat offenders difficult.

## 5. Administrative Burdens

The Hearing Board proposal is virtually self-implementing; nearly all the necessary machinery now exists. The Ad Hoc proposal, however, involves creating a massive machinery with a plethora of executive secretaries, Hearing Boards, and independent witnesses. In fact the Dean of Students has complained about the failure to notify those who would be affected by the administrative implications of the Ad Hoc proposal.

## 6. Faculty Involvement

The Hearing Board proposal requires faculty members to develop conditions conducive to academic integrity, inform students of regulations, and try to help those students who seem to lack understanding of intellectual responsibility. The Ad Hoc proposal fails to consider the question of faculty responsibility. This is an unfortunate oversight, as faculty involvement is an important factor in reducing cheating.

## 7. College Plans

The Ad Hoc proposal does not allow colleges which do not presently have their own academic integrity systems to set up their own plans (the Hearing Board proposal does). It would seem that, since the Ad Hoc Committee was interested in bringing the process closer to the college, it would be more desirable to give colleges a chance to develop their own procedures than to impose decentralized boards upon them.

There are a few other miscellaneous differences between the plans. The Ad Hoc proposal makes improper footnoting of a paper a violation (the Hearing Board plan does not). The Ad Hoc plan also fails to make fabrication of data a violation (the Hearing Board provides for penalizing this). Under the Ad Hoc system, a hearing should in theory be held within two weeks of when an infraction comes to the attention of a professor, but nothing is specified as to what happens if this is exceeded. The Hearing Board plan sets a four week limit (excluding vacations) after which the case goes directly to a board. Finally, in the Ad Hoc primary hearing, there is no right to counsel.

Robert Platt  
Joseph Godles

## Urban Survival Lecture Scheduled

Rep. Henry S. Reuss, chairman of the House Banking, Currency and Housing Committee, will give a public lecture at Cornell on "A National Framework for Urban Survival." The lecture is scheduled for 8:15 p.m. Thursday, April 15, in Ives Hall 120 and is sponsored by the Department of City and Regional Planning in the College of Architecture, Art and Planning. Reuss, who is also chairman of the Congressional International Economics Subcommittee, is a Democrat from Wisconsin's Fifth Congressional District, the northern portion of Milwaukee. A 1933 graduate of Cornell, Reuss earned the law degree at Harvard.





## Cornell Dance Concert to Be Presented

Jill Lerner (left) and Chiiko Asanuma, students in the Cornell Dance Program, rehearse "A Movement from (Gloria)" by Norman Walker for the annual Cornell Dance Concert to be presented at 8:15 p.m. Friday and Saturday, April 16 and 17, at the Alice Statler Auditorium. The program also includes new works by Cornell student and faculty choreographers including Jame Desmond, Blondell Cummings, Peggy Lawler and Karen Bell. Tickets, priced at \$2 and \$2.50, are on sale at the Willard Straight Hall box office and at the door.

## Cornell Groups to Perform

# Chamber Concert Planned

Twentieth-century music for chamber orchestra and chamber ensemble will be presented in a free public concert by the Cornell Chamber Orchestra at 4 p.m. Sunday, April 11, at Barnes Hall Auditorium.

The program will include "Mladi," a wind sextet by the Czech composer Leos Janacek; Three Pieces for Chamber Orchestra, composed in 1910 by Arnold Schoenberg; Bela Bartok's "First Rhapsody"; Edgard Varese's "Hyperprism," and "La Creation Du Monde" by Darius Milhaud.

Varese, a Frenchman who spent most of his life in America, composed the bulk of his works in the 1920s and '30s. His works were considered ultra-radical at that time and often provoked violent audience reaction.

Varese defined music only as "organized sound," organized mainly by timbre, that is, the quality or color of a tone which

distinguishes a pitch played on a violin from the same pitch played on a flute. As far back as 1917, he became interested in the possibilities of creating music electronically, and he spent much of his life exploring them.

In "Hyperprism," first performed on March 4, 1923, Varese pits a group of wind and brass instruments against a 16-piece percussion section.

Milhaud's "Creation" was the first jazz-oriented "classical" work written which still maintains a place in the repertoire.

Milhaud visited the United States in 1922. He went to Harlem to hear authentic New Orleans jazz and intently studied a number of Black Swan recordings he purchased there before writing the "Creation."

Composed in 1923 as a ballet depicting the creation of the world within an African setting, the piece is divided into seven

alternating slow and fast movements, corresponding to the seven days of the creation.

The Cornell University Chamber Orchestra is conducted by Edward Murray.

## International Talent Featured

Dances and music from countries such as India, Thailand and Cuba will be presented as part of an International Talent Show by members of Cornell's International Activities Group (IAG).

The international talent show will be held at 2 p.m. Saturday, April 10, in Alice Statler Auditorium. Admission is free and the Cornell and Ithaca communities are invited to attend, according to Peter Halamek, chairman of the IAG and a junior in the College of Engineering, who is from Austria. The master of ceremonies will be Farhad (Joe) Mottahghi, a graduate student from Iran. Andrew Cehelsky, a fourth year architecture student, is program director.

Performances include a Chinese dance, a jazz dance group, a Cuban combo, Hawaiian dances, a classical and a folk dance from India, Slavic, Thai and Ukrainian dances.

The dancers will be dressed in authentic costumes, Halamek said.

The IAG has sponsored international talent shows for the past three years. The group is open to any Cornell student and is financed by the Undergraduate and the Graduate Finance Commissions.

Halamek said the primary purpose of the IAG is to promote cultural activities at Cornell and to promote an understanding of foreign cultures.

## Advising Students

Continued from Page 5

matter experience — and not around the special needs of limited numbers of students as perceived by professional counselors. As one support for this reasoning, I offer the observation that alumni refer back to teachers, not advisers, when they discuss influential educational experiences.

Support services are needed, but to assist the educational enterprise, not as central "homerooms" for students. We need specialists in testing, general counseling, and therapy, but as supplements to academic advising and teaching, not as the primary models of contact for students.

The 1975 Task Force on Student Academic Support Services recommended these ideas and proposed the consolidation of

current central services. So far, all we have heard in response is that there is need for support services and for professional counselors. Let us hear also about how these services can be consolidated into the best support for undergraduate teaching and learning. Increased concern about teaching and the educational climate should be our goal; counseling services should be secondary to this primary mission. Otherwise, faculty and others will continue to be wary about the proposals and activities of professional counselors, and our attention will again be diverted from the real needs of the majority of students.

Robert A. Scott  
Associate Dean  
Arts & Sciences

## Managers: Improve Your Writing Skills

Cornell managers and administrators may take a three-day seminar from April 21 through 23 to learn how to improve their skills in written communication, according to Gerald S. Thomas, director of the Training Development Section of the Office of Personnel Services.

The seminar will be taught by M. D. Morris, a professional author, editor and adjunct assistant professor at Fairleigh Dickinson University, Thomas

said. Morris is author of "Okinawa—A Tiger by the Tail" and he has taught and lectured extensively on communication at numerous universities and major industrial and governmental agencies.

The seminar costs \$40 per participant and will be held from 9 a.m. to 4 p.m. on each of the three days. Managers and administrators interested in the seminar should call Mary Jane Barbenti at 256-7400.



Diven Sun, a Cornell undergraduate, will perform the Chinese "Ribbon Dance" as part of an International Talent Show to be held at 2 p.m. Saturday, April 10, in Alice Statler Auditorium. The free program, consisting primarily of dances, is sponsored by Cornell's International Activities Group.

## Video, Dance, Music Rolled into One

A live performance combining video, body movement and sound will be given at the Herbert F. Johnson Museum of Art on April 9, 10 and 11 at 2 p.m.

The performance, titled "Movements for Video, Dance and Music," is being presented by Meryl Blackman and Peer Bode, artists in residence at the Experimental Television Center in Binghamton. They will be joined by seven other artists in the performance. Blackman and Bode are recent graduates in Cinema Studies at the State University of New York at Binghamton, and have wide ex-

perience in multimedia presentations.

They describe their event as an opportunity to experience through this interplay of media "the tensions which exist between the event itself and your perception of it. The audience is considered an active participant in the process, simultaneously audience and creator."

By working with live as well as delayed and pre-recorded imagery and sound, the piece, they say, raises questions about the meaning of real time, live time, delayed time, recorded time, composition and performance.



# MINORITY EDUCATION AT CORNELL

## *A Report to the Faculty Council of Representatives from the Committee on Academic Programs and Policies March 1976*

### MINORITY EDUCATION AT CORNELL

#### Introduction

#### Membership of the Committee on Academic Programs and Policies

#### 1. Recruitment and Admissions of Minority Undergraduate Students

- Recruiting Procedures
- Admission Procedures
- Academic Profiles: COSEP and non-COSEP Students
- Academic Performance

#### 2. Preparatory Studies and Academic Advising for Minority Students

#### 3. Graduate Education for Minority Students

#### 4. Hiring of Minority Faculty and Staff

#### Summary

#### Appendix I - Admissions Procedures

#### Appendix II - Geographical Distribution - COSEP Students

#### Appendix III - Some Data About Minority Education at Other Schools

#### *Membership of the Committee on Academic Programs and Policies*

Roger M. Battistella - Professor, Medical Care Organization, Business and Public Administration; Coordinator, Sloan Program of Hospital and Health Services Administration

James L. Gaylor - Professor, Nutritional Sciences; Chairman, Biochemistry, Molecular and Cell Biology

Richard H. Lance - Associate Professor, Theoretical and Applied Mechanics; Associate Dean, Engineering

Gilbert Levine - Professor, Agricultural Engineering; Chairman, CAPP; Director, Water Resources and Marine Sciences Center

Keith Moffat - Assistant Professor, Biochemistry, Molecular and Cell Biology

Henry N. Ricciuti - Professor, Human Development and Family Studies

Sandra F. Siegel - Assistant Professor, English

Albert Silverman - Professor, Physics

Robert J. Young - Professor, Animal Nutrition; Head, Poultry Science

Russell D. Martin, ex officio\*

Byron W. Saunders, ex officio\*

\*Did not participate in the preparation of this report.

### MINORITY EDUCATION AT CORNELL

#### A Report to the Faculty by the Committee on Academic Programs and Policies

#### Introduction

In response to the charge from the Faculty Council of Representatives, received by the Committee on Academic Programs and Policies (CAPP) at the December 10, 1975 Faculty Council of Representatives meeting, we are pleased to present this report on minority education at Cornell.

As requested, this report includes specific consideration of: recruitment practices and admissions criteria for undergraduate and graduate students; the assignment of responsibility for advising, counseling, tutorial and preparatory studies; the interpretation and implementation of affirmative action principles in faculty and staff hiring.

The CAPP has attempted to arrive at its conclusions by the objective consideration of appropriate data, and with the University policies in mind. In some areas appropriate data were not available; in these cases we have attempted to identify data needs, but we have based our current conclusions on discussions with faculty and administrators across the University.

As a consequence of our attempt to utilize as much of the available data as possible, we have not been able to use a consistent definition of "minority". We do not believe, however, that this has any significant effect on the conclusions drawn or on the recommendations offered.

The CAPP has been assisted in its work by many in the University community, and we are deeply appreciative of this assistance. Special acknowledgment must be accorded the non-CAPP members of four subcommittees utilized in preparing the report. They willingly shared in the task of the CAPP, and provided the range of perspective and expertise essential for a study of this type. Time constraints prevented review of the total report by the non-CAPP members of the subcommittees; therefore, we have listed their names with the portion of the report that they have prepared, and do not necessarily imply their agreement with the total report. The report itself basically consists of the individual subcommittee reports; in the interest of speed, we have not attempted to blend the styles of those individual presentations.

The preparation of this report has been time-consuming, but rewarding — and in some aspects surprising. We think the data are revealing, and not necessarily in accord with some general observations expressed about minority education at Cornell. We have included in the report recommendations as we thought appropriate, and will present the main policy issues in the form of resolutions.

#### 1. RECRUITMENT AND ADMISSIONS OF MINORITY STUDENTS

Despite much discussion of the COSEP program, very little detailed information about it has been available. One of the main objectives of this report is to provide such information. We will discuss the following aspects of the COSEP program: recruitment and admissions procedures; statistics of applications and admissions; academic background and qualifications of the COSEP students; how Cornell

COSEP students rank in the national pool of minority students; something about their geographical distribution (Appendix II); and, finally, how COSEP students have fared academically at Cornell.

We will also include similar information about non-COSEP students, both because we consider the information interesting and valuable and because it offers a useful comparison for judging the effectiveness of some aspects of the COSEP program.

The information we will present does not include minority students who have chosen not to identify themselves with COSEP. No information is available for this group. Their number is not known, but it is thought to be rather less than 10% of the total population of minority students at Cornell.

There are approximately 1000 COSEP students with the following ethnic distribution: Blacks - 600; Spanish surname - 250; American Indian - 10; Asiatics - 150. This group includes approximately 200 students admitted to the statutory colleges under the state supported Education Opportunity Program (EOP) and to the endowed divisions under the Higher Education Opportunity Program (HEOP). Students admitted through EOP and HEOP must be residents of New York State and have SAT scores below about 550, differing somewhat from college to college.

#### a. Recruiting Procedure

Recruiting at Cornell is done by both the admissions office and by the individual colleges. Staff from the various offices visit secondary schools, college fairs, and a few junior colleges each year. As might be expected, Cornell's recruitment program also relies heavily on various contacts at the local level, such as the alumni-sponsored "Secondary School Committees".

Recruitment of minority students follows the same pattern except that a large part of it is done by COSEP staff. For reasons that should be obvious, local support groups are generally absent in minority communities; consequently, the COSEP committees have sought the cooperation of alternate resources, such as the NAACP or ASPIRA. In the last few years, several colleges, including Engineering, Arts, ILR, have become directly involved in the recruitment of minority students using minority personnel attached to the college and in cooperation with the COSEP office.

There is no sharp division between those who recruit minority students and those who recruit others. To some extent, all recruiters recruit for all students. However, visits to schools with large minority populations have been done mostly by minority personnel.

Some idea of the scope of the effort is given by the following figures <sup>(1)</sup>. Last year, minority recruiters visited some 70 schools: 12 in New York City; 10 in up-state New York; most of the balance in Atlantic states with a few in the South and Midwest. Contact was made with 675 students—including a significant number of non-minority students.

<sup>(1)</sup>We are indebted to the COSEP office for this and some other information contained in the report.

The only way we have of judging the effectiveness of this recruitment is from the number and quality of the applicants, questions we will discuss in some detail later in this report. On this basis, the recruiting seems reasonably successful. However, one would guess that the usual techniques would be less effective among minority students because much of the support on which this kind of recruiting relies, for example, alumni contacts, are missing. This is one of the reasons why the COSEP staff believes that personal contact with credible people is essential to persuade many minority students that real opportunities exist at Cornell.

In view of the lack of good backup organization, we believe it important to consider alternative ways of recruiting minority students. For example, lists of students with various characteristics—race, SAT scores, class rank, etc., are available at modest cost from Educational Testing Service. One can imagine several different ways in which such lists could be useful in recruitment. Another suggestion has been to advertise in a publication widely circulated among minorities—for example, Ebony magazine—possibly in concert with other Ivy League schools. Still another suggestion involves the use of junior and senior minority students in or near their hometowns, as already done by ILR. We are not wedded to these particular suggestions, but we do feel some consideration should be given to development of new recruitment techniques.

#### b. Admissions Procedures

A detailed description of admissions procedures for the various colleges is attached as Appendix I. We present here only a brief summary.

Each college is responsible for developing suitable and appropriate admissions procedures and policies. Each college also has responsibility for deciding which students to admit.

COSEP students are identified and discussed as a separate group. Usually, COSEP folders are first read by a minority person who evaluates the candidate and makes a recommendation. In the past, this has been done by COSEP staff, more recently also by minority personnel in the colleges. This recommendation is then available to the appropriate college admissions committee where the final decision rests.

It is our impression that the initial evaluation is very influential, in the final decision. The recommendations are generally, but not always, followed.

In Table I, some statistical information about COSEP applications and admissions is provided <sup>(2)</sup>. The column headed "Committee Decisions" are those applicants who have survived an initial screening and have been submitted for decision to the admission committees of the various colleges.

Table I <sup>(3)</sup>

Year	Applications	Committee Decisions	Approved	Entering	% of Class
1972	1147	945	393	220	8.4
1973	1081	811	376	206	7.7
1974	876	680	361	195	7.3
1975	876	741	397	226	8.3

<sup>(2)</sup> This information is obtained from a document issued by the admissions office called COSEP Admission Statistics. Almost all of the information about admissions which we present, was obtained from this publication and one titled Final Fall Statistics.

<sup>(3)</sup> Similar information about several other universities is attached in Appendix III.

One sees a substantial reduction in applicants in this period. We do not know the reason for this decline. One explanation offered is that many schools have increased their recruiting of minority students and the competition is greater.

In the face of declining applications, it has been necessary to offer admission to an increasingly greater percentage of the applicants in order to prevent a decline in



the number of students entering. This does not seem to have resulted in any significant lowering of the academic qualifications of most of the entering students, as judged by class rank or SAT scores (see Table III), probably because of increased probability of admission being offered to students with higher SAT scores.

### c. Academic Profiles: COSEP and Non-COSEP Students

Table II shows the distribution in class rank for COSEP and non-COSEP students. For the COSEP students the data for the years 1973-75 have been added to improve the statistical accuracy. The non-COSEP students are for the year 1974.

Table II  
HIGH SCHOOL CLASS RANK

Tenths	Non-COSEP (1974)		COSEP (1973-75)	
	Number Entering	% of Class*	Number Entering	% of Class
Top	1584	69	285	56
2	416	18	81	15
3	155	7	59	11
4	57	3	31	6
5	33	2	19	4
6	16	1	19	4
7-10	36	2	18	4
None	381		115	

The row labeled "None" are students for whom the information doesn't exist. The "% of Class" is calculated assuming the "none" category has the same distribution as the others.

Table II shows that the distributions in class rank of COSEP and non-COSEP students are quite similar. A larger fraction of the COSEP students (11%) come from the lower half of the class rank than do non-COSEP students (4%), possibly because of EOP/HEOP Admissions. However, in both cases the preponderance of the class (greater than 70%) ranks in the upper 20%.

\*Total exceeds 100 due to rounding

### SAT Scores

Table III shows the median SAT scores for both COSEP and non-COSEP students for the period 1972-75, as well as the national averages.

Table III  
MEDIAN SAT SCORES: ALL DIVISIONS

Year	Verbal			Math		
	COSEP	non-COSEP	National	COSEP	non-COSEP	National
1972	490	615	453	538	668	484
1973	499	617	445	553	671	481
1974	485	616	444	559	683	480
1975	480	608	434	531	677	472

The COSEP population is removed from the total student population in computing the median scores for non-COSEP students.

The table shows that the median verbal scores differ by 125 points for the COSEP and non-COSEP students and the median math scores by 130 points. This difference is somewhat affected by the HEOP and EOP students for whom we have no separate data. However, we don't believe this effect alters the picture substantially.

Almost half of the minority students admitted to Cornell are admitted to the College of Arts and Sciences. Table IV shows the same figures for that College.

The average differences between COSEP and non-COSEP students in the College of Arts and Sciences for the period shown is 147 points in Verbal and 138 points in Math.

There appears to have been a proportionately larger decline in the Verbal SAT scores in the last two years among the COSEP students admitted to the College of Arts and Sciences. This decline is paralleled in the National figures.

The distribution of Verbal SAT scores among entering COSEP students is shown in Figure 1(a) and for non-COSEP students in Figure 1(b).

Table IV  
MEDIAN SAT SCORES: COLLEGE OF ARTS AND SCIENCES

Year	Verbal			Math		
	COSEP	non-COSEP	National	COSEP	non-COSEP	National
1972	520	656	453	540	679	484
1973	526	654	445	553	680	481
1974	485	654	444	559	692	480
1975	490	643	434	537	680	472

Detailed national information on SAT scores distribution for various ethnic groups has not been released by Educational Testing Services (ETS). However, we have obtained from ETS the data shown in Table V. This table shows the percent of students with SAT scores greater than the Cornell median.

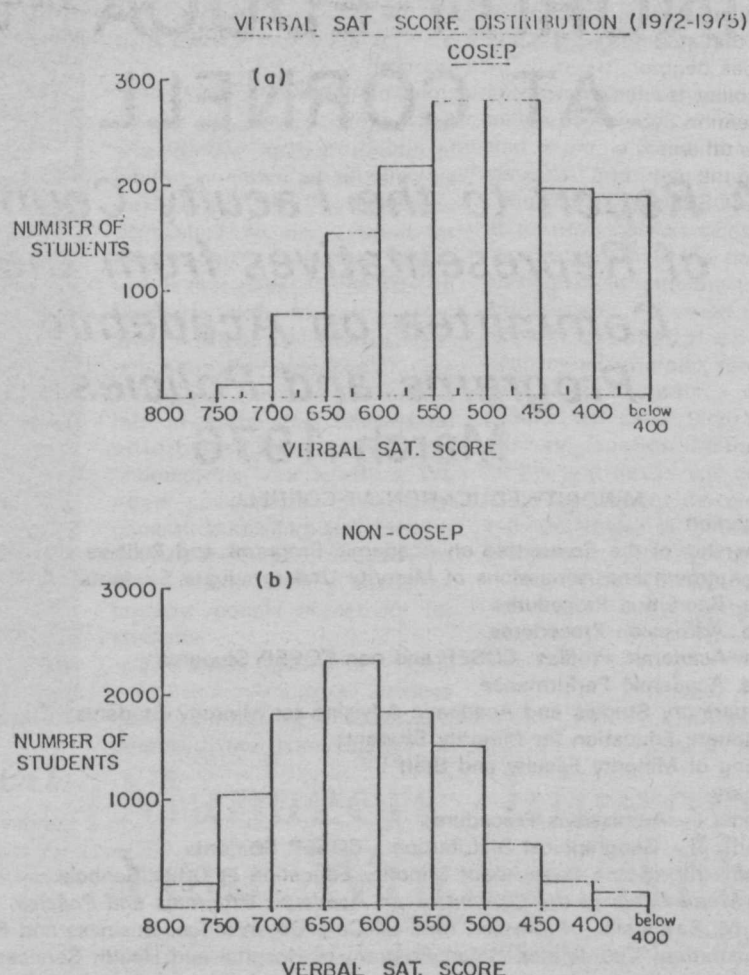
Table V  
PERCENT OF STUDENTS WITH SAT TEST SCORES  
GREATER THAN CORNELL MEDIAN SCORES

	Minority	non-Minority
Verbal	9%	7%
Math	7%	6%

The figures under minority are a comparison between black students nationally and Cornell COSEP students. We do not have the information for the various ethnic groups.

Both the figures of Table V and the class rank distributions (Table II) indicate that the non-COSEP students occupy a somewhat higher rank in the national pool than do the COSEP students. However, the differences are rather small. In both cases, the evidence is that the average student coming to Cornell is among the upper 10% of the available pool of students, with respect to SAT scores and rank in class.

Fig. 1



The SAT score distributions shown in Fig. 1 do not provide information about the probability that an applicant with a given SAT score will be offered admission since it does not contain information about the SAT score distribution of those applying. This probability is shown in Fig. 2 for both COSEP and non-COSEP students.

In general, COSEP applicants have a better chance of being offered admission, particularly with SAT scores below 550.

There are several interesting features of the curves in Fig. 2. A persistent belief among some part of the Cornell community is that it is easier for a COSEP applicant with low SAT scores to gain admission to Cornell than one with higher SAT scores. Fig. 2 shows this belief to be false; the higher the SAT score the higher the probability of being offered admission. The almost constant probability in the 575 to 475 range may be due to the EOP and HEOP students who, as mentioned above, must have scores below about 550.

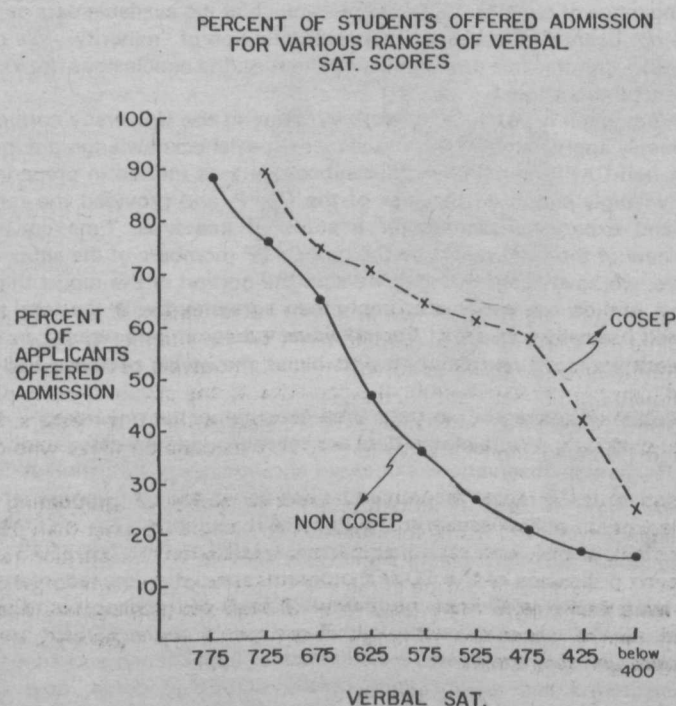
Another rather widespread belief is that there is a cut-off for non-COSEP students below which no one is offered admission. Fig. 2 also shows this to be false. Fifteen percent of non-COSEP applicants with Verbal SAT scores below 400 have been offered admission during the 1972-1975 period. The number of such applicants is a very small fraction of the total number so that the number entering Cornell is rather small. About 40% of the students entering Cornell in this period with Verbal SAT scores below 400 are non-COSEP students. This 40% is almost entirely outside the College of Arts and Sciences.

### d. Academic Performance of COSEP Students: Graduation Rates

#### College of Arts and Sciences:

The fact that different admission criteria, particularly SAT scores, are used for COSEP and non-COSEP students raises the question of the academic performance of the students admitted under these criteria. In particular, can they survive at Cornell? This can only be answered by studying attrition rates as a function of various pieces of information available on admission. Until recently, only the most fragmentary information on attrition rates has been available and the information was not correlated with admission data. Recently, more comprehensive information

Fig. 2





has become available, particularly for the College of Arts and Sciences. Dean Levin has initiated and Dr. Susan Long of the Psychology Department is carrying out a rather detailed study of attrition rates in the College. This study investigates the probability that students who matriculate in the College will obtain a College of Arts and Sciences degree. The study includes both COSEP and non-COSEP students. This probability is investigated for various parameters—class rank, SAT scores, parent education, type of work parent does, extracurricular activities in high school and various others. The results for Verbal and Math SAT scores are shown in Table VI, covering the period 1970-1975. The results for a more or less random sample of 1000 non-COSEP College of Arts and Sciences students are shown in Table VII.

Table VI

Graduation Rates: COSEP; College of Arts and Sciences (1970-74)

VERBAL SAT SCORES

	Graduated	Left School	Transferred	Percent Graduating*
Below 400	8	15	8	35 ± 10
400 - 499	22	12	4	65 ± 8
450 - 499	36	16	4	69 ± 6
500 - 549	34	17	6	66 ± 7
550 - 599	31	14	6	69 ± 7
600 - 649	27	15	3	64 ± 7
650 - 699	9	6	0	60 ± 13
Above 700	7	4	0	64 ± 15
Total	174	99	31	

QUANTITATIVE SAT SCORES

	Graduated	Left School	Transferred	Percent Graduating
Below 400	5	10	7	33 ± 12
400 - 449	24	14	1	63 ± 8
450 - 499	26	15	5	64 ± 8
500 - 549	38	21	6	64 ± 7
550 - 599	37	21	8	63 ± 7
600 - 649	29	17	2	63 ± 8
650 - 699	5	3	1	63 ± 18
700 - 800	10	5	1	67 ± 12
Total	174	99	31	

\* Calculated Excluding Transfers From The Sample

Table VII\*

Graduation Rates: non-COSEP; College of Arts and Sciences (1970-74)

VERBAL SAT SCORES

	Graduated	Left School	Transferred	Percent Graduating**
Below 500	5	2	3	71 ± 19
500 - 549	14	6	1	70 ± 11
550 - 599	58	15	3	79 ± 5
600 - 649	167	27	5	86 ± 3
650 - 699	220	41	13	84 ± 3
700 - 749	236	36	7	90 ± 2
750 - 799	112	15	0	88 ± 4
800	11	1	0	91 ±
Total	823	143	32	82%

QUANTITATIVE SAT SCORES

	Graduated	Left School	Transferred	Percent Graduating
Below 500	4	0	0	100
500 - 549	14	3	2	82 ± 10
550 - 599	37	10	4	79 ± 7
600 - 649	115	21	5	84 ± 3
650 - 699	182	34	10	84 ± 1
700 - 749	272	45	8	86 ± 2
750 - 799	162	25	3	86 ± 3
800	37	3	0	92 ± 3
Total	823	141	32	82%

\*Data for a sample of 1000 students

\*\*Calculated excluding transfers from the sample

The percentage of those finishing, shown in column 4 of Tables VI and VII, are calculated excluding transfers to other Cornell units whose number is shown in column 3. No information is available as to whether the transfers have finished or not. The errors shown are the expected fluctuations due to the size of the sample.

Among the COSEP students who finished, 91% finished within 8 semesters, 9% in 9 semesters, and 1% in ten semesters. No follow-up was done on those who did not finish.

Table VI shows that for COSEP students the probability of graduating is astonishingly independent of SAT scores for students with scores greater than 400.

For SAT scores below 400, one sees a significant increase in the attrition rate. We tried to sharpen up the data by looking at the performance of students for whom both SAT scores were below 400. There were only 12 students in this group, three of whom finished, nine of whom did not finish. These results are suggestive even though the numbers are very small.

Aside from the group of students with SAT scores below 400, the data show no correlation between SAT and probability of graduating. This is also approximately true for class rank and all the other parameters investigated in the study. There is, perhaps, a weak correlation with parent income.

Detailed results of this study can be obtained from the College of Arts and Sciences office. We believe the study to be very informative. We hope it will be done in other colleges and that it will be continued.

As mentioned, we are surprised by the data and have no explanation. An optimistic suggestion is that the other factors taken into account in admission decisions actually play an important role.

The results for the non-COSEP students (Table VII) do show some variation in graduation rate with SAT scores, but not a very striking one. However, the graduation rate for COSEP students is approximately 20% less and the transfer rate somewhat higher (10% vs 3%) than that for the non-COSEP students.

We are interested in whether the Cornell data are unique. We consulted with the Educational Testing Service (ETS) on the subject. Data from ETS show that SAT scores are useful for predicting grade point averages, at least in the early years. They had no information of their usefulness in predicting probability of graduation.

This, of course, points up a limitation to our information. It would be informative to have grade point averages as a function of various parameters. The attrition data do not inform us either of the quality of the work or the quality of the experience of the students. Such information will be necessary in order to understand some of the ways in which the program can be improved.

How can the attrition rate be decreased? As far as we can see, this requires information about the students who have left. Why did they leave? How many left for academic reasons; personal reasons; to transfer to other schools? We have no such information. We would like to suggest that all students who leave Cornell be asked to agree to an "exit interview" in order to establish some data on this question.

Finally, we call attention to the fact that students with SAT scores below 400 do substantially worse than the others. We think it would be unwise to suggest that no student with either SAT score below 400 be admitted. Other information may make a persuasive case for admitting such students. However, we do believe that the data here suggests that students with these SAT scores, COSEP or non-COSEP, should be examined very closely. Further, in those cases where admission is offered, the student should be advised of the facts about the probability of graduation.

College of Agriculture and Life Sciences:

Information from the College of Agriculture and Life Sciences has been obtained from Mr. L. Feddema, director of admissions in the college; Linda A. Jones, COSEP/EOP counselor; and Pamela H. Curry, HEOP/EOP director.

The graduation data are shown in Table VIII for the classes entering in 1970, '71 and '72.

Table VIII

Graduation Rate: COSEP - College of Agriculture and Life Sciences, 1970-72

	1970		1971		1972	
	No. Enter.	No. Success	No. Enter.	No. Success	No. Enter.	No. Success
Men	18	16	24	15	13	4
Women	9	7	16	9	15	12

Transfers '70, '71, '72

No. Entering	No. Successful
10	10

Overall Statistics for '70, '71, '72

No. Entering	No. Successful	% Successful
103	73	72 ± 5%

SAT Scores (Medians)

	<u>Verbal</u>		<u>Math</u>	
	Success	Failure	Success	Failure
Men	465	431	505	565
Women	475	477	485	420

Successful indicates either that student has graduated or is still in school.

The increase in failures among the males in the class entering in 1972 is conspicuous. It may be a fluctuation, but it warrants close future attention. Thus far the pattern does not repeat for the class entering in 1973.

Detailed information for various SAT ranges is not available. However, median SAT scores for the successes and failures are shown in Table VIII. No consistent pattern emerges. In first approximation the conclusion is similar to that in the College of Arts and Sciences study; there is no obvious connection between SAT scores and success.

College of Engineering:

Table IX

GRADUATION RATE: COSEP - COLLEGE OF ENGINEERING, 1965-71

Number entering	131
Graduated in Engineering	54
Other Cornell Degree	11
Left Cornell	48
Information not available	18
Graduating in Engineering*	41%
Graduating with Other Degree	9%

\*This is calculated assuming that all the 18 unaccounted for students left Cornell. If they are removed from the sample, the percent who received a Cornell degree increases from 50% to 57%.

By comparison, the graduation rate for non-COSEP Engineering students is approximately 70%.

These bare statistics do not reveal the fact that in 1974 Cornell graduated more black engineers than any other predominantly white institution in the country.



College of Human Ecology:

Table X

GRADUATION RATE: COSEP - COLLEGE OF HUMAN ECOLOGY, 1967-70

Date Entered	Number of Students	Number Graduated	Percent Graduated
9/67	8	6	75
9/68	7	7	100
9/69	9	5	55
9/70	27*	19	70
Total	51	37	72

\*Two students who entered in 9/70 and transferred in good standing have been removed from the sample.

This sample is too small to look at correlations with SAT scores.

These are the only colleges for which we have attrition data. They include about 90% of the COSEP students.

## Summary

**Recruitment:** We believe Cornell has an effective minority student recruitment program. Nevertheless, because of the importance of attracting an adequate number of well-qualified applicants, we believe an increase in recruitment, perhaps along the lines suggested earlier in this report is warranted. We support a modest increase in staff and in other expenditures, for example, travel, in order to carry on a more extensive and varied recruitment program.

**Admissions:** The information we have does not suggest to us any definite way to improve admission procedures or policies. The present systems in which responsibility for admission rests, finally, with the faculties of the colleges, is a good one and should be continued.

Our only suggestion with respect to admission criteria concerns the students with SAT scores below 400. We believe these students should be admitted with great caution and be informed of the attrition data for this group of students.

**Attrition:** There is no way to set attrition goals; the less the better. Nevertheless, we do not find the attrition rates alarming nor do we regard them as indicating a need for drastic revision of the program.

Given more information about why students leave Cornell, attrition rates can probably be reduced. We recommend that some effort be made to obtain this information. As an initial step, we suggest each student be interviewed before leaving.

We have attempted to answer the question of the relation between admission criteria and the need for preparatory courses. The attrition rates do not help us very much in this question. The attrition studies predate the Learning Skills Center and show that, even with very little preparatory work, the ability to survive at Cornell is about the same for all the students admitted, independently of their background. What the attrition figures do not reveal is the price the student pays for survival and how the quality of his education, performance, and experience at Cornell is affected. The potential role of preparatory work is discussed in the second subcommittee report.

Finally, we urge all the colleges to undertake the studies of the kind recently started in the College of Arts and Sciences. Without the information provided by such studies, we are dependent on rumor, myth, and conflicting intuitions for our direction.

## Concluding Remarks

The general picture presented here is rather optimistic. We believe the program is working quite well. Cornell has made a substantial commitment to minority education in the last ten years. The number of students has grown from perhaps 20 to about 1000. About 30% of financial aid funds under Cornell control go to minority students. The staff and the budget of the COSEP office have doubled in the last four years. In the main, students admitted under the program have been able to cope with the rigorous academic demands of Cornell. These facts indicate a vigorous, healthy program and, we believe, justify an optimistic view.

Yet the events of the past semester or two have led to anything but optimism about the program. Many minority students do not believe in Cornell's good faith commitment to minority education. Suggested changes to the program are seen as a subterfuge for destroying it and are met with suspicion, hostility, and threats. In addition, many white members of the Cornell community, including some faculty, believe that in the COSEP program Cornell has abandoned its academic standards and is admitting large numbers of minority students who simply can't do the work at Cornell.

These beliefs, and the hostilities they engender, are, in our opinion, a most serious threat to the program. They create an atmosphere in which useful discussion is virtually impossible, an atmosphere destructive to the education of all, black and white, at Cornell. We believe an impartial reading of the facts will prove that very few of these beliefs are based on factual evidence. Our main emphasis has been to gather and report as many of the facts as we were able to obtain.

William Cross, *Africana Studies & Research*  
Barbara Koslowski, *Human Ecology*  
Robert D. Miller, *Agronomy*  
\*Sandra Siegel, *English*  
\*Albert Silverman, *Physics*

\*Members of the Committee on Academic Programs and Policies

## 2. PREPARATORY STUDIES AND ACADEMIC ADVISING FOR MINORITY STUDENTS

### Preparatory Studies

The University's commitment to minority education has resulted in an increase in admission of students who cannot proceed directly into the introductory courses in mathematics, the sciences and writing. This has created a demand for preparatory courses, tutorial assistance, help sessions, pre-freshman summer courses, and similar types of educational programs. The COSEP Office in its early years arranged for such courses, often recruiting minority graduate students and upper-classmen to teach. Since 1973, the Learning Skills Center has coordinated this program. The success of the program is illustrated by the changes in the distribution of grades of minority students shown in Figures 3 and 4. This change in grade distribution is

clear evidence of the effectiveness of the Learning Skills Center in assisting these students to do better in the subject areas. The objective of our resolution is to sustain and strengthen this component of minority education.

Cornell has a history of experience with preparatory studies. The College of Agriculture and Life Sciences has twenty-four years experience with students admitted to the College both from small rural schools and others lacking adequate preparation in mathematics to proceed directly into calculus taught by the Mathematics Department. A required mathematics exam was initiated for all entering students to identify those needing help. In 1952 a preparatory course in mathematics (Orientation 5), taught by a faculty member in the Department of Education, was developed to meet the needs of inadequately prepared students. In the Fall of 1975, about 100 students took this course of whom about 20 were COSEP students.

Another supportive program, the Writing Workshop, was created by the English Department in the College of Arts and Sciences to provide assistance for all students.

It is difficult to forecast how much preparatory work should be done. However, it is possible to suggest guidelines. At present the courses are given in support of some specific introductory courses such as Chemistry 103, Chemistry 207, Physics 112 and Mathematics 192, so that the work is geared to the material in these courses. This appears to be an appropriate criteria for consideration of additional preparatory courses and will prevent the extension of preparatory courses to a more elementary level.

The number of students who benefit from the Learning Skills Center are significantly greater than those that register in the courses. This is due to the large number of students who receive assistance on a walk-in basis either to attend the weekly evening course session or the small group problem solving session in the instructor's office. The data in Figures 3 and 4 show, therefore, that the program is more effective from an academic standpoint than from the traditional accounting basis which records only students registered.

In terms of numbers of students which benefit the data show that about one-third of the class of COSEP students enroll in science courses leading to degrees in engineering, biology, pre-med, and other science majors.

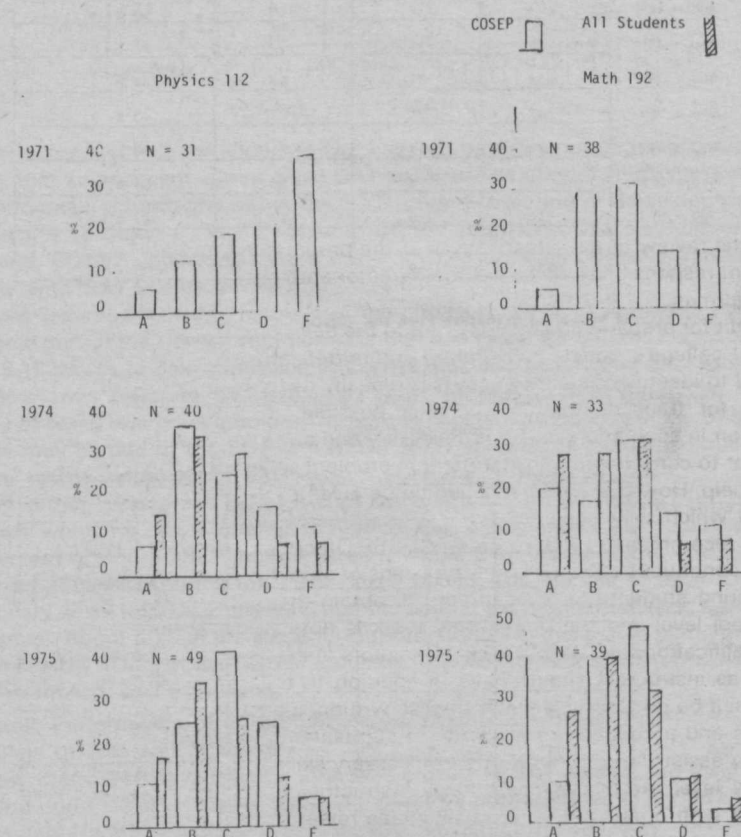


Fig. 3. Grade Distributions in Physics 112 and Mathematics 192: COSEP and All Students (Data furnished by the Learning Skills Center and the Registrar's Office)

It is clearly recognized that the educational programs at Cornell are the responsibilities of the Colleges and their Departments. The faculty is concerned about the existence of educational units, which are separate from College supervision. The University administration has recommended that the activities of the Learning Skills Center be transferred to respective colleges and departments. However, it must be recognized that this educational program is for a small group of students. In addition, although it is viewed by most faculty as important for the preparation of the student, it is not seen as the responsibility of University faculty charged with the teaching of courses at a University level.

In recognition of the desirability of transferring the programs to the respective departments and the specific needs of the students requiring preparatory studies, and in recognition that this need has to have continuous supervision of a person or persons responsible solely for preparatory studies, we recommend that the following general guidelines for the organization of preparatory studies be established.

a. That the instructors and their teaching programs be located in the respective departments.

That the departments be responsible for the office space and classroom space for the instructors to hold the necessary courses or meeting sessions with students. If possible, this space should be in the building which houses the department.

That the department provide the communications necessary between the COSEP instructor and the professor in charge of the course.

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

That both the COSEP Director and the department chairman of the department responsible for the subject area in which preparatory work is needed, be responsible for hiring the instructors for such courses.



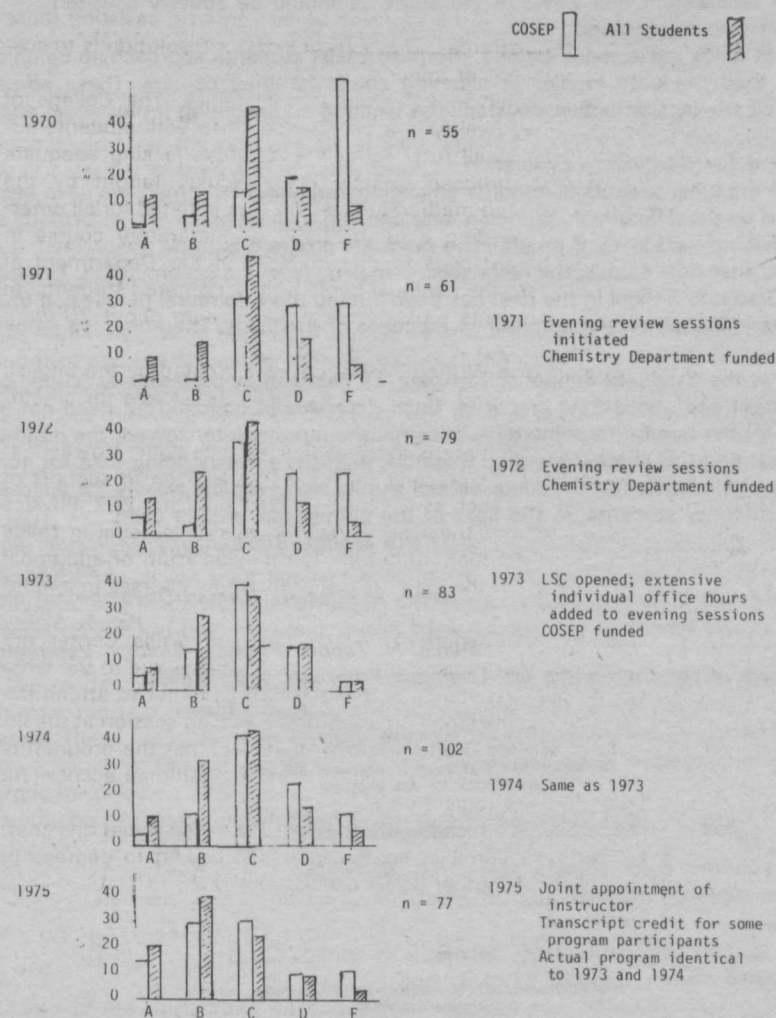


Fig. 4. Grade Distributions in Chemistry 207: COSEP and All Students (Data furnished by Chemistry Department)

That the review of the effectiveness of the program and the quality of instruction is the joint responsibility of the COSEP Director and the dean or appropriate department chairman.

c. Credit for preparatory courses is left to the decision of the department and each individual college's Educational Policy Committee. However, departments are encouraged to identify preparatory courses (usually denoted as double "O") which are available for transcript credit whenever possible. It should be recognized that registration in such courses is not necessary and any student is free to attend such courses or to consult with the instructor in problem solving sessions or in seeking individual help. However, preference would be given to COSEP students and the subject level which they need.

d. It is recommended that a central COSEP Office be maintained on a continuous basis for continuous supervision of the needs of students for courses until such time that entering students have been able to obtain the necessary preparation at the high school level and the preparatory work is no longer needed.

e. Qualifications of the COSEP instructors for preparatory study — persons selected as instructors should have in addition to their knowledge of the subject matter itself be it math, science or English writing, a background in the principles of education and a concern for students to stimulate, encourage and gain their confidence to assist them to develop the necessary skills to advance in courses at the University level. Administratively these instructors should be on a three-year appointment with options for renewal. Suitable reward systems should be created to retain the most effective teachers.

#### Advising and Counseling of COSEP Students

The faculty of each college of the University has the responsibility of advising its students. This function of the faculty within each college is usually coordinated through an administrative unit associated with the Resident Instruction program of each college. The objective in the program of academic advising of students is to provide the best academic opportunity for all students. However, there are subsets of students with special problems that need special attention, among which are the minority students who are scattered through numerous colleges, yet may have similar types of problems. These students must be provided with a well-coordinated academic support service. This includes preparatory studies and academic counseling and advising.

Numerous faculty play an active role in the advising of minority students. However, in order for the faculty to be totally effective, there must be a clear line of communication to a designated individual in the college responsible for minority affairs in that college. This staff member in turn must be in communication with the COSEP Director of the University.

The responsibility for the coordination of all aspects of student advising and counseling should be that of the COSEP Director. Thus, the minority student seeking authoritative academic advice can enter the system at numerous levels and be directed to the designated faculty adviser. In addition to the proper communications from the COSEP Director's Office to the individual faculty member, the student can also be directed to offices responsible for counseling on nonacademic affairs.

The Committee is in basic agreement with statement 2 on Counseling/Advising of the Provost's statement on minority education (Chronicle, February 5, 1976). However, the lack of a recommendation on where the responsibility rests in terms of overall coordination of the various units creates too much of a gray area in terms of supervisory responsibility for the whole area of minority study.

We recommend that the Director of the COSEP program (or similar position) be responsible for the coordination of the staff and faculty of all colleges concerned

with minority education to provide an efficient system for communications between advisers, the COSEP Office, and students.

David Connor, Arts and Sciences

\*Richard H. Lance, Engineering

Douglas J. Lathwell, Agronomy

James Merod, English

Fred R. Scholer, Chemistry

James E. Turner, Africana Studies

and Research Center

\*Robert J. Young, Poultry Science

Visitor: Philip Y. Paden,

Learning Skills Center-Chemistry

\*Members of the Committee on Academic Programs and Policies

### 3. GRADUATE EDUCATION FOR MINORITY STUDENTS

The relatively small numbers of minority graduate students at Cornell suggest that Cornell's potential contribution toward increasing the supply of well-qualified academics and professionals is not being fully realized. In part, this is due to the three main characteristics of graduate education at Cornell: its decentralization, its remarkable flexibility and its variability in character from field to field. At its best, this flexibility allows greater attention to the needs and desires of minority students; at its worst, it leaves them (together with non-minority students) floundering in a sea of conflicting requirements, undefined criteria for success, and uncertain financial status.

Nevertheless, we feel that significant improvements in minority graduate education can be made within the limitations imposed by these features. It is unlikely that a single set of recommendations can be developed which will be equally applicable to all fields and professional schools. However, some general guidelines have emerged which influence our subsequent recommendations.

The Graduate School asserts that Cornell's efforts in minority graduate education have been better funded and more successful in attracting qualified applicants than other universities of comparable academic standards. Total support of minority graduate education at Cornell is currently around \$600,000 per annum, for minority fellowships, tuition and fees, recruitment, salaries and administrative expenses. In 1975-76, minority graduate students constituted 4.6% of the entering class (Table XI; see also Table XV) and 4.2% of the total graduate enrollment (Table XII). It should be noted that these minority students are by and large clustered in only 15 of the 82 fields, and that almost half of them are following professional master's degree programs. About 85 students are currently enrolled in Ph.D. programs; however, the fraction of Ph.D. degrees awarded to minority students is still very low (Table XIII; see also Table XIV). In 1974-5, 31 fields attracted no minority applicants; 40 fields enrolled no minority students. Some of the fields with no minority applicants usually attract students from undergraduate majors in which there is a sizable minority enrollment. While Cornell's overall performance may compare favorably with other universities, the record of individual fields and professional schools can only be described as spotty at best. Therefore, we recommend:

a. That the Graduate School seek to expand further its base of financial support, including continued efforts to attract foundation support; that it lay greater emphasis on attracting applicants to Ph.D. programs; and that it encourage fields which have not enrolled minority students in significant numbers to expand their recruiting efforts (see below).

Our specific recommendations fall into three areas: recruitment and admissions practices, support and enhancement of the quality of graduate study for enrolled students, and the need for continuing evaluation.

#### Recruitment and Admissions Practices

In recent years, active recruitment of minority graduate and professional students has been carried out mainly by the Graduate School, though the professional schools and a few individual fields have also participated. Somewhat surprisingly, applicants from colleges which had been visited by recruiters from the Graduate School were less likely to be accepted than applicants from colleges not visited. The Graduate School has recently revised its recruiting strategy to focus more on individual departments and faculty members at these colleges, rather than on placement offices and the central administration. This shift seems likely to produce both more numerous and better qualified applicants than previously. *We feel strongly that active, broad-based recruitment is essential if a substantial body of minority graduate and professional students, meeting the standards of the fields and professional schools, is to be enrolled.*

Two aspects of the admissions process need to be closely linked to recruitment: the nature of the factors considered by admissions committee (such as undergraduate GPA, GPA in major area only, letters of recommendation, Graduate Record Exam or other standardized test scores, relevant work experience, and so forth), and the extent to which fields or professional schools attach different emphases to these factors. The traditional emphasis demands that successful applicants be superior in all the factors considered. The limitation of this approach is that it tends to preserve the status quo. If a field or professional school wishes to maintain this traditional emphasis, then it will only be able to attract minority applicants if it devotes a considerable effort, in both time and funds, to recruiting in the most superior undergraduate colleges. Such well-qualified minority applicants are highly sought after by many universities. If on the other hand admissions decisions will be at least partly based on non-traditional emphases, then other recruiting strategies may also be effective. We have found examples of successful application of non-traditional emphases (for example, attaching less emphasis to Graduate Record Exam scores than normal), and of very unsuccessful application (for example, attaching less emphasis to undergraduate GPA than normal). In the former example, the students with low Graduate Record Exam scores proved able to handle the required course work well, and to carry out high-quality research subsequently; in the latter example, no allowance for the students' low undergraduate GPAs was made in planning their initial course work, or in assessing their progress over the first few semesters. High student failure rates resulted, which led to disillusionment on the part of both faculty and students with the whole process of minority graduate education. These examples are not meant to imply that Graduate Record Exam scores can be safely ignored by all fields when considering minority applicants, or that undergraduate GPAs should conversely be given great weight. Rather, they illustrate that non-traditional emphases in admissions and recruitment may be effective, but that careful coupling of admissions standards and the nature of the graduate training for each student is required.



Since the admissions decisions will be made by the individual fields and professional schools, it is most desirable that recruitment be carried out, not merely by the Graduate School itself, but also by the individual fields. In some successful examples, this recruitment has taken the form of visits by faculty members to undergraduate colleges with substantial enrollments in the disciplines from which their field draws its students. The faculty member can then form an opinion of the abilities of the prospective students, and also of the quality of the program and teaching staff at that college.

This places the field in a better position to assess the applicants' transcripts, letters of recommendation, and background. Therefore, we recommend:

b. That funds be made available to the individual fields and professional schools to support their recruiting activities; that the Graduate School encourage and coordinate the interchange of information between the fields and professional schools, on applicants and on the merits of the departments in the undergraduate colleges visited; and that each field and professional school develop criteria for evaluating the admission of students, and for assessing the progress of students after enrollment.

A related problem has arisen in assessing the qualifications of minority applicants, whether recruited or not: can the applicant's transcript and other material be adequately evaluated by the Admissions Committee, and does it truly represent the applicant's ability and potential for successful graduate study? This problem may be overcome by interviewing promising applicants in Ithaca. Not merely does this permit the Admissions Committee to form a sounder judgment of the applicant's ability, but it often assists the applicant in making the decision to enroll here, rather than at some other school. It is often argued that Cornell's rural environment hinders attempts to attract urban-oriented minority students; the experience of some fields suggests that this is not an insurmountable barrier, as it is often based on a lack of information about the Cornell/Ithaca area. The interview process may also be greatly aided if the applicants meet with minority students currently enrolled; they are often in a better position to answer the applicants' queries than are the faculty themselves. Therefore, we recommend:

c. That the administration make funds available to the individual fields and professional schools for the purpose of interviewing promising minority applicants in Ithaca.

#### *Support and Enhancement of the Quality of Graduate Study*

Once students have enrolled, it is very important that special efforts be made to optimize the circumstances under which they pursue their program of graduate studies. This is a principle which obviously applies to all students, but difficulties in applying it are greater for many minority students. Many students find their first year a particularly difficult one, especially if (as in many fields) little structure and guidance is provided for them in planning their studies, and little in the way of formal mechanisms for involving them actively in the ongoing academic, research and teaching activities of the field. This is often true of first year students holding minority or other fellowships, which relieve them of formal teaching responsibilities. Paradoxically, the award of a fellowship may hinder the student's academic development, rather than enhance it. In such circumstances, it may be desirable to assign minority fellowship holders to explicit duties as Teaching Assistants or Research Assistants, duties from which they would normally be excused. Whether or not fellowship holders are assigned such duties in their first or second year, we recommend:

d. That fields be required to assume responsibility for third- and fourth-year support of minority students who formerly held minority fellowships, provided that their academic progress is satisfactory.

Another problem to be avoided is that of ambiguity and inconsistency of the standards by which satisfactory progress in the student's graduate program is assessed. We recommend:

e. That students be provided with continuing, clear and systematic feedback as to their academic progress. They should be encouraged from the outset to participate actively with their advisers in evaluating their own progress towards advanced degrees and their long-term career goals.

There should be a continuing assessment by all fields and professional schools of the appropriateness and sensitivity of the counselling and academic programs offered to minority students, in the light of their special interests, needs and talents. To

TABLE XI  
ENTERING MINORITY GRADUATE STUDENTS AS PERCENT  
OF TOTAL ENTERING GRADUATE ENROLLMENT

Year	Minority	Total	Entering Minority/ Entering Total
1972-3	41	1,214	3.0%
1973-4	48	1,364	3.5%
1974-5	52	1,420	3.9%
1975-6	66	1,420	4.6%

TABLE XII  
TOTAL MINORITY GRADUATE STUDENTS AS PERCENT OF  
TOTAL GRADUATE STUDENT POPULATION (BASED ON FALL REG.)

Year	Minority	Total	Entering Minority/ Entering Total
1972-3	110 est.	1,440	3.2%
1973-4	120 est.	1,532	3.4%
1974-5	166	1,447	4.9%
1975-6	155	1,608	4.2%

TABLE XIII  
PH.D.'S AWARDED TO MINORITY STUDENTS AS PERCENT OF  
ALL PH.D.'S AWARDED BY AREA

Year	Humanities			Social Sciences			Bio. Sciences			Phys. Sciences			Total Ph.D.'s	
	M	T	%	M	T	%	M	T	%	M	T	%	M	T
1972-3	1	70	1.4	2	139	1.4	0	112	0.0	2	181	1.1	5	592
1973-4	2	75	2.6	0	142	0.0	1	121	0.8	1	155	0.6	4	494
1974-5	0	60	0.0	2	127	1.5	2	137	1.5	3	136	2.2	7	460

aid this assessment, the views of the students should be actively solicited.

Finally, we recommend:

f. That fields make more serious efforts to assist students approaching completion of their graduate studies in planning ahead for their careers. These efforts should clearly include active assistance in locating and securing professional positions.

#### *The Need For Continuing Evaluation*

As in the other aspects of minority education and hiring at Cornell, we have been hindered by the difficulty in obtaining data concerning past practices, particularly at the individual field level. If an effective graduate program is to be maintained, it is essential that data at this, the real decision-making level, be accumulated. The role of the Graduate School in the past has been limited more to moral persuasion than to active influence on the admissions practices of the fields. Therefore, we recommend:

g. That the Graduate School collect data, by field and by professional school, on recruitment and admissions practices. Such data should contain (but need not be limited to) the number of minority applicants; the number interviewed; the number accepted; and the number enrolled (together with the corresponding data for non-minority applicants). The Graduate School should also examine closely the success rate of minority students, in the light of the admissions criteria used.

\*Keith Moffat, Biochemistry, Molecular and Cell Biology

\*Henry N. Ricciuti, Human Development and Family Studies

Daniel N. Tapper, Physical Biology, Veterinary

\*Members of the Committee on Academic Programs and Policies

TABLE XIV  
MASTERS DEGREES AWARDED TO MINORITY STUDENTS  
AS PERCENT OF ALL MASTERS

Year	M.A. & M.S.			Professional Masters			Total Masters		
	M	T	%	M	T	%	M	T	%
1974-5	7	225	3.1	16	372	4.3	23	597	3.8

TABLE XV  
MINORITY APPLICATION AND MATRICULATION DATA,  
GRADUATE SCHOOL

Year	Number of Applicants		Admissions % of Applicants		New Matriculants % of Applicants		Total Minority Enrollment
	Number	%	Number	%	Number	%	
1970-1	183		76	41.5	44	24.0	60
1971-2	385		111	28.8	60	15.6	95
1972-3	402		89	22.1	41	10.2	110
1973-4	262		76	29.0	48	18.3	120
1974-5	286		92	32.2	52	18.2	166
1975-6	263		89	33.8	66	25.1	155

#### 4. HIRING OF MINORITY FACULTY AND STAFF

It is the wish of this Committee to turn around a seemingly unsuccessful minority hiring process that is based on quotas, pools, compliance, and review by a central authority. It is our belief that this faculty will be able to develop durable, successful affirmative action that is not dictated by coercive power and threats. The following recommendations are not to be viewed as substitutes for compliance with rules and Civil Rights laws, which, to date, have been principally in the hands of University administrators, but the suggested changes may result in an improved report of Cornell's minority hiring practices. These recommendations for minority faculty hiring are consistent with our earlier recommendations, in that greater responsibilities should be placed at the college and departmental levels.

##### *Recommendations*

a. Planning and review of minority faculty recruitment should occur within the hiring unit, e.g., a department. Searches and employment recommendations are to be carried out in consultation with the appropriate dean and the Central Administration Officer for Minority Affairs (see point b). When a faculty search does not produce qualified minority persons, it is the responsibility of the hiring unit to analyze the reasons and develop a plan for attacking the fundamental difficulties uncovered in the analysis.

The faculty of the hiring unit must judge the wisdom of each appointment. The close cooperation of the faculty and the dean is essential. The processes of analysis and planning are important. For example, if a department concludes that inadequate numbers of highly qualified candidates are being trained in their discipline, then they have the responsibility to do what they can to increase the supply. The dean should provide encouragement, incentive, and support to this end.

In the recommendation of this process, we recognize that the employment of minority faculty and other professionals is only the tip of the iceberg; the training of minority undergraduate students, graduate students, and postdoctorates is an essential part of remedying the existing lack of minority faculty in most fields. A decision by the hiring unit may determine both the most successful course of action in that discipline and the most effective utilization of available resources in that unit. As in the example above, within any department, more minority people might be trained at only one of the pyramidal levels.

b. The functions of a Central Administration Officer for Minority Affairs (also recommended in the Trustee report) shall include, in concert with the hiring unit: assistance in developing a responsible search plan; analysis of completed searches; and development of plans to improve fundamental, underlying difficulties in their search for qualified minority candidates. In addition, the Central Officer shall undertake a systematic acquisition and analysis of data, such as may be available through governmental agencies, foundations, university consortia, professional organizations, etc., to aid the hiring unit and colleges. Whereas 'pools' and 'quotas' can be divisive when formed in an atmosphere of crisis and in reaction to threats of compliance, we affirm that accurate, quantitative data on supply are essential for thoughtful analyses and responsible searches.

The role of a Central Officer with respect to faculty hiring should be that of an enabler rather than a compliance officer. Successful counseling with either departmental chairpeople or search committees might lead to improved searches.



analysis of underlying problems, and even pre-employment conversations with units to which a minority faculty member is being added for the first time.

"Affirmative action programs have not produced a significant increase in the overall proportion of women and minority faculty, nor could they have been expected to do so given the current state of the academic job market and the available supply of potential women and minority faculty." However, hard, quantitative data on supply can be collected. Such data are needed for the hiring unit to examine their own search and analysis. Comparative performance data with respect to comparable institutions may be helpful. The Central Officer could become a central figure in data collection and analysis. In some cases, data may be collected by the hiring unit.

c. As recommended in both the Trustees ad hoc committee report on the Status of Minorities and the November 26, 1975, report from CAPP to President Corson, we recommend again the development of programs that will increase direct professional contact between Cornell and faculty and staff at predominantly minority institutions. The adjunct professorship program developed within the College of Agriculture and Life Sciences to promote visits and exchanges between Cornell and faculty of minority institutions is an example that may be applicable on a campus-wide basis.

There is no substitute for one-to-one association between professionals. Such relationships, which are built up over a period of time, can become a source of minority graduate students, an information exchange on qualified faculty candidates (one form of the 'old-boy' network), and a base for eventual two-way faculty exchanges.

d. We recommend an examination of both real and imagined Cornell policies which may interfere with the training and recruitment of potential minority faculty and staff. These 'policies' may involve, but not be limited to, issues concerning nepotism, hiring of Cornell 'products', and admission of Cornell undergraduates to our graduate fields.

It would be healthy to uncover and examine any vestiges of rules no longer in effect.

\*Roger M. Battistella, Medical Care Organization

\*James L. Gaylor, Nutritional Sciences

Reeve Parker, English

James W. Spencer, Agricultural Engineering and

Assoc. Dean, Agriculture & Life Sciences

\*Members of the Committee on Academic Programs and Policies

AAUP Bulletin (Winter, 1975), page 300.

## SUMMARY

1. Recruitment of minority undergraduates is done by all colleges, more actively in recent years, and in cooperation with the COSEP Office which has played a very important role. The recruitment process seems reasonably successful; however:

a. the level of minority applications during the last two years is down approximately 20% from the previous two years;

b. limited data from other schools (Harvard, M.I.T., Columbia) do not reflect this magnitude of decrease;

c. approximately 55% of the minority students accepted by Cornell actually enter. This figure is comparable to the other schools, though Harvard's percentage is 70%. The entrance rate of non-minority students is widely variable by colleges of Cornell.

Therefore, there appears to be scope for an increase in recruiting effectiveness (specific suggestions for this are offered in the body of this report) and an increase in the proportion of students who accept Cornell's offer.

2. Admissions criteria are variable by college and are different for minority students vis-a-vis non-minority students. These differences are reflected primarily in different SAT profiles. However:

a. the data suggest that for both minority and non-minority undergraduates, the average student entering Cornell is in the upper 10% of the available pool of students;

b. while students with SAT scores below 400 experience major academic difficulties, above that score there appears to be no correlation between the SAT score and the ability of a student to complete the requirements for a Cornell degree.

3. The graduation success rate among minority students, exclusive of those with SAT scores below 400, is approximately 65% in the College of Arts and Sciences, approximately 70% for Agriculture and Life Sciences, and Human Ecology; for the period 1970-74, Engineering is approximately 50%. However:

a. this rate, successful as it appears, is significantly lower than the rate for non-minority students. These data cover the period prior to the special supportive services offered through the Learning Skills Center; whether these services will be reflected in improved graduation rates remains to be seen, though there are indications there will be this effect.

b. the graduation rate is only a crude measure of the success in providing an appropriate, quality education. There is a major need for more information about academic performance.

4. Preparatory courses are not new at Cornell, nor confined to offerings for minority students. Orientation Mathematics has been taught in the College of Agriculture and Life Sciences for 24 years.

5. Grade distribution data in Chemistry, Physics, and Mathematics show that striking improvements in minority student performance have resulted since the introduction of the activities of the Learning Skills Center.

6. The number of students who have benefited from the activities of the Learning Skills Center apparently is much greater than indicated by the number of students formally registered in its courses. This appears to be due to the large number of students who receive assistance on a walk-in basis.

7. There is a recognition among faculty and administration of the need for and desirability of continuing preparatory activities; guidelines are proposed, in this report, for the continuance of these activities.

8. These guidelines recommend that responsibilities be shared between the relevant academic unit and a central administrative office (such as COSEP).

9. There seems to be substantial agreement that an effective set of supportive activities requires continued input from such a central office. Complete delegation of responsibilities and authorities in this area to the academic units would be unwise.

10. Academic advising is the basic responsibility of the individual colleges and schools. For effective advising of minority students, there must be a designated in-

dividual within each college or school who has the responsibility to maintain awareness of needs and who can serve as a communication link between the individual faculty advisors and the central minority education office.

11. The graduate education philosophy at Cornell, with its emphasis on decentralized responsibility and authority makes it extremely difficult to learn what policies and practices are followed in the area of minority graduate recruitment and admission criteria; however:

a. from an aggregate view, Cornell's success in recruitment and acceptance seems reasonable;

b. there is wide variability among the fields and professional schools, with some fields very actively engaged in recruiting and others doing very little;

c. there are indications that Cornell can be more effective than it now is, in identifying and attracting minority applicants.

12. There is experience, in various fields and professional schools, with deviation from traditional admissions criteria. Some cases have been successful, others have not. This experience should be more widely shared among the fields.

13. The fields are the logical units for increased activity in the areas of recruitment, experimentation with non-traditional admission criteria and monitoring of student needs and performance.

14. There is general recognition that the basic responsibility for the hiring process rests with the departmental hiring unit.

15. While these hiring units conform to the basic affirmative action requirements, the composition of our faculty suggests that these procedures are inadequate to increase minority representation.

16. Increased responsibility for improving search procedures should be assigned to the departmental hiring units, but increased assistance in meeting this responsibility should be provided to the departments.

17. Recommendations are offered to improve the "affirmative" rather than the coercive approach to search and selection.

## Appendix I

### Admissions Procedures

#### Universities Admissions Office

The Central Admissions Office serves as an administrative rather than as a policy-making unit of the University; each college is responsible for developing suitable and appropriate admissions procedures and policies. Procedures and policies vary from college to college.

#### College of Arts and Sciences

The admissions staff organize completed folders according to three geographical areas; each folder is reviewed by a committee comprised of faculty members and/or members of the Dean's staff. The Early Evaluation procedure is followed, later in the year, by another review of applications; both "reviews" are procedurally similar. Folders are first read by the chairman of the admissions committees (a member of the Admissions staff), then by a second member of the staff, and lastly by a third reader who is a member of the faculty or Dean's staff. At this time all applicants are assigned a preliminary rating. A "likely" applicant is someone who is almost certain to be admitted; an "unlikely" one who is almost certain to be refused; and a "possible" is one who needs further discussion. Whenever there is any disagreement among the three readers (two members of the admissions staff and a third faculty member), the folder automatically becomes "possible" and the folder is sent to the Selection Committee. Before the folders reach the Selection Committee then, "likelies" have been processed and accepted; "unlikelies" have been processed and refused; all others are possibles and these go on to the Selection Committees comprised of members of the Admissions staff, faculty members, and members of the Dean's staff. Applications that are not processed in the "Early Evaluation" review go directly to one of the Selection Committees. Selection Committees are comprised of a chairman from the administrative staff and faculty members and/or members of the Dean's staff.

In the process of evaluating all applicants, COSEP students' folders are reviewed by a member of the Admissions staff who serves, at the present time, as a minority student admissions staff member in addition to serving as a reviewer of non-minority applications.

As a matter of course, the Committee concerned with upper New York State and the Metropolitan Area is responsible for identifying eligible HEOP/EOP applicants.

#### College of Agriculture and Life Sciences

All applications are processed by a committee of the administrative staff of the college. Their evaluations (likely, unlikely, and possible) are reviewed with a faculty committee responsible for formal action. Prior to this stage, COSEP applications have been reviewed by COSEP staff, who identify possible EOP students. Folders are then reviewed by Ms. Linda Jones, a minority member of the administrative committee of the college, who makes independent evaluations. These evaluations are considered by the staff committee in its work with the faculty committee. Apparently, this process has worked to the general satisfaction of all concerned.

#### School of Industrial and Labor Relations

The administrative staff of the college examine all applications, process and rate them. They invite the COSEP office to compare notes. Generally they concur; when they disagree, the ILR staff generally follow their own evaluations. From time to time, the Staff Admissions Committee meets with a faculty committee to review policy and guidelines to be followed by the committee.

#### College of Engineering

The college has a selection committee comprised of three members of the administrative staff of the College's Admissions Office. The Director of Engineering Admissions, the Assistant Director, and a third member who has a joint appointment as Assistant Director of Admissions of the Engineering School and Director of the Minority Program. The Director of the Minority Program is not a member of the COSEP staff, but coordinates his activities with theirs, when appropriate. This committee is responsible for the selection of all freshmen and transfer students. They process all applications. As a committee they tend to identify all minority applications and to look at them separately. Responsibility for choosing minority applications has fallen to the Director of Admissions and the third member, the Assistant Director of Admissions, who is also the Director of Minority Admissions. The second member of the committee has not been involved in evaluating minority applications.

The committee of three is responsible to the Committee on Academic Standards, a standing committee of the Engineering faculty. For the past year and a half, the committee of three has had "invited appointments" status on this committee. The



Committee on Academic Standards has had virtually nothing to do with admissions; it does concern itself with academic reviews of grades, records, and taking academic actions. Ninety percent of its activities concern grade points.

#### COSEP Admissions and HEOP/EOP

For the past six years, Cornell has participated in the HEOP/EOP New York State Program; the general guidelines for the admission of students under this program specify that the student must "not be qualified to be admitted to the colleges under normal admission standards." Each college had specified their own guidelines with respect to how far below generally acceptable SAT Verbal and Math scores the student must rank in order to be considered eligible for the program, and accordingly, for admission into the college.

The responsibility for selecting eligible students rests with the colleges. The selection procedure, however, has been administered largely through a loosely established and informal liaison between the Director of the HEOP/EOP program, who is responsible for recommending, with the assistance of Central Admissions, likely

#### Appendix II

##### Geographical Distribution - COSEP Students

	1972	1973	1974	1975
New York	124	118	108	124
Other Middle Atlantic States	32	27	26	35
New England	8	8	15	16
Middle West	19	16	15	13
Southeast	18	16	10	16
Far West	4	6	9	6
Other	15	15	12	16
Total	220	206	195	226

##### Geographical Distribution - Non-COSEP (1975)

	Arts	Agriculture	Engineering
New York	392	488	231
Other Middle Atlantic States	238	29	161
New England	110	18	114
Middle West	65	6	45
Southeast	45	8	32
Far West	20	5	23
Other	52	17	53
Total	922	571	659

applicants to the colleges. Most of the EOP/HEOP students are also COSEP students, that is, minority students, although not all are and, in principle, not all should be. Similarly, although a COSEP admissions director serves in the capacity of recommending admissions of students to the program, the final decision has rested with each college which has developed various procedures for the admission of minority applicants.

#### Appendix III

##### Some Data About Minority Education at Other Schools

Year	Applications	Admitted	Registered	% of Class
1972	860	211	158	9.7
1973	843	213	160	9.8
1974	947	224	158	9.7
1975	841	231	160	9.8

##### Massachusetts Institute of Technology

Year	Applications	Admitted	Registered	% of Class
1972	283	79	53	5.2
1974	276	113	68	6.7
1975	258	76	46	4.5

##### Columbia College

Year	Applications	Admitted	Registered	% of Class
1972	547	258	132	17
1973	527	272	145	19
1974	671	282	165	21
1975	737	274	143	20

##### Massachusetts Institute of Technology\*\*

Year	Median Verbal Scores		Median Math Scores	
	Minorities	Others	Minorities	Others
1972	580	665	665	760
1974	590	660	660	750
1975	590	665	665	750

##### Columbia College\*\*

Year	Median Verbal Scores		Median Math Scores	
	Minorities	Others	Minorities	Others
1972	530	665	560	675
1973	520	670	560	670
1974	520	665	570	670
1975	525	660	560	665

\*\*Estimated from incomplete data, uncertainty about 10 points.

Inquiries were made to a number of other schools, including the other Ivy League schools, Chicago and Stanford. We have received no replies yet.

# Coalition Statement: Minority Aid

Continued from Page 2

Parker was dismissed without notice and asked to vacate his office that same working day. There is reason to believe that due process was not carried out, which subsequently violated his rights as an employee of Cornell University. Of further concern is the apparent compromise of the COSEP office and the status of the director of COSEP. The director of COSEP was excluded from the decision to terminate Mr. Parker in contradiction to the role of COSEP director as defined by the University. Finally, it appears that the provost, dean of Admissions and Financial Aid, and the director of Financial Aid contributed to the creation of an atmosphere which made it impossible for a fair resolution of this problem.

#### In Search of Due Process

In the Office of Affirmative Action for Cornell University is a rather thick file labeled "Herbert Parker." The file contains memos written by Mr. Parker dating from June 9, 1975 through March 24, 1976. A review of these memos indicates that for some time Mr. Parker has tried to make others aware of his perception that he was not being treated fairly by his superior and/or his peers in the financial aid office. In his memos, Parker attempts to document a variety of charges, including harassment and racial discrimination, but the purpose of this commentary is not to reveal, confirm or discon-

firm his specific charges. Rather, the point is that there exists considerable documentation that Mr. Parker perceived himself to be in a difficult situation long before he was fired.

There is evidence that suggests the University began to be very concerned about the situation involving Parker and his supervisor. In the fall of 1975, Donald Dickason, the dean of Admissions and Financial Aid at Cornell, felt it necessary to hire Eugene Hawkins, an outside consultant, to examine the problem in the financial aid office. Both Parker and his supervisor concurred that an unbiased investigation was necessary. However, on March 25th, Dean Dickason informed Mr. Parker that he was no longer an employee of Cornell University and that he must vacate his office by 4:30 p.m.

Dean Dickason acknowledged that the investigation by Eugene Hawkins had not been completed and that he had no idea of the report's tentative findings. Instead, he gave his reason for the dismissal of Mr. Parker as "cause." Mr. Dickason did not attempt to use other avenues of employee reprimandation, such as suspension, probation, dismissal as of June 30th or even dismissal as of completion of COSEP financial aid packets. Those alternatives would appear the most appropriate in lieu of the existence of an ongoing objective assessment of the situation

by Mr. Hawkins. It is also important to raise the question about alternative methods of approaching the problem because of its ultimate effect upon the University as a whole.

Mr. Parker has been working in the financial aid office since 1972 and is the only qualified person to assess COSEP/HEOP/EOP packets. An incorrect assessment of the financial needs of minority students may prevent their attendance at Cornell. To terminate the most capable person on the financial aid staff three weeks before financial aid packets are to be finalized seriously jeopardizes the effectiveness of the University in carrying out its commitment to minority education.

#### Exclusion of COSEP

Although the functions performed by Mr. Parker were crucial to the COSEP Program, the director of the COSEP was excluded from the decision making process to terminate Mr. Parker. The job description for the director of COSEP states that the director is to be involved in issues that relate to minority educational affairs. It seems incredible that Dean Dickason felt it unnecessary to consult with the COSEP director about how to handle the Parker-Walling situation. The position of "Director of COSEP" is one of influence rather than power; however, one can hardly be influential if excluded from meetings in which

key decisions that relate to minority educational affairs are formulated and/or finalized. If Dean Dickason felt free to exclude the director of COSEP, what will stop the deans of the various colleges from acting in a similar fashion after "decentralization" of COSEP has been achieved? The brutal implication of the manner in which the decision was reached to terminate Mr. Parker is that whether minorities are outside or inside the system, their consul is not to be taken seriously, i.e., who needs minorities?

#### Administrative Indecisiveness

Perhaps the most puzzling and provocative aspect of this entire matter is the timing of Parker's dismissal. Recall that letters of admission and financial aid packages for new students are to be posted on or before April 17th. In effect, no matter who is assigned to Parker's post, there simply is not enough time to train a person for the position in light of the deadlines in question.

In private conversations that took place almost a year ago, Provost Knapp confided to a handful of Black faculty and Black administrators that he was deeply concerned about the future of Mr. Parker at Cornell; there were "rumors" in the Black community that Parker was going to resign as he was so dissatisfied with his situation, effective July 1975. There is no reason to believe that Dickason's

perspective of the situation differed from that of the provost, i.e., Parker may have to be dismissed. Yet, a decision was not reached until almost a year later, and the timing (just before finalization of COSEP aid packages) seemed geared to incense and provoke the Black community. Could it be that the indecisiveness of both Knapp and Dickason allowed the situation to fester? Did they "unintentionally" pass on their impressions of Parker to the new director of Financial Aid, Robert Walling? Is it not fair to assume that Walling wanted to make a good impression on both Knapp and Dickason, in which case, after he sized up the situation, how could Walling be neutral, let alone supportive, toward Parker?

As it turns out, Walling's philosophy toward financial aid only inflamed the situation. At present, the financial aid office is not concerned with the responsible distribution of aid to students in need, rather the office sees as its mission the protection of University resources from "exploitive" poor students (welfare types!). The following observations may clarify this assertion. (1) When COSEP students were late in filing their financial aid applications, their packages were designed to exchange \$500 in grant-in-aid with a \$500 loan; in the past, late applications meant a ten dollar fine; (2) A plan was developed last fall to reduce a

Continued on Page 19





Avinash Lall (left), Jim Hardesty, Shivaramakrishna and Vikas Tipnis rehearse for "Music of India."

## Classical and Folk

# Music of India Featured

"Music of India" will be presented in a free public concert at 8:15 p.m. Saturday, April 10, at Barnes Hall Auditorium.

Both classical and folk music will be performed by a group of some 20 Cornell students and faculty, most of whom are native Indians. Each of the 10 folk songs included on the program comes from a different region of India and will be sung in the language of the region. One song celebrates a good harvest. Another welcomes spring.

Among the classical works to be performed are a 10-minute solo voice raga in the Karnatic style and a raga for *sitar*, *tabla* and *tamboura* in the Hindustani style.

Other instruments to be used in the concert are the *dholak* (a long cylindrical drum, beaten at

both ends), small cymbals and the Indian flute. The standard Western flute also will be used, as well as the clarinet, whose tone is very close to that of the Indian *shehnai*, according to Avinash Lall, organizer of the concert.

"One of the problems we have had in organizing this concert has been the unavailability of authentic instruments," said Lall, "but the Western instruments we are using are very close in sound to their Indian counterparts."

Another problem has been getting Indian women to participate, he added. "In India, women are not often involved in artistic performance, so the women who will be participating in our concert have never performed before an audience before."

Most of the performers for the April 10 concert are amateurs, Lall noted. "There are two main reasons for our presenting this concert," he said. "First, to have a good time, and second, to present to the Cornell audience a few of the many facets of Indian music without any social bias."

Lall explained that the divisions occurring in Indian society also extend to music, and that some music is considered to be "better" than other music not in terms of its intrinsic quality but in terms of the social caste from which it originates.

"The music from the higher classes is the music most Americans hear," he said, "so this concert should be more educational than most concerts of Indian music, in that we will present a cross-section of the very rich music of India."

## Netherlands Chamber Orchestra

# Dutch Group to Play Bach

The Netherlands Chamber Orchestra with Szymon Goldberg, conductor and violin soloist, will give a concert on the Cornell campus at 8:15 p.m. Monday, April 19, as part of the Bailey Hall concert series.

The Concerto in A minor for violin and Concerto in D minor for two violins of J.S. Bach will be performed, as well as Haydn's Symphony No. 57 in D Major and Henk Badings' Symphony (1960), which is dedicated to the Netherlands Chamber Orchestra (NCO).

Goldberg will be assisted by Thomas Magyar in the performance of the Bach double violin concerto.

Founded in 1955, the NCO makes its home at the famous Amsterdam Concertgebouw. The ensemble is comprised of 14 violins, 5 violas, 4 cellos, 2 double basses, a harpsichord, 2 oboes and 2 horns. Its repertoire includes over 160 works, spanning four centuries.

One of the characteristics of

the NCO which has received frequent critical attention is its homogeneity and unity of approach. In a recent interview, Goldberg attributed this quality to two main factors.

First, he noted that most of the NCO members have played with the ensemble since its formation. Second, as paid employees of the government of the Netherlands, NCO members are financially secure.

This financial security makes viable the rule that no member of the NCO may belong to any other orchestra, Goldberg said, which in turn prevents the common European problem of having a musician miss rehearsals and even performances to fill other more profitable engagements.

Goldberg was born in Poland in 1909. At the age of 14 he appeared as soloist with the Berlin Philharmonic, performing three violin concertos in a single concert. By the time he was 16 he was leader of the Dresden

Philharmonic. Four years later Furtwaengler chose him to be the leader of the Berlin Philharmonic, a position he filled until 1934.

From 1930 to 1933 he played in a string trio with Hindemith and Feuermann, and from 1934 to 1940 he and Lili Kraus performed as a sonata-duo. Goldberg is the only conductor the NCO has ever had, and since 1953 he has served as a faculty member of the annual summer music festival at Aspen, Colo.

A limited number of single admission tickets for the concert go on sale April 5 at the Lincoln Hall ticket office (256-5144). Free bus service between Bailey Hall, the Dairy Bar and the B parking lot will be provided beginning at 7:30 p.m. on the night of the concert.



# Sociologist Gives Messenger Series

Edward O. Wilson, whose book "Sociobiology" has triggered one of the most heated debates in recent scientific history, will present the Spring 1976 Messenger Lectures at Cornell University at 4:30 p.m. Monday, Tuesday and Thursday, April 12, 13, and 15, in 200 Baker Laboratory. The lectures are free and open to the public.

When Wilson, professor of zoology at Harvard and curator in entomology at the Harvard Museum of Comparative Zoology, published his 700-page treatise on sociobiology last June, he was hailed by many reviewers in the scientific press as the founder of an important, new discipline which attempts to understand the biological basis for social behavior.

The book documents the evolution of social behavior in such diverse groups as slime molds, ants and apes, and contends that in such organisms much of the behavior is determined by genes. In its final chapter, the book discusses the implications of sociobiology for a fourth level of life — humans.

Critics of the book, particularly Harvard population geneticist Richard Lewontin, have contended that the final chapter, which comprises only 30 pages of the volume, has political implications and could be used to justify the existing social order or to promote evil causes.

Wilson maintains that there is no political message in "Sociobiology" and that none was intended. The critics, he feels, have misrepresented and distorted the book's conclusions.

Wilson's first Messenger Lec-

ture will cover the evolution of social behavior. The second lecture will deal with the biology of caste and slavery, a subject to which Wilson is currently devoting full time using ants as subjects. The third lecture will discuss sociobiology and the idea of human progress.

Until the publication of "Sociobiology," Wilson was known primarily for his work with ants and other social insects, and in 1971 he published a synthesis of current knowledge of social insects entitled "The Insect Societies." He is the author or co-author of three other books and of about 160 technical publications.

Wilson is a member of the National Academy of Sciences, the American Academy of Arts and Sciences, the Animal Behavior Society, the Ecological Society of America (from which he received the Mercer Award in 1971), the Entomological Society of America (from which he received the Founders Memorial Award in 1973), the American Society of Naturalists and the Society for the Study of Evolution, of which he was president in 1973.

The Messenger Lecture Series is the most prestigious at Cornell. It has been delivered by several Nobel Laureates since its founding in 1924. The series is named for Hiram J. Messenger '80, mathematics professor and innovation in the field of health insurance, who endowed it in order to bring the world's leading scholars to Cornell to speak on topics related to the evolution of civilization.

# Colby Art on Display

A one-man exhibit of recent sculpture by Victor Colby opens April 7 at the Upstairs Gallery, 307 North Tioga Street.

Colby, who has been a member of the Art faculty at Cornell University since 1950, has had numerous shows throughout the country, and his work is placed in many prominent collections. Among his credits are Cornell University and Ithaca College, the Munson-

Williams-Proctor Institute, the Museum of Modern Art in New York, the Art Institute in Chicago, the Albright-Knox in Buffalo, and a Travelling Exhibition of the Smithsonian Institution.

About 20 pieces of differing sizes will be on display, all wood sculptures colored with polychrome, depicting various human and bird forms.

## Career Center Calendar

- April 8 — LSAT Readiness Workshop. Ives 215. 4:30 p.m.
- April 8 — "Enterprising Women." A panel discussion on starting your own business. Uris G-92. 8 p.m.
- April 8 — (2:30 p.m.), 9 (2:30 p.m.), and 12 (11:15 a.m.) — Finding Yourself a Job I: The Job Market.
- April 8 — (3:30 p.m.), 13 (11:15 a.m.), 15 (2:30 p.m.) — Finding Yourself a Job II: Finding Employers.
- April 9 — Discussion on Hospital Administration with the director of Charity Hospital, New Orleans. 4 p.m. Malott Collyer Room.
- April 9 — (3:30 p.m.), 14 (11:15 a.m.), 15 (3:30 p.m.) — Finding Yourself a Job III: Letter and Resume Writing.
- April 10 — Test date for the Law School Admission Test.
- April 12 — Adelphi Lawyer's Assistant Program. Group and individual informational meetings. Call the Career Center.
- April 14 — Resume Critique Session. 9:15 a.m. Please bring prepared, typed draft.
- April 14, 15 — Carrier Corporation will conduct interviews for undergrad MechE's and IE's for summer employment.
- April 15 — Informational discussion on the College Venture Program. 3:30 p.m.
- April 15 — Registration deadline for the May PACE Exam.



## Summary Judicial Decisions

March 2—April 5, 1976

No. of Students	Violation	Summary Decision
1	Altering a parking permit	WR*; \$40 fine or 10 hrs. C.S.**
1	Use of altered parking permit & failure to comply with order not to park illegally on campus	WR; \$20 fine or 5 hrs. C.S., plus suspended \$25 fine
1	Theft of car bumper	WR; \$150 fine or 60 hrs. C.S.
1	Theft of oranges from Co-op dining	WR; suspended \$20 fine
1	Failure to register car	WR; \$25 suspended fine, plus an order to register car
1	Altering a parking permit	WR; \$40 fine or 16 hrs. C.S.
1	Theft of book from Campus Store	WR; \$75 fine or 30 hrs. C.S.
1	Failure to redeem bad check at University Unions	WR; suspended \$10 fine and an order to redeem check.

\* Written reprimand  
\*\* Community service.

## Law Panel Analyzes White-Collar Crime

The causes, consequences and cures of white-collar crime will be discussed by a panel of legal authorities at Cornell University at 3:15 p.m. Monday, April 12, in the Moot Court Room of Myron Taylor Hall.

Among those taking part in the panel discussion will be John R. Bartels, United States District Court judge for the Eastern District of New York. The event, open to the public, is sponsored by the Law, Ethics and Religion Program at the Cornell Law School.

The panel will address such questions as: Are the courts letting white-collar criminals off too easily? How does the public perceive white-collar crime in American society, and how does the public assess the adequacy and effectiveness of its treatment by the law? How should

white-collar criminals be punished: jail? fine? economic sanctions and penalties?

The other panelists will be Thomas Edwards, chief of the Criminal Division of the U.S. attorney's office of the Southern District of New York; Rudolph Giuliani, associate deputy attorney general of the U.S. Department of Justice; Paul Perito, private attorney and former director of the U.S. House of Representatives Task Force on Crime; and G. Robert Blakey, professor of criminal justice at Cornell. Donald I. Baker, a professor of law at Cornell, will serve as the panel moderator.

The panel discussion is the final colloquy of this academic year sponsored by the program. Other colloquies have been on the Karen Ann Quinlan case and on sexual equality.

## Cone Discusses 'Church Struggling'

James H. Cone, author of "Black Theology and Black Power" and professor of theology at Union Theological Seminary, will discuss "The Church Struggling" at the Sage Chapel Convocation at 11 a.m. Sunday, April 11.

Cone's talk will launch Black Awareness Week, being observed April 11-18.

Cone obtained the Ph.D. from Northwestern University in 1965, specializing in systematic theology and minoring in New Testament studies and philosophy. Since then he has served as professor and visiting professor of religion at a number of institutions, including Drew University, Barnard College, Woodstock College and Philander Smith College, his alma mater. He joined the faculty at Union in 1969.

Cone has lectured at more than 100 American colleges and universities and in Africa,

Europe, Japan and South Korea. Among the books he has written are "A Black Theology of Liberation," "The Spirituals and the Blues," and "God of the Oppressed."

The Pamoja Ni Singers, directed by Alyce Barnes '76 and Memenda Jackson, a graduate of Ithaca College, will present four Black Gospel songs after Cone's talk. April 11 is also Palm Sunday, and the Sage Chapel Choir will perform the "Crucifixus" from the Mass in B Minor by J.S. Bach and Rossello's "Adoramus Te" as the convocation anthems.



## For Freshmen, Sophomores

# History Creates Seminars

Cornell's History Department has started a three-year project designed to introduce new freshman and sophomore courses around the concept of small seminar classes with regular written reports from each student.

The program has received first-year funding of \$59,013 from the National Endowment for the Humanities (NEH). The

entire project, which will involve the development of new course material by 14 faculty members, is expected to cost more than \$250,000 with almost 2/3 of the funds coming from NEH.

The curriculum innovation is under the direction of History Chairman Michael G. Kammen, the Newton C. Farr Professor of American History and Culture.

"We propose," Kammen said, "to develop a series of underclass seminars of from 8 to 10 students — new in content, focus, and approach — in order to improve the students' skills in writing and in critical thinking about questions of value; to save potentially creative humanists for the humanities; and to insure that our future engineers, doctors, and businessmen have some understanding of the humanities."

Kammen said the emphasis on writing will include having the students' papers duplicated and distributed to other members of the seminar for detailed discussion. Particular attention will be paid to the close analysis of historical texts, to subtle nuances of language and changes in the meaning of language. Social problems with implications for public policy making will be discussed, he said, in their historical context, but with special attention given to change through time.

An interesting feature of the project is its proposed use of emeritus faculty as well as new Ph.D.s to teach several of the new seminar courses with funding from the program. Most of the support funds will be used to provide faculty with a semester's leave of absence or else a summer stipend for the preparation of new teaching materials.

Some of the new courses will be on such subjects as "The Transition from War to Peace," "Chinese Myths and Chinese Realities," "Governing Elites and the Development of Social Classes" and "Urbanization and Social Change in Historical Perspective."

## Exempt Salary Ranges Increased

The salary ranges for exempt personnel in endowed units at Cornell were expanded, effective March 25, according to Robert V. Sweetall, associate director of the Office of Personnel Services.

Personnel affected are those in the CP Classification System which includes salary grades from CPO1 through CPO9.

Sweetall said "the minimum salary for each grade was maintained and the percentage spread in the ranges was increased to 50 per cent from 40 per cent." The effect of this increase in spread was to increase the midpoints of the salary grades by approximately 4.1 per cent and the maximums by 10 per cent on the average.

The ranges were expanded,

Sweetall said, to improve Cornell's competitive position and to narrow the differential between the endowed and statutory ranges. Both the endowed and statutory ranges have the same minimums but the statutory maximums are generally higher.

Sweetall said the percentage spread in the new endowed, exempt ranges is at least as wide as the 50 per cent spread in the new endowed, non-exempt ranges, which were announced earlier.

The wider salary ranges will permit greater salary growth potential for all employees but will affect immediately only those employees whose present salaries are close to or at the maximum of the old ranges.

## New Senior VP at Work

William G. Herbster, who was named to the new position of senior vice president at Cornell University last month, is now on the job at Cornell.

It is expected he will spend several months surveying the

operation of the University. In his new position he will serve as the University's chief administrative officer in charge of the day-to-day direction of non-academic areas and support services.

## Food Day Today: Events Listed

Today is Food Day — "a day to raise people's consciousness on issues related to food, such as the plight of the small farmer in America, world hunger, alternative means of food purchasing and many more," said Carol Giesecke, a Cornell graduate student in international nutrition, speaking on behalf of the Ithaca Coalition for the Right to Eat (CRE).

Scheduled events for the day include a talk on "Food Policies in Indochina" by George Hildebrand, a former Cornell graduate student now with the Indochina Research Center in Washington, D.C., at 1:15 p.m. in the Memorial Room of Willard Straight Hall.

At 8 p.m. in the Memorial Room, the Cornell Public Interest Relations Group (PIRG) will make a presentation on "The Consumer and Food Dating." Also at 8 p.m. at Ives 120, a film about working women in Latin America entitled "Double Day" will be shown by the Cornell U.S.-Latin America Relations project (CUSLAR).

Displays on food-related issues will be in the Memorial Room all day. Among them will

be food and foreign trade; vegetarianism; overfeeding of infants in industrialized societies; baby food and formulas in pre-industrial societies; the Ithaca Real Food Coop; homemade breads; computing your average daily protein requirements and growing sprouts.

Films on hunger and consumerism will be shown all day in the International Lounge of Willard Straight Hall. A noon-time vegetarian cooking demonstration will be held in the Straight Terrace Lounge.

## Cricket Club Begins

*Continued from Page 1*

CCC are international students, predominantly from British Commonwealth countries, Lall said, "but we would like some of the local baseball talent to come out for cricket. They would be good hitters, and we think they would have fun."

This summer, the CCC is scheduled to meet private clubs from Staten Island, Rochester, Ottawa and Albany, plus clubs from Penn State and from Haverford College, which is the only institution of higher education in the United States to include cricket as an official sport and to have a cricket coach.

The CCC will open its season against a team from Lawrenceville (N.J.) High

School, which is the only high school in this country with an official team.

Cricket is a long-standing tradition at Cornell. The first team was formed in 1903 and a professional coach was hired. The club had several brilliant seasons and even played against—and beat—national teams from Australia and England.

Interest in cricket waned thereafter until the early 1950s. For most years since then, a cricket club has existed, supported primarily by international students.

More information on the Cornell Cricket Club may be obtained by calling Avinash Lall at 273-2415.



# Self-Governance Commission Named

The Presidential Study Commission on Self-Governance has been fully staffed by President Dale R. Corson.

In stating the establishment of his own study commission, Corson said, "That such a study is required is evident from the substantial decline in interest in the University Senate."

The full study commission membership is: Geoffrey Chester, commission chairman and professor of physics; W. Donald Cooke, vice president for research; Sheryl Hilliard, a

sophomore in the College of Arts and Sciences; Clive A. Holmes, associate professor of English history; Robert J. McDonald, a lawyer and University trustee; Robert D. Miller, professor of agronomy and former dean of the University Faculty; George Peter, research engineer with the National Astronomy and Ionosphere Center and a University trustee; Stephen T. Simpson, administrative director, New York State School of Industrial and Labor Relations, and Hawley Wolfe, a junior in the College of Arts and Sciences.



## Ask CIRCE

Faculty members have called CIRCE asking:

"If I take a sabbatic leave, what happens to my benefits?"

The answer to this question depends on a few factors.

Generally, a sabbatic leave may be taken for a full year at half pay, or for one-half year at full pay.

In the STATUTORY colleges the status of your benefits (life and health insurance, voluntary accident insurance, and retirement) depends on how you are paid during your sabbatic leave. If you are taking a half-year sabbatical at full pay there are no changes. Employer contributions to your retirement continue. Deductions are made as usual from your paychecks.

If you are taking a full year sabbatic leave at half pay the deductions for life insurance, health insurance, and voluntary accident insurance continue to be taken from your paycheck. Your employer's TIAA/CREF contributions will be cut approximately in half for that year. There is no change in New York State Employees' Retirement service credit for members.

Anytime you take a sabbatical combined with a period without pay your benefits do not take care of themselves as when you are receiving a paycheck.

If you are a professor in a STATUTORY division and have combined your leave with a period without pay, you must pay your health insurance premiums directly to the Finance and Business Office in B-22 Mann Library. Deductions cannot be made from a non-existent paycheck. Health insurance payments (Blue Cross-Blue Shield and Major Medical) will be at the FULL rate if you wish it continued during this non-pay period. This higher rate is more than what is normally deducted from your paycheck. The state does not contribute to your insurance when you are not being paid. Your life insurance must also be paid directly to the Office of Personnel Services, B-12 Ives Hall. This insurance stays at the same rate as your usual payroll deduction. You may contribute to your retirement if you wish. Your employer does not contribute to this fund during periods when you are not paid. State retire-members lose service credit and possibly average salary credit during this time also.

In the ENDOWED colleges, as long as you are on the payroll (at or half pay), there is no change in your benefits. Deductions are made from your checks as if you are receiving full pay. Contribution to your TIAA/CREF fund will continue at 10 per cent of your salary.

If you are in an ENDOWED division and on a sabbatic leave without pay you will be billed (quarterly and in advance by the Office of Personnel Services) for your life insurance, health insurance, and voluntary accident insurance if you wish to keep them during the period. All of these insurances are billed at the same rate as your usual payroll deductions. Legislation from the Executive Committee of the Board of Trustees, dated April 7, 1974, states that "during a leave of absence without pay, any contributions under TIAA/CREF must be made by the member; provided that, during leaves of absence for the purpose of holding a fellowship from the Guggenheim Foundation or the Rockefeller Foundation, the University contribution will continue based on 10 per cent of the base salary."

Several offices are prepared to handle questions on sabbatic leaves. General inquiries should be directed to your own college or the Office of the Dean of the Faculty. Regarding benefits: if you are in an endowed division, see Karl Keller in Personnel, B-12 Ives Hall. For statutory divisions the person to talk to is Phyllis Allen in the Finance and Business Office, B-22 Mann Library.

Bring that unanswerable question to CIRCE. We're willing to research anything about Cornell that can't be discovered through the usual channels. Call 6-6200 or 6-3572, or drop in to the main entrance to Day Hall. We don't believe in giving people a runaround.

## Senate Meets

# Election

Bills establishing new campus election certification procedures and calling for a moratorium on the establishment of a la carte food service at North Campus Union were passed by the University Senate at its regular meeting Tuesday night.

The election procedures act creates a six-member Credentials Hearing Board and specifies that the Nominations and Elections Committee (NEC) shall file a manual describing the detailed plans of an election at least 28 Senate days prior to the first day of that election. Challenges to the proposed election format must be received at least 14 Senate days prior to the election. The NEC may revise the manual in response to challenges.

Challenges to an election outside the scope of the election manual shall be filed with the Credentials Hearing Board, and the Board will institute its own investigation to insure "that the elections were fairly and properly conducted."

The NEC will be responsible for reporting voter turnout to the Senate.

Bill G-7, also approved by the Senate, states that no a la carte dining service will be instituted at North Campus Union until the current Dining Subcommittee completes its study of a proposed bill called "The North Campus Dining Act."

Presently, only members of the Co-op Dining plan may eat at North Campus Union. No cash service is provided. The previous Senate passed a bill stating that a la carte service should be available at North Campus Union "for dinner at least at all times and days that contract dining is available..." Estimated cost of instituting a la carte service is \$11,000.

The proposed "North Campus Dining Act," now being reviewed in subcommittee, declares that "it shall be the policy of the Department of Dining Services not to institute a la carte service at North Campus Union if in their belief the institution of such a service would affect the quality of food and/or general quality of life now given to Co-op customers."

The Senate also passed a resolution naming members to some 22 committees and began its consideration of academic calendars for the years 1977-78, 1978-79 and 1979-80. Under a special rule passed at the meeting, only those calendar amendments received in writing

## Levin Back

Harry Levin resumed the deanship of the College of Arts and Sciences on Monday, March 29.

Martin Harwit has been serving as acting dean of the Arts College since Feb. 2, after Levin suffered a heart attack. Harwit will return to his duties as professor of astronomy and chairman of the Department of Astronomy.

# Board Established

by April 9 may be considered on the Senate floor at the April 20 meeting.

The proposed calendars are based on the recommendations contained in the report of a special commission which studied calendar problems last summer. Highest priority is assigned to maintaining two 14-

week academic terms, second priority to maintaining a 90-day summer period, and third priority to ending the fall semester before Christmas.

Once these priorities are established, the commission reported, the calendar is almost completely defined and permits little flexibility.

## Special Seminars, Colloquia

### Agriculture and Life Sciences

JUGATAE: "Insect Survey in New York State," Harold Willson, 12 noon, Monday, April 12, brown bag, Comstock 145.

PLANT PHYSIOLOGY: "Hydrogen Metabolism in Photosynthetic Cells," M. Gibbs, Brandeis University, 11:15 a.m., Friday, April 9, Plant Science 404.

VEGETABLE CROPS: "Physiological Aspects of Competition Between Redroot, Pigweed and Lambsquarters," Chang Chi Chu, Cornell, 4:30 p.m., Thursday, April 8, Plant Science 404.

RURAL SOCIOLOGY: "A Basis for Developing a Food and Agriculture Policy for New York State," Russell Billings, chairman, NYS Agricultural Resource Committee, Charles Palm, Cornell, Howard Conklin, Cornell, 3:30 p.m., Monday, April 12, Warren 32.

### Arts and Sciences

ASTRONOMY AND SPACE SCIENCES: "A Speculation on Comets and the Earth," F.C. Whipple, Harvard University, 4:30 p.m., Thursday, April 8, Space Sciences 105.

ASTRONOMY AND SPACE SCIENCES: "Centaurus A and Its Relation to the Evolution of Galaxies and the Formation of Radio Sources," Sidney Van Den Bergh, University of Toronto, 4:30 p.m., Monday, April 12, Space Sciences 105.

ASTRONOMY AND SPACE SCIENCES: "Cassiopeia A — The Unseen Supernova," Sidney Van Den Bergh, 4:30 p.m., Wednesday, April 14, Space Sciences 105.

ASTRONOMY AND SPACE SCIENCES: "Clusters of Galaxies," Sidney Van Den Bergh, 4:30 p.m., Thursday, April 15, Space Sciences 105.

BIOPHYSICS: "Linear Conjugated Polyenes as Membrane Probes," Bruce Hudson, Stanford University, 4:30 p.m., Thursday, April 8, Clark 700.

BIOPHYSICS: "Lateral Transport on Cell Membranes," Joseph Schlesinger, Cornell, 4:30 p.m., Wednesday, April 14, Clark 700.

ORGANIC-INORGANIC CHEMISTRY: "The Structure and Reactivity of Bis(cyclopentadienyl)MLn Complexes," Roald Hoffman, Cornell, 8:15 p.m., Monday, April 12, Baker Lab 119.

### Biological Sciences

BIOCHEMISTRY, MOLECULAR AND CELL BIOLOGY: "Comparative Physiology of Sugar Transport in Microorganisms," Antonio H. Romano, University of Connecticut, 4:30 p.m., Friday, April 9, Stocking 204.

ECOLOGY AND SYSTEMATICS: "Impact of Amphibian Larval Populations on an Aquatic Community," Dianne Seale, Pennsylvania University, 4:30 p.m., Thursday, April 8, Langmuir Penthouse.

ECOLOGY AND SYSTEMATICS: "Perturbations in the Global Nitrogen Budget," C.C. Delwiche, University of California, 4 p.m., Monday, April 12, Langmuir Penthouse.

ECOLOGY AND SYSTEMATICS: "Topics in the Study of Caste," Edward O. Wilson, Harvard University, 12:30 p.m., Wednesday, April 14, Fuertes Room, Ornithology Laboratory.

MICROBIOLOGY: "Influenza Virus RNAs: Characterization and *in vitro* Translation," Dr. Mary B. Ritchey, Mt. Sinai Hospital, 4:30 p.m., Thursday, April 15, Stocking 124.

### Engineering

ELECTRICAL ENGINEERING AND IEEE: "Experimental Performance of Direct Detection Optical Communication Links Through Atmospheric (Log-Normal) Channels," Frederic Davidson, Johns Hopkins University, 4:30 p.m., Tuesday, April 13, Phillips 219.

MATERIALS SCIENCE AND ENGINEERING: "Endless Ribbon Silicon for Solar Energy Production," Hari Rao, 4:30 p.m., Wednesday, April 14, 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.

MATERIALS SCIENCE AND ENGINEERING: "Oxidation at Low Temperatures," F.P. Fehlner, Corning Research Laboratory, 4:30 p.m., Thursday, April 15, Bard 140.

MECHANICAL AND AEROSPACE ENGINEERING: "The Kutta Condition in Unsteady Aerodynamics," Susan N. Brown, University College, London, 4:30 p.m., Friday, April 9, Grumman 282.

MECHANICAL AND AEROSPACE ENGINEERING: "The Instability of Dispersive Waves," C.S. Yih, University of Michigan, 4:30 p.m., Tuesday, April 13, Grumman 383.

PLASMA STUDIES: "Symmetry and Stability of Laser-Driven Implosions," Richard Morse, Los Alamos Scientific Laboratory, 4:30 p.m., Friday, April 16, Grumman 282.

### Human Ecology

TEXTILES: "Lace as an Art Form: History, Techniques and Industrial Significance," Ruth P. Hellman, 4:30 p.m., Tuesday, April 13, MVR 317.

### Nutritional Sciences

FOOD SCIENCE: "Current Research in Dairy Chemistry at ERRL," Dr. John Woychik, Eastern Regional Research Laboratory, ERDA, 4:30 p.m., Thursday, April 8, Stocking 204.

SPECIAL SEMINAR: June Sears, Michigan State University Cooperative Extension Service, 12:30 p.m., Savage 100.



## 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 20, 7:30 p.m., Bache Aud., Malott Hall

### Current Legislative Log

BILL NO. & DATE SUB.	ABSTRACT	SPONSOR	COMMITTEE REFERRED TO
G-8 3-22-76	Recommends that a list of energy conservation suggestions be drawn up and distributed to the Cornell community.	I. Kravetzky	Planning Review Committee
G-9 3-2-76	Requires full Senate action on any proposed student insurance plans.	I. Kravetzky	Campus Life Comm., Board on Student Health
G-10 3-25-76	Nominations to staff committees for the Seventh Cornell University Senate.	Committee on Committees	Committee on Committees
G-11 3-25-76	Enacts campus wide cinema policies; defines the scope of Cornell Cinema and the Cinema Advisory Board.	Museums and the Arts	Museums and the Arts, Unions and Facilities
G-12 3-25-76	Clarifies campus life approval procedures.	A. Nerode	Campus Life Comm.

### Senate Actions—March, 1976

SA NO.	TITLE AND ABSTRACT	SPONSOR	ACTION TAKEN
SA-398	CREDENTIALS COMMITTEE REPORT [Report on the General and By-Elections of the Seventh Senate.]	Credentials Comm.	ADOPTED
SA-399	CONFIRMATION OF BY-ELECTED SENATORS TO SEVENTH SENATE	-----	ADOPTED
SA-400	CONFIRMATION OF ELECTION OF COMMITTEE MEMBERS IN CAUCUSES	-----	ADOPTED
SA-401	CONFIRMATION OF AT-LARGE E.C. AND C.L.C. MEMBERS	-----	ADOPTED
SA-402	RETURNABLE BOTTLE TRIAL EXTENSION [Extends returnable bottle trial by one month; provides for final evaluation.]	Campus Life Comm.	ADOPTED
SA-403	SOCIAL-RESIDENTIAL ORGANIZATION REGISTRATION ACT [Establishes procedure for the registration of social-residential organizations.]	Campus Life Comm.	ADOPTED AS AMENDED

## Cornell Is Leader In Bottle Recycling

By JODY R. KATZ '77  
Bottle Bill Study Group

To the often-asked question, "What's so great about Cornell?" an answer emerges. Returnable bottles. "Huh?"

Yes, Cornell is the first university in history to mandate the sale of returnable soda containers in dormitory areas.

"So what?" one might ask.

So precious natural resources (such as aluminum), energy and landfill space are conserved; and air pollution, water pollution, solid waste and litter are minimized.

"What difference does one university make?" one might persist.

Since the program began in September 1975, 12 universities have contacted us to organize similar efforts (one has already converted to returnables). It has been made the year's priority project for the New York Public Interest Research Group (NYPiRG), and it was lauded by *NYS Environment* magazine, the Environmental Action Foundation, and the Citizen's Advisory Council (a part of the United States government's Executive Office). Oregon and Vermont mandated returnables statewide a few years ago, and similar bills have been proposed in almost every state — including New York. The interest and success of such programs on college campuses could have a large effect on the direction of state legislation.

"From whence cometh this

widely acclaimed ecological marvel?" one might ask quizzically.

The University Senate.

One might then make some remark like, "Well, I'm glad to see something positive come from our bastion of bureaucracy. But that doesn't help me much. I'm an at-large member of Apathetics Anonymous."

Not true. Even apathetics, pre-meds, engineers and other persecuted groups may benefit from this effort. Think of this: every time you buy a soft drink in a non-returnable you pay for the soda and the packaging it comes in. Returnables allow you to pay only for what you drink.

Suddenly interested, one might admit, "I think I see your point. I guess I'll save my bottles, and bring them back at the end of the year. By then I'd probably have enough to treat myself to a concert."

Nice thought, but do yourself (and Dining) a favor and don't wait till the end of the year (imagine the lines at the redemption centers!). Return your bottles now and treat yourself to ... another soda!

Returns are accepted at both "Pick-Ups" during their regular hours.

## Registration: Spring Down From Fall

Registration for the current spring term at Cornell University is 16,044, a drop of 609 students or about four per cent from last fall's total, according to R. Peter Jackson, assistant to the vice president for research.

Spring term registration is always three to four per cent lower than fall term registration, Jackson said. Last year, the registration difference between the two terms was 448 students, but the totals were figured on a different basis, he added.

In past years, University administrators have used the number of students who completed the registration process for a given semester as the official registration figure for that term. However, about 50 students drop out in the first weeks of a semester, Jackson said.

Beginning this term, the University will use the total number of students registered after the first three weeks of classes as its official registration figure.

On the basis of the old method of counting, the drop in the number of students between the fall and spring semesters this year would be 554.

The biggest drops in registration — five per cent — occurred in the College of Arts and Sciences (180), in the Graduate School (174), and in the Hotel School (28).

Jackson said that the drop in the number of students registered had been anticipated by the administration, and that the loss of tuition from these students had been figured into the University budget for the year.

## Bulletin Board

### Some Regents, TAP Checks Ready

Some New York State Regents and Tuition Assistance Program checks for the current term are available beginning today at 260 Day Hall, according to Muriel J. Merwin, associate bursar.

In addition, some checks for the fall 1975 term which were held up by the state have now been released and are available, as well as a limited number of amended checks.

Students claiming state assistance checks must present their validated student identification cards.

### Food Day Talk Scheduled

Neville Kankaratne, ambassador from Sri Lanka (known formerly as Ceylon), will give a free, public lecture on "Economic Problems of Developing Countries" at 7:30 p.m. Tuesday, April 6, in the International Lounge of Willard Straight Hall.

Kankaratne's talk is sponsored by the Ithaca Coalition for the Right to Eat (CRE), as an event related to the observance of Food Day on Thursday, April 8.

### Music Lecture, Concert Planned

Edward T. Cone, professor of music at Princeton University, will give a lecture on "The Composer as Critic" at 4:30 p.m. Tuesday, April 13, at Barnes Hall Auditorium.

Cone, author of "Musical Form and Musical Performance," has written works for the piano, songs, choral pieces, chamber music and orchestral pieces.

A concert of Cone's works will be presented by the Ysaye Quartet at 8:15 p.m. Thursday, April 15, also at Barnes Hall. Cone's visit and concert are sponsored by the Society for the Humanities.

### Grout to Give Humanities Lecture

Donald J. Grout, Given Foundation Professor of Musicology, Emeritus, will give the annual Invitational Lecture of the Society for the Humanities. The lecture, "Alessandro Scarlatti and the dramma per musica," with live musical illustrations will be delivered at 4:30 p.m., Monday, April 12, in Barnes Hall.

### Environmental Workshop Slated

Ecology House is planning an environmental workshop on "Ecological Prospects for the Future," from 10 a.m. to 4 p.m. Saturday, April 17 in the Straight Memorial Room open to the Cornell and Ithaca communities.

In conjunction with the workshop, three activities are planned: 1) A panel discussion at 7:30 p.m., Wednesday, April 14, in Ives 129; 2) A showing of the film "Lovejoy's Nuclear War" and solar energy films at 7 p.m., Saturday, April 17 in the Straight North Room, and 3) A lecture entitled "International Environmental Values" at 8 p.m., Tuesday, April 20, in the Straight Memorial Room.

### Archaeology at Sardis, Subject

Art historian Fikret K. Yegul will discuss "The Eighteenth Season at Sardis: The Bath Gymnasium Complex, a New Architectural Type in Asia Minor," in a public lecture at Cornell University at 8 p.m. Thursday, April 8, in Urus Auditorium. The lecture is sponsored by the Committee on University Lectures.

Born in Turkey, where he earned a bachelor's degree in architecture at the University of Ankara in 1964, Yegul is currently assistant professor of art history at Wellesley College. He has studied at Yale University and received a master's degree from University of Pennsylvania in 1966 and a doctorate in art history from Harvard University in 1975. He has been a member of the Harvard-Cornell Archaeological Expedition in Sardis, Turkey, since 1963.

### The Market for Ph.D.s, Topic

The Cornell Research Program on Social Analyses of Science Systems (SASS) and the School of Industrial and Labor Relations are sponsoring the visit to Cornell of Richard B. Freeman, professor of Economics, Harvard University. During his visit, Professor Freeman will speak on "Science Manpower Policy and the Operation of the Market for Ph.D.s" at 4 p.m., in Urus 202, on Thursday, April 15.

### Thorpe Lecture: Native Americans

"The Spiritual and Ethical Roots of the Native American Peoples" is the subject of a talk by Oren Lyons, a member of the Onondaga Nation and an assistant professor of American studies at SUNY/Buffalo, at 8:15 p.m. Sunday, April 11, at the One World Room of Anabel Taylor Hall.

This lecture, which is part of the Thorpe Lecture Series of the Centre for Religion, Ethics and Social Policy (CRESP), is free and open to the public.

Lyons is a leading figure in the Native American Movement and has been active in the events at Pine Ridge, S.D. He is the author of several children's books, including "Dog Story," and is an artist who portrays Native American subjects.



# Coalition Statement: Minority Aid

Continued from Page 14

student's monthly allotment as a penalty for being accepted in the USDA Food Stamp Program; (3) new financial aid formulas penalize one-parent households with more than one child; (4) finally, it should be noted that students are generally *not* given adequate information on the factors that determine financial aid formulas. Lacking such information, students seldom question the figures arrived at by the financial aid office and the students then design their personal

financial affairs around these figures. Due to errors made by the University, a few COSEP students were over-awarded by several hundred dollars. Well into the term, these students received a bill from the University; the financial aid office took the position that the University cannot set a precedent of being responsible for its mistakes — no matter what the hardship the action caused the student and/or his parents, the money had to be repayed. In each of these instances, as documented by

memos from Parker that are on file in the Affirmative Action Office, Mr. Parker advocated a position in favor of the students. Need it be said, this did not sit well with Mr. Walling.

## What Can Be Done

As implied by this commentary, there is reason for doubt that the University will find it easy to be fair and honest in its defense against Mr. Parker's suit and/or at the in-house grievance proceedings. So that "facts are not covered-up," it would probably be best if a group of

tenured white and Black faculty monitored the University's defense preparations. consequently, it is hoped that the FCR will form an ad-hoc committee to monitor the University's investigation and defense of the Herbert Parker affair.

It is also crucial that the Deans Council press Provost Knapp and Dean Dickason for an explanation of the exclusion of the COSEP director in the decision to immediately terminate Mr. Parker. Furthermore, the Deans Council should seek

clarification of the philosophy of the financial aid program.

White students should encourage white professors to take an interest in the issues raised by this commentary. If enough white tenured faculty press for clarification of the Parker—Walling affair, perhaps the arrogance displayed by the University toward the minority community in the handling of Parker's dismissal will be short-lived.

## Calendar

Continued from Page 20

- 4:30 p.m. Faculty Council of Representatives meeting. Ives 110.
- 5 p.m. North Campus Union Board meeting. Conference Room 1, North Campus.
- 7 p.m. University Unions Program Board Meeting. Straight Loft 3.
- 7 p.m. Chess Club weekly meeting. Straight Art Lounge.
- 7 p.m. Passover Seder. One World Room, Anabel Taylor.
- 7:30 p.m. Hebrew Instruction, beginners, intermediate and advanced. Anabel Taylor 314.
- 7:30 p.m. Seminar in Jewish Law. The Forum, Anabel Taylor.
- 7:30 p.m. The Cornell Math Society presents "The P-Adic Numbers," a math lecture by Ken Brown. Free refreshments will be provided and the public is invited. White 328.
- 7:30 p.m. International Folk Dancing. Teaching from 7:30-11 p.m. Beginners are welcome. Straight Memorial Room.
- 7:30 p.m. America and World Community Lecture: "Beyond the Myth of Underdevelopment and a Search for Liberation." First lecture in a series by Joel Gajardo Velasquez, associate director, Committee on U.S. Latin America Policy Studies. One World Room, Anabel Taylor.
- 7:30 p.m. Think you know trivia? Test your knowledge as you watch the experts this week on Crossfire Ithaca. The North Campus and West Campus trivia champions will match their knowledge of the obscure on WCIC-TV 2 (Cable Channel 13).
- 8 p.m. Roots of America's involvement in Asia and Lessons for the Future: "Imperialism and Planned Underdevelopment in the Third World." Gary Porter, Indochina Resource Center, Le Anh Tu, National Action Research on the Military-Industrial Complex, Walden Bello, Filipino professor and activist, Joel Gajardo, CUSLAR, Chilean refugee. Sponsored by CCAS, Cornell Forum and SFC. Ives 110.
- 8 p.m. \*Cornell Cinema Film: "Ballad of a Soldier," directed by Grigori Chukrai. Attendance limited to Cornell Community. Uris Auditorium.

## Thursday, April 15

- 9:30 a.m. Passover Service. Edwards Room, Anabel Taylor.
- 12 noon. Department of Rural Sociology presents 1976 Thursday Film Series: "Irrigation and Social Organization in Southeast Asia," an examination of the relationship between irrigation patterns, agriculture and social organization. Warren 32.
- 7 p.m. Passover Seder. One World Room, Anabel Taylor.
- 7:30 p.m. Special lecture entitled: "The Law and the Prophets ... a lesson in continuing truth," Thomas Taylor, Biblical School of Theology, Hatfield, Pa. Sponsored by the Cornell Bible Research Group. Free refreshments following. Ives 110.
- 7:30 p.m. Israeli Folk Dancing. One World Room, Anabel Taylor.
- 7:30 p.m. The Gay People's Center general meeting. The public is welcome. 306 E. State St.
- 8 p.m. Japanese Free Film Series, sponsored by the China-Japan Program: "Double Suicide," directed by Shinoda. Uris Auditorium.
- 8:15 p.m. "Puss-In-Boots" by Ludwig Tieck. A Cornell University Theatre Production. Drummond Studio.
- 8:15 p.m. Russell Van Ness Black Lecture: "A National Framework for Urban Survival," Congressman Henry S. Reuss, chairman, House Banking Committee. Sponsored by the Department of City and Regional Planning. Ives 120.
- 9 p.m. Free Flicks, sponsored by Noyes Center Board: "Autobiography of Miss Jane Pittman." Third floor lounge, Noyes Center.

## Friday, April 16

- 1:15 p.m. SALAAT-AL-JUMA (Friday Prayer for Muslims.) Edwards Room, Anabel Taylor.
- 4 p.m. Cornell Varsity Baseball-Pennsylvania. Hoy Field.
- 4 p.m. Cornell Tennis-Pennsylvania. Cascadilla Courts.
- 4:30 p.m. Cornell Women Lacrosse-Pennsylvania State.

- 4:30 p.m. Coalition for the Right to Eat. The Forum, Anabel Taylor.
- 6:30 p.m. Jewish Sabbath Service. Edwards Room, Anabel Taylor.
- 7 p.m. \*Cayuga's Waiters "Spring Fever Concert." Straight Memorial Room.
- 7 & 10:30 p.m. \*Cornell Cinema Film: "Doctor Zhivago," directed by David Lean, starring Omar Sharif, Julie Christie, Rod Steiger, Alec Guinness. Attendance limited. Willard Straight Theatre.
- 7:30 p.m. Trivia Contest on Crossfire Ithaca. See it on Cable Channel 13, WCIC-TV 2.
- 7:30 p.m. Pentangle Free Film Series: "Blaise Pascal," Rossellini, France, 1972. Uris Auditorium.
- 8:15 p.m. \*Cornell Dance Concert, original works by Dance Department faculty and students. Statler Auditorium.
- 8:15 p.m. "Puss-In-Boots," an anti-fairy tale play by Ludwig Tieck. A Cornell University Theatre Production. Drummond Studio.
- 9 p.m. \*Dance with Onyx, sponsored by North Campus Union Board. First floor lounge, North Campus Union.
- 11 p.m. \*Cornell Cinema Film: Late-Night Special. "The Conversation," directed by Francis Ford Coppola, starring Gene Hackman, Allen Garfield, Cindy Williams. Attendance limited to Cornell Community. Uris Auditorium.

## Saturday, April 17

- 8 a.m. Cornell Volleyball Tournament, sponsored by the Cornell Volleyball Team. Barton Hall.
- 12 noon. Cornell Track-Colgate. Schoellkopf Field.
- Cornell Track JV-Colgate. Schoellkopf Field.
- Cornell Heavyweight Crew (Goes Cup) - Syracuse.
- Cornell Lightweight Crew - Pennsylvania.
- 1 p.m. Cornell Varsity Baseball-Columbia. Hoy Field.
- 2 p.m. Cornell Tennis-Columbia. Cascadilla Courts.
- 5:15 & 11 p.m. Weekend Masses at Anabel Taylor. All are welcome. (5:15 p.m. Auditorium; 11 p.m. Experimental Liturgy in the Chapel).
- 7 & 10:30 p.m. \*Cornell Cinema Film: "Doctor Zhivago," directed by David Lean. Attendance limited to Cornell Community. Willard Straight Theatre.
- 8 p.m. \*Cornell Cinema Film: "Z," directed by Constantin Costa-Gavras, starring Yves Montand, Jean-Louis Trintignant, Irene Pappas. Uris Auditorium.
- 8 p.m. \*Doug Henning, "Illusion & Reality: A Magical Experience." Sponsored by University Unions Program Board. Bailey Hall.
- 8 p.m. "Watermargin," a Chinese martial arts saga. Sponsored by Chinese Student Association. Ives 120.
- 8 p.m. \*Cornell Outing Club Square Dance, Straight Memorial Room.
- 8:15 p.m. "Puss-In-Boots," an anti-fairy tale play by Ludwig Tieck. A Cornell University Theatre production. Drummond Studio.
- 8:15 p.m. \*Cornell Dance Concert. Original works by Dance Department faculty and students. Statler Auditorium.
- 11 p.m. \*Cornell Cinema Film: "The Conversation," directed by Francis Ford Coppola. Attendance limited to Cornell Community. Uris Auditorium.

## Saturday, April 17

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

## Sunday, April 18

- 9:30 a.m. Episcopal Church at Cornell. Folk and traditional services. Church school and nursery. Anabel Taylor Chapel.
- 9:30, 11 a.m. & 5 p.m. Masses. All are welcome. Anabel Taylor Auditorium.
- 11 a.m. Sage Chapel Convocation, Edmund A. Steimle, professor emeritus of Homiletics, Union Theological Seminary, New York City.

- 1 p.m. First practice of the Cornell Cricket Club in Bacon Cage. Practice will be every Sunday 1-3:30 p.m.
- 2 p.m. \*Cornell Cinema Film: "A Tree Grows in Brooklyn," directed by Eliz Kazan, starring Dorothy McGuire, Peggy Ann Garner, Joan Blondell, James Dunn, Lloyd Nolan. Attendance limited to Cornell Community. Uris Auditorium.
- 5 p.m. New Life Community Celebration. The Commons, Anabel Taylor Hall.
- 7 p.m. Cornell Table Tennis Club. Beginners and newcomers welcome. Barton Hall.
- 8 p.m. Lecture, sponsored by Hillel: "Torah and Constitution," by Professor Milton R. Konvitz. One World Room, Anabel Taylor.
- 8 p.m. \*Cornell Cinema Film: "Les Enfants Terribles," Jean Cocteau's Masterpiece. Co-sponsored by Club France. Uris Auditorium.

## EXHIBITS

- History of Science Collections*, 215 Olin Library: Recent acquisitions, changed monthly.
- Sibley Dome Gallery*, College of Architecture, Art and Planning: April 5-10, Drawings, Paintings and Photographs by Cathy Morris; April 12-17, Prints and Drawings by Kathy Cotnoir; April 19-24, The Buy-Centennial, a multi projection media environment.
- Olin Library*: Twenty-five Years of the Stinehour Press of Lunenburg, Vermont. Eighty examples of bookmaking reflecting a close association between author and designer, typesetter, printer and binder. Through April 25.
- Herbert F. Johnson Museum of Art*: Louis Comfort Tiffany: Creator in Glass. Through May 2. April 14: Film at 7 p.m. Cornell Filmmakers. April 9,10,11 at 2 p.m.: "Movements for Video, Dance and Music," a live performance using black and white video imagery, body movement and sound.
- Straight Memorial Room*: A special exhibition and sale of Oriental Art. Marson Ltd. of Baltimore, Md., specializes in exhibiting for sale a collection of original Oriental art totaling approximately 500 pieces from Japan, China, India, Tibet, Nepal and Thailand. A representative will be present to answer questions about the work, artists and the various graphic techniques employed. April 13 & 14, 11 a.m.-6 p.m.
- Straight International Lounge*: Photo exhibit and slides on struggles of the Third World. Through April 11.

## ANNOUNCEMENTS

- Catholic weekday Masses*: Monday through Friday, April 5-14, 12:15 & 5:15 p.m.
- 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. Thursday, April 8, 9-5 p.m.
- 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 feet and 20 by 50 feet 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.
- Intramural Softball (Slow Pitch) Women*: Deadline on entries is 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 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 an 1-18 hole best-ball stroke play round without handicap. There will be a fee of \$3 per person, due with roster.



# Calendar

April 8-18

*\*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, April 8

10 a.m.-6 p.m. FOOD DAY, sponsored by the Coalition for the Right to Eat. Films: "Why We Boycott," "Hunger is America" and others. Demonstrations and exhibits related to food issues, international hunger and domestic policies. Straight Memorial Room.

12 noon. Thursday Film Series, sponsored by Department of Rural Sociology: "Common Ground" shows how four local communities of varying size, shape and complexity tackled a particular problem and got results. Warren 32.

12:15 p.m. Lecture: "Grow Your Own-Herb Cultivation," Meg Niederhofer. Sponsored by Willard Straight Hall Board. Straight Art Room.

4 p.m. \*Cornell Varsity Baseball-Ithaca College. Hoy Field.

4:15 p.m. Poultry Biology Seminar: "Chemical Mutagens," Andrew D. Kligerman, Cornell University. Coffee preceeding at 4 p.m. Rice 201.

4:30 p.m. Indochina Teach-in, sponsored by CCAS and UUPB. Two Cuban films on Viet Nam: "79 Springs of Ho Chi Minh," and "Hanoi, Tuesday the 13th." Free admission. Multipurpose Room, North Campus Union.

4:30 p.m. Indochina Teach-in, sponsored by CCAS and SFC. Lecture: "The Revolutionary Movement of East Timor," Jose Ramos Horta, Foreign Minister of East Timor. Uris G-94.

4:45 p.m. Preregistration advising for students interested in marine sciences, sponsored by Marine Biology Office. This is an informal round table discussion between students and faculty in marine fields. Refreshments at 4:30 p.m. Plant Science 202.

5 p.m. Cornell Concert Commission meeting. Willard Straight Theatre.

6 p.m. The Christian Science Organization invites students, faculty, staff and visitors to campus to a Readings and Testimony meeting in the Founders Room, Anabel Taylor.

7 p.m. "National Liberation War in East Timor," Jose Ramos Horta, Foreign Minister of Democratic Republic of East Timor. Sponsored by Third World. Ives 110.

7 & 8 p.m. Latin American Free Film Series, sponsored by The Committee on US-Latin American Relations (CUSLAR): "Double Day," directed by Helena Solberg-Ludd. Ives 120.

7:30 p.m. Thursdays' Coffeehouse, with George Cipperly. Sponsored by Willard Straight Hall Board. Straight Elmhist Room.

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. The public is welcome. 306 E. State St.

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

8 p.m. Sardis Lecture: "The Eighteenth Season at Sardis, the Bath Gymnasium Complex, a New Architectural Type in Asia Minor," Fikret K. Yegul, Wellesley College. Sponsored by Committee on University Lectures. Uris Auditorium.

8 p.m. "Enterprising Women," a panel discussion with women who are in business for themselves or who helped create or run a business. Sponsored by the Career Center. Uris G-92.

8 p.m. The final round of the Eastman-Rice Public Speaking Stage will be held at the Communication Arts Graduate Teaching and Research Center, 640 Stewart Ave. The six finalists are students in the College of Agriculture and Life Sciences and each will be presenting an 8-10 minute persuasive talk.

8:15 p.m. "Current Political Struggle in Bangladesh," spokesman of the Patriotic Front of Bangladesh Nationals Abroad. Sponsored by Third World Solidarity Group. Ives 120.

## Friday, April 9

12:15 p.m. Women's Studies Friday Seminar: "Women in Politics," Frances Farenthold, president-elect. Wells College. Everyone is welcome. Brig a bag lunch. I&LR Conference Center 105.

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

2:30 p.m. Communication Arts Special Lecture: "The Functions of Human Communication," Frank E.X. Dance, University of Denver. Bradford 101.

4 p.m. Cornell Varsity "B" Lacrosse-Syracuse JV. Schoellkopf Field.

4-6 p.m. Happy Hour. The Pub, Noyes Center.

4:30 p.m. "Science and Politics: The Use of Technology as a Tool of Aggression," a talk by Costas Gavroglou, followed by a panel discussion on: "Imperialism and Superpower Contention." Sponsored by CCAS. Ives 110.

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

5:30 p.m. Shabbat Service, Founders Room, Anabel Taylor. Sundown. Orthodox Shabbat Service. Young Israel.

7 p.m. "What Path for India?" Spokesman of East India Defense Committee. Sponsored by Third World Solidarity Group. Ives 110.

7:30 p.m. Crossfire Ithaca will have a whirlwind tussle for Greek supremacy on the Cornell Campus. Representatives from the Delta Gamma and Pi Beta Phi sororities will lock horns and battle for fun and prizes on WCIC TV2 (Cable Channel 13).

8 p.m. Shabbat Service. Donlon Lounge.

8 p.m. Film of the Tchaikovsky opera, directed by Roman Tikhomarov: "Eugene Onegin." Sponsored by Pentangle Free Film Series. Uris Auditorium.

8 p.m. \*Cornell Cinema Film: "Grey Gardens," directed by David Maysles, Albert Maysles, Ellen Hovde, Muffie Meuer and Susan Froemke, starring Edith Bouvier Beale and her daughter Edie. Al Maysles will present films, lecture and answer questions. Also, "Meet Marlon Brando." Statler Auditorium.

8:30 p.m. \*Boys of the Lough in Concert, sponsored by Cornell Folk Song Club. Bailey Hall.

8:45 p.m. Indochina Teach-in, sponsored by CCAS and UUPB. Two Cuban films on Viet Nam: "79 Springs of Ho Chi Minh" and "Hanoi, Tuesday the 13th." Free. Ives 120.

9 p.m. Talk on Palestine. Sponsored by Third World Solidarity Group. Ives 110.

## Saturday, April 10

9 a.m.-5 p.m. International Talent Show, sponsored by International Activities Group. Statler Auditorium.

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

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

10 a.m. Open Seminar, Lecture and question and answer session with Al Maysles, director of "Grey Gardens." Sponsored by Cornell Cinema. Straight International Lounge.

11:30 a.m. Cornell Varsity "B" Lacrosse-Monroe Community College. Schoellkopf Field.

1 p.m. \*Cornell JV Baseball-Keystone Community College. Hoy Field.

2 p.m. Cornell Varsity Lacrosse-Dartmouth. Schoellkopf Field.

2-5 p.m. "Political Struggle and Imperialist Intervention in Turkey-Greece-Cyprus," talks by spokesmen followed by panel discussion. Sponsored by Third World Solidarity Group. Ives 110.

5:15 & 11 p.m. Weekend Masses at Anabel Taylor. All are welcome. (5:15 p.m. Auditorium; 11 p.m. Experimental Liturgy in the Chapel).

7 p.m. Evening with People's Poetry and songs from the Third World. Film: "Fighting North and South: Story of the Liberation War of China." Sponsored by New China Study Group. Willard Straight Hall Theatre.

7 p.m. The American Society of Agricultural Engineers Annual Banquet, speaker will be Assemblyman Gary Lee. Tickets to be sold in advance at Riley-Robb. Banquet held at North Campus.

7 & 9:30 p.m. \*Cornell Cinema Film: "Grey Gardens," directed by David Maysles. Statler Auditorium.

7:45 p.m. & 10 p.m. \*Film: "The House on Chelouche Street," (Academy Award Nominee-Best Foreign Film), sponsored by Hillel. Auditorium, Anabel Taylor Hall.

8 p.m. Lecture, sponsored by the Asian American Coalition. Ruby Schaar of the Japanese American Civilians League will discuss the issues surrounding the internment of Japanese-Americans during World War II. Second floor lounge (202), Uris Hall. Free and open to the public.

8 p.m. \*Cornell Gymnastic Exhibition. Barton Hall.

8 p.m. \*Cornell Cinema Film: "The Confession," directed by Constantin Costa-Gavras, starring Yves Montand, Simone Signoret. Attendance limited to Cornell Community. Uris Auditorium.

8:15 p.m. "Music of India." Barnes Hall.

9:30 p.m. Risley Free Film Series: "The Persecution and Assassination of Jean-Paul Marat" as performed by the inmates of the Asylum of Charenton under the direction of the Marquis De Sade. Goldwin Smith D.

11 p.m. \*Cornell Cinema Film: "Between Time and Timbaktu," new film by Kurt Vonnegut. Uris Auditorium.

11 p.m. Sage Chapel Convocation: James H. Cone, Union Theological Seminary, New York City.

2 p.m. \*Cornell Cinema Film: "Mighty Joe Young," directed by Ernest Schoedsack, starring Terry Moore, Ben Johnson, Mr. Joe Young, Robert Armstrong. Attendance limited to Cornell Community. Uris Auditorium.

## Sunday, April 11

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

9:30, 11 a.m. & 5 p.m. Masses. All are welcome. Anabel Taylor Auditorium.

11 a.m. Sage Chapel Convocation: James H. Cone, Union Theological Seminary, New York City.

2 p.m. \*Cornell Cinema Film: "Mighty Joe Young," directed by Ernest Schoedsack, starring Terry Moore, Ben Johnson, Mr. Joe Young, Robert Armstrong. Attendance limited to Cornell Community. Uris Auditorium.

2-4:30 p.m. "National Liberation Struggle in Zimbabwe," spokesman of African National Council. "French Somali Coast: The Last French Colonial Post in Africa," talk by Somali Speaker. Sponsored by Third World Solidarity Group. Ives 110.

4 p.m. Cornell University Chamber Orchestra. Edward Murray, director. Twentieth-century music for chamber orchestra and chamber ensemble. Barnes Auditorium.

5 p.m. New Life Community Celebration. The Commons, Anabel Taylor.

7 p.m. Cornell Table Tennis Club. Beginners and newcomers welcome. Barton Hall.

7:30 p.m. Three films: "The November 1973 Uprising in Athens" (HSA), "Celebrating May Day in Peking" and "Taming a River" (NCSG). Ives 110.

8 p.m. International Folk Dancing. No teaching. All are welcome to attend. Straight North Room.

8 p.m. \*Cornell Concert Commission presents Melissa Manchester and Eric Andersen. Bailey Hall.

8 p.m. \*Zobo Funn Band, sponsored by Cornell Rock and Roll Society. Straight Memorial Room.

8 p.m. \*Cornell Cinema Film: "Hiroshima Mon Amour," directed by Alain Resnais, starring Emmanuelle Riva, Eiji Okada. Attendance limited to Cornell Community. Uris Auditorium.

9-12 midnight. Coffeehouse with John Melman. North Campus first floor Lounge.

## Monday, April 12

12:20 p.m. Department of Agricultural Engineering Seminar: "Tractor and Machinery Extension Safety Programs," Edward W. Foss and Richard J. Wyszowski, Department of Agricultural Engineering. Orval C. French Seminar Room, Riley-Robb.

4 p.m. Consumer Economics and Public Policy Department guest lecture: "Current State of the Housing Allowance Experiment," Terry Connell, HUD. Martha Van Reisselaer 114.

4 p.m. Cornell Varsity Lacrosse-Syracuse. Schoellkopf.

4 p.m. \*Cornell Varsity Baseball-Colgate. Hoy Field.

4:15 p.m. Lecture, sponsored by Archaeology 100: "Written Remains and Their Contribution to Near Eastern Archaeology," David I. Owen, Cornell. Uris Auditorium.

4:30 p.m. Society for the Humanities annual invitational lecture: Donald J. Grout, Given Foundation Professor of Musicology, Emeritus, Cornell, "Alessandro Scarlatti and The Drama Per Musica." Barnes Auditorium.

4:30 p.m. "Sefer Tehilim," Book of Psalms. Young Israel.

7:30 p.m. Roots of America's Involvement in Asia and Lessons for the Future: "South Korea-Political Repression and the American Connection," Channing Liem, former ambassador from South Korea to the U.N.; followed by a BBC film on political repression in South Korea. Sponsored by CCAS & Peace Studies. Goldwin Smith D.

7:30 p.m. Ag students meet with the dean on current questions and concerns. Warren 145.

7:30 p.m. Food Science 150 Lecture: "Effect of Soils and Fertilizers on Nutritive Quality of Foods," W.H. Allaway, U.S. Plant Soil and Nutrition Lab. Uris Auditorium.

7:30 p.m. America and World Community lecture: "Personality Development, Sex Roles and Communal Living in Relation to World Community," third lecture in a series by Harold Feldman. One World Room, Anabel Taylor.

7:30 p.m. Fundamentals of Jewish Thought. Anabel Taylor G-34.

7:45 p.m. Ornithology Seminar, Laboratory of Ornithology, 159 Sapsucker Woods Road.

9 p.m. \*Cornell Cinema Film: "Born Yesterday," directed by George Cukor, starring Judy Holliday, William Holden, Broderick Crawford. Film Club Members only. Uris Auditorium.

9 p.m. \*Cornell Cinema Film: "The House on Chelouche Street," (Academy Award Nominee-Best Foreign Film), sponsored by Hillel. Auditorium, Anabel Taylor Hall.

8 p.m. Lecture, sponsored by the Asian American Coalition. Ruby Schaar of the Japanese American Civilians League will discuss the issues surrounding the internment of Japanese-Americans during World War II. Second floor lounge (202), Uris Hall. Free and open to the public.

8 p.m. \*Cornell Gymnastic Exhibition. Barton Hall.

8 p.m. \*Cornell Cinema Film: "The Confession," directed by Constantin Costa-Gavras, starring Yves Montand, Simone Signoret. Attendance limited to Cornell Community. Uris Auditorium.

8:15 p.m. "Music of India." Barnes Hall.

9:30 p.m. Risley Free Film Series: "The Persecution and Assassination of Jean-Paul Marat" as performed by the inmates of the Asylum of Charenton under the direction of the Marquis De Sade. Goldwin Smith D.

11 p.m. \*Cornell Cinema Film: "Between Time and Timbaktu," new film by Kurt Vonnegut. Uris Auditorium.

11 p.m. Sage Chapel Convocation: James H. Cone, Union Theological Seminary, New York City.

2 p.m. \*Cornell Cinema Film: "Mighty Joe Young," directed by Ernest Schoedsack, starring Terry Moore, Ben Johnson, Mr. Joe Young, Robert Armstrong. Attendance limited to Cornell Community. Uris Auditorium.

2-4:30 p.m. "National Liberation Struggle in Zimbabwe," spokesman of African National Council. "French Somali Coast: The Last French Colonial Post in Africa," talk by Somali Speaker. Sponsored by Third World Solidarity Group. Ives 110.

4 p.m. Cornell University Chamber Orchestra. Edward Murray, director. Twentieth-century music for chamber orchestra and chamber ensemble. Barnes Auditorium.

5 p.m. New Life Community Celebration. The Commons, Anabel Taylor.

7 p.m. Cornell Table Tennis Club. Beginners and newcomers welcome. Barton Hall.

7:30 p.m. Three films: "The November 1973 Uprising in Athens" (HSA), "Celebrating May Day in Peking" and "Taming a River" (NCSG). Ives 110.

8 p.m. International Folk Dancing. No teaching. All are welcome to attend. Straight North Room.

8 p.m. \*Cornell Concert Commission presents Melissa Manchester and Eric Andersen. Bailey Hall.

8 p.m. \*Zobo Funn Band, sponsored by Cornell Rock and Roll Society. Straight Memorial Room.

8 p.m. \*Cornell Cinema Film: "Hiroshima Mon Amour," directed by Alain Resnais, starring Emmanuelle Riva, Eiji Okada. Attendance limited to Cornell Community. Uris Auditorium.

9-12 midnight. Coffeehouse with John Melman. North Campus first floor Lounge.

Continued on Page 19