

CORNELL REPORTS

Volume Two Number Four

Professor Robert Holley Wins 1968 Nobel Prize

Cornell has a Nobel laureate for the second year in a row. He is Robert W. Holley, forty-six, professor in the Division of Biological Sciences, who shared the 1968 Prize for Physiology or Medicine with two other American professors for research on the way genes determine the function of cells.

Last year Hans Bethe, John Wendell Anderson Professor of Physics at Cornell, received the Nobel Prize for Physics for his discoveries concerning the energy production of stars.

Mr. Holley and his co-workers determined the molecular formula for a transfer RNA molecule, one of the carriers of hereditary messages. There have been speculations that this breakthrough is the first step towards curing hereditary diseases through genetic engineering. However, a colleague of Professor Holley's, James T. Madison, research chemist at the United States Plant, Soil and Nutrition Laboratory on the Cornell campus, noted that at this time it is really impossible to predict where this discovery will lead.

"What Mr. Holley did was to open a whole new area of research in molecular biology," Mr. Madison said. "Much more research is necessary before genetic engineering becomes a reality."

Previous honors for Mr. Holley include the Albert Lasker Medical Research Award (1965) and the United States Steel Foundation Award in Molecular Biology (1967). He was a Guggenheim Fellow in 1955 and a



Nobel laureate Holley with model of transfer RNA molecule. On wall: symbols depict molecule's structure.

National Science Foundation Senior Fellow in 1966.

Professor Holley is currently on leave from Cornell as a resident fellow studying the regulatory processes of the body's cells at the Salk Institute for Biological Studies in La Jolla, California. He came to Cornell in 1964 as

professor of biological chemistry, having served as assistant professor of organic chemistry at the New York State Agricultural Experiment Station in Geneva, New York (1948 to 1957) and research chemist at the United States Plant, Soil and Nutrition Laboratory at Cornell (1957 to 1964).

Purcell Aids Minority Group Programs

The ideas came from the innovative atmosphere of Cornell, the financial support from a distinguished Cornell alumnus. On October 12 President Perkins announced that Board Chair-

man Robert W. Purcell had pledged \$1 million to further two of the University's pioneering educational programs, COSEP and Afro-American studies. The income from the gift will

Robert W.
Purcell



be used for at least the next five years to provide equal endowment support for the two programs.

Mr. Purcell's comment on the announcement: "The programs are of such great social relevance that they are vital not only to Cornell but to the nation as well." His gift, said Mr. Perkins, "is symbolic of the leadership and support which we have come to expect from the Cornell trustees."

Established in 1963, COSEP (Committee on Special Educational Projects) is designed to provide educational opportunities for students from minority groups. To date, COSEP has brought 250 students, primarily from inner city and southern rural high schools, to Cornell. Despite the fact that a significant portion of the students were accepted under experimental admissions criteria because of their economic and educational handicaps, they have achieved very satisfactory academic records. The percentage of the COSEP group dropped for academic reasons has proven to be lower than that for the undergraduate body as a whole. This fall's freshman COSEP group totals 95 Negroes, Puerto Ricans, American Indians, and whites, the largest entering group in the program's history.

Cornell Reports

Vol. 2, No. 4 Fall Issue

Published quarterly spring, summer, fall, and winter by the Office of Public Affairs, Cornell University, Ithaca, New York 14850. Editor, Joseph Leeming.

Second-class postage paid at Ithaca, N.Y. and at additional mailing offices.

It was indirectly through COSEP and the resulting increase in the number of black students at Cornell that the second program supported by the Purcell gift came about. Some black students remaining in Ithaca last summer discussed with interested faculty the possibility of Afro-American studies at Cornell. With the faculty's advice and assistance, they undertook to survey Afro-American course offerings at other universities, then formed an *ad hoc* committee which proposed such a program to President Perkins.

The proposal noted that, "only ten of the hundreds of courses taught annually at Cornell have some direct relevance to African or African-American culture or experience; of these, only three focus upon the black experience; of these three, none are designed to teach to the black student as opposed to teaching about the black experience. The white American college student generally obtains little if any familiarity with the experience and culture of a social sector which constitutes 14 percent of the American population."

On September 12, following discussion with students, faculty, and administrators, President Perkins announced the establishment of an Afro-American Studies Program at Cornell which will draw upon all University colleges and schools, as well as outside resources, to develop a comprehensive curriculum on the history, culture, and current experience of the black people. Chandler Morse, professor of economics at Cornell since 1950 and a specialist on the economics of Africa, was named acting director of the Program.

An advisory committee made up of eight student and nine faculty and administration members, plus Mr. Morse as chairman, is now studying a number of curricular possibilities, among them the possibility of providing an undergraduate major and perhaps eventually a graduate minor in the field. A related concern is how to bring new faculty members to the University who have the qualifications to teach Afro-American courses.

The advisory committee is also working toward instituting "action courses" that would combine aca-

demic study, research, and field work. One possible model is a course on migrant labor in America now taught by William H. Friedland, associate professor of industrial and labor relations. Mr. Friedland's students divide their time between classroom work and work in migrant labor camps. The new action courses will be structured to meet the needs of black students who wish to work in and for the black community.

The committee also faces the tasks of conducting a search for a permanent Program director, compiling a roster of scholars in Afro-American studies, developing library holdings, and providing research and study opportunities for the Program's faculty participants.

Lisle C.
Carter, Jr.



Urges Universities Help in Urban Crisis

"What are the purposes of a democratic society, what are the responsibilities in such a society of the prosperous majority to the impoverished minority, and, ultimately, what should be the concerns of human beings for one another? The university should have a major share in each of these tasks, but I am persuaded that it cannot do so unless it becomes more actively involved in the grime and passion of the urban experience."

The speaker is Lisle C. Carter, Jr., visiting professor of public administration at Cornell. He addressed Council-Trustee Weekend guests in October on racial, political, and fiscal crises facing today's inner cities and the contributions universities can make towards solving them.

Mr. Carter came to Cornell from the Urban Coalition, where he had been vice president for program planning. Previously, he had been assistant secretary under John W. Gardner in

the United States Department of Health, Education and Welfare. Mr. Carter has also been legal counsel for the National Urban League and has served with the New York City Board of Correction and the Office of Economic Opportunity.

He is lecturing this fall in a new

course on the major issues facing private leaders and public administrators. He is also working with the Department of Housing and Design faculty of the College of Home Economics on problems of the inner city and is teaching courses on housing and its effect on people's lives.

Adjudication: Bigger Student Role

As American students press for more freedom to direct their own lives on and off campus, administrators and faculty are focusing greater attention on the ground rules for resolving disagreement between university and student. In what could be called a "quiet revolution" at Cornell, the procedures for regulating student conduct have been completely revised, and a system placing greater authority and responsibility on representatives of the students themselves has taken effect.

Eighteen students and faculty members took their places in September on the initial and appellate boards which constitute the basic judicial machinery. The initial board hears cases of student misconduct referred to it, decides if an offense violates the code of student conduct, and, if so, imposes the appropriate penalty. The appellate board reviews only cases involving suspension or expulsion as a penalty, or brought to it on appeal by a student defendant. It can only approve, reduce, or vacate a penalty set by the initial board.

The members of these boards, plus key administration and faculty persons, make up a third group, the University Student Conduct Conference (USCC), which is charged with conducting continuing inquiry into the entire area of student conduct and to propose changes in the judicial system as needed.

Cornell's previous structure for dealing with cases of student misconduct consisted of an all-student lower board empowered to hear cases and impose penalties, and an all-faculty upper board with mandatory review responsibility. Keys to the revised system are the redistribution of authority

between the two boards and the establishment of both as student-faculty boards. Each now has nine members, with five students and four faculty on the initial board and the reverse ratio on the appeals board. The lower board has a student chairman, the appeals board a faculty chairman, and neither can vote except to break a tie.

The third component, the USCC, consists of the membership of both boards plus the University vice president for student affairs, representatives from the dean of students office and the Faculty Committee on Student Affairs, and, as chairman, a faculty member appointed by the Faculty Council (the executive committee of the University faculty).

Allan Sindler, professor and chairman, Department of Government, was one of the architects of the revised system. Addressing the 1968 annual meeting of the American Council on Education in October, he stated: "The Conference's scope of concern is no less broad than the far-ranging area of student conduct itself, and although its authority is limited to the making of recommendations, it surely can develop into a highly influential and respected voice on such matters. For example, the Conference could be expected to provide a forum for a focused exchange of views among members of both adjudicative boards, for proposing interpretations of or

changes in the (Student) Code, for standardizing penalties for categories of offenses, for reacting to rationales underlying decisions of the adjudicative boards, and for identifying and discussing problems in advance of their eruption as campus disputes. The Conference, in short, constitutes a remarkably flexible mechanism which provides all elements of the Cornell community with effective access and which promises considered and timely discussion of important matters relevant to student conduct."

Revision of the ground rules at Cornell followed a number of campus incidents which raised questions about regulation of student life by the University. Neither students nor the faculty and administration felt the questions were adequately answered by the old system. As a result, President Perkins appointed a commission in 1967 to study the questions and named Professor Sindler to chair it. Following their inquiries, Sindler and his colleagues put forth two principles on which the new system is based: (1) the University's regulation of student conduct should be confined to protecting its special interests as an educational community, interests which are defined independently of law, law violation, or punishment for violation; (2) the University's obligation in its approach to student conduct is to promote the personal freedom, maturity, and responsibility of students.

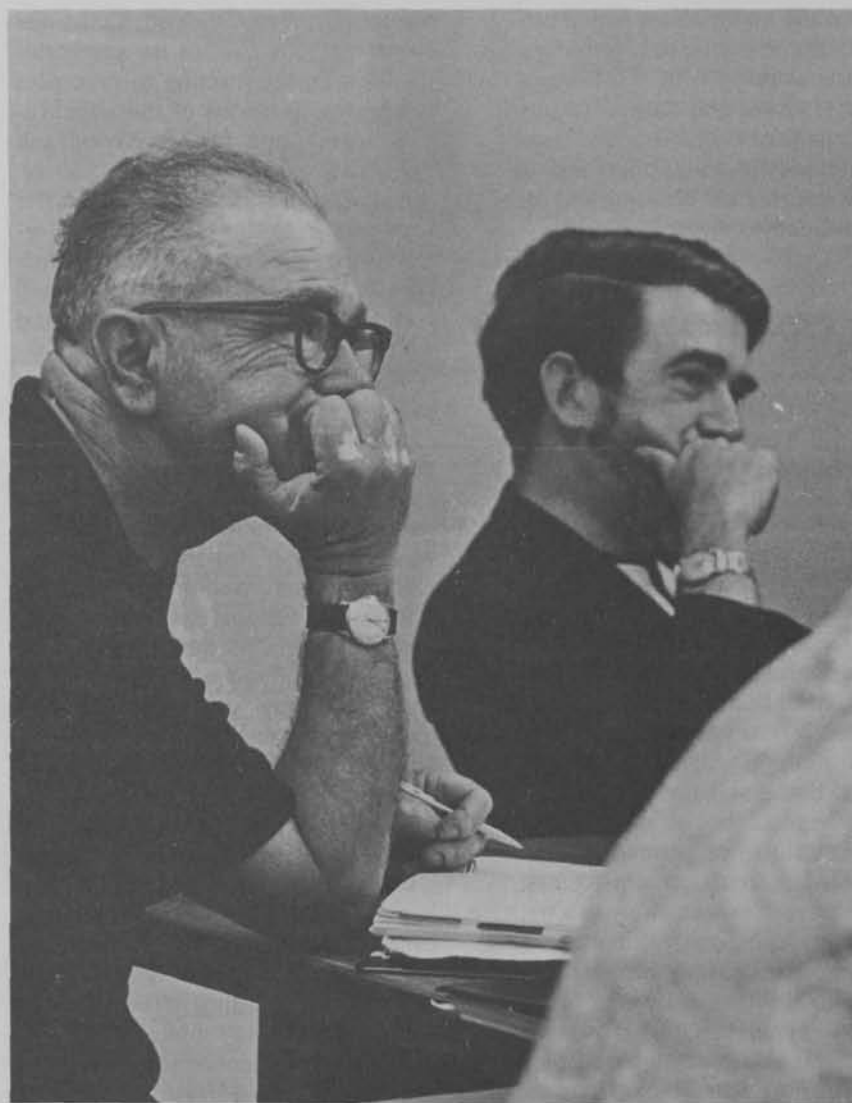
The commission thus stated its belief that nonacademic student conduct is an appropriate area of regulation by the University, and that the touchstone of such regulation should be the strengthening of responsible student freedom and maturity.

Although still taking shape, the system has already earned board-members' respect. Comments David Pimentel, professor of entomology and limnology and chairman of the USCC, "We all feel optimistic because the system is designed to prevent polarization between faculty and students. Formerly, you could get a breakdown in communications when students made one judgment of a situation and the faculty another. Now, we are sitting down together to discuss basic questions."



David
Pimentel

Cornellians Applaud Alumni University



Students at Cornell's first Alumni University. Four faculty members gave lectures: James McConkey, English; L. Pearce Williams, history of science; John Freccero, Italian studies and Romance literature; Allan Feldt, city and regional planning.



Children relax with a folksing before dinner. Staff of twelve youth counselors ran a program of activities geared to ages and interests of the more than 200 children of Alumni University students who were in Ithaca during session.

Cornell's first Alumni University drew 250 alumni and their families to Ithaca last summer for a two-week program combining intellectual stimulation and physical relaxation. From student and faculty comments afterwards, many judged it to be the most provocative vacation of their lives.

A ten-man faculty gave morning lectures centered on the theme, "The City and the Individual," and led group discussions on each lecture afterwards. Afternoons were open for golf, tennis, swimming, tours (Ornithology Laboratory, Cornell Plantations, Nuclear Reactor Laboratory, Cascadilla Gorge), or just resting. An evening program included plays, lectures, concerts, folk dancing, and barbecues.

For children there was a day-long schedule of supervised activities, including craft classes, swimming, nature hikes, visits to the animal barns or the Fuertes Observatory, movies, and record hops.

Jackson O. Hall, director, Public Affairs Education Programs, organized Cornell Alumni University and is deep in plans for next year's session, scheduled to run from July 13 to August 9. Interested alumni should write to him at 431 Day Hall, Cornell University, Ithaca 14850, for details.



The variety of viewpoints and backgrounds often led seminar participants into heated arguments. Faculty member Mack Walker is at far end of table.

1969 Session Scheduled



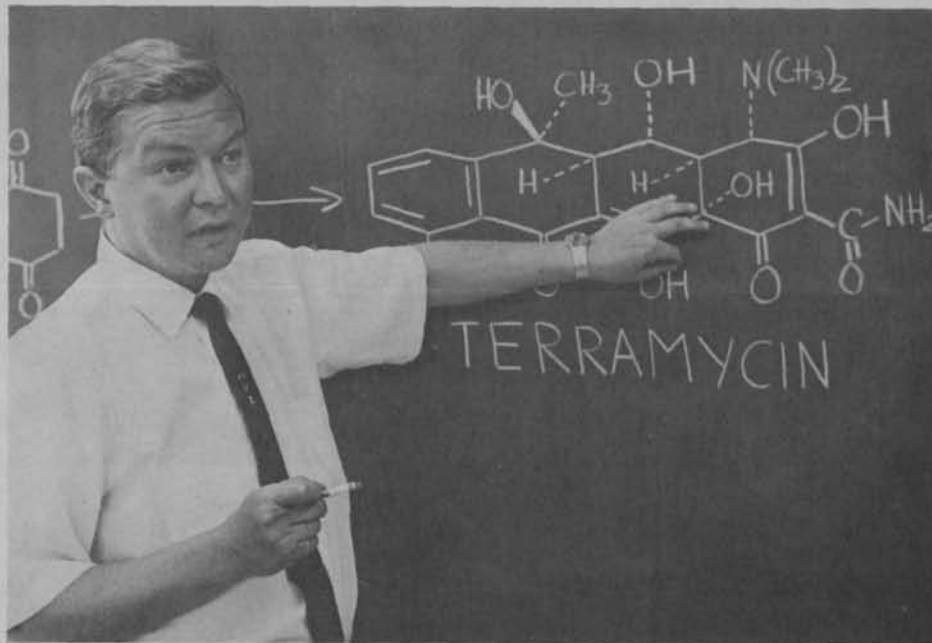
James R. McConkey, professor of English, lectures to Alumni University class in newly renovated Kaufmann Auditorium.



Clockwise from top left: Alumni University Director Jack Hall welcomes incoming class; Professors Freccero, McConkey, and Williams discussing each day's lecture topics with students in seminar and during coffee break.

Faculty members and students mix during midmorning break in Temple of Zeus coffee room at Goldwin Smith Hall. Professor McConkey is in foreground.

Chemistry Professor Scores Major Breakthrough



Professor Muxfeldt describes structure of Terramycin molecule.

The day may not be far off when chemists can produce synthetic antibiotics specifically designed to overcome rare diseases.

This possibility was raised in September when a Cornell professor of chemistry, Hans H. Muxfeldt, made headlines with the announcement that he had produced an artificial duplicate of the complex and widely used antibiotic Terramycin. Professor Muxfeldt told a news conference at the American Chemical Society's annual meeting that the synthesizing of Terramycin was "completely academic," since the supplies of the antibiotic are such that a new method of production is not needed.

"But in learning how to make synthetic Terramycin, we now know how to apply the molecule engineering process to the production of their compounds," he said. "This means that it eventually might be possible to construct a molecule of a compound not found in nature and match it with a specific disease for which no remedy exists."

Mr. Muxfeldt's work was hailed as "a remarkable achievement in synthetic

organic chemistry" by Lloyd H. Conover, director of chemical research-chemotherapy at the Charles Pfizer and Company medical research laboratories. Another expert, Albert J. Frey, executive vice president of research of Sandoz, Incorporated, said that Mr. Muxfeldt's discovery "opens broad possibilities for the development of new synthetic and semisynthetic antibiotics."

Since its discovery in 1949, Terramycin has become one of the most important and widely used drugs in medicine. It has been used to combat the organisms that cause pneumonia and other respiratory disorders, yaws, syphilis, cholera, anthrax, meningitis, typhus, whooping cough, scarlet fever, skin and eye disorders, and food poisoning caused by salmonella germs.

Mr. Muxfeldt became interested in synthesizing the Terramycin molecule in 1953 while earning his doctorate in chemistry at the University of Göttingen in West Germany.

His work continued at other German and Swiss research centers where, in his words, he came to be described as "the crazy German who thinks he

can synthesize Terramycin." He left Germany in 1961 to work at the University of Wisconsin and came to Cornell two years ago.

During the past decade he has received support from the National Science Foundation and the Hoffman-LaRoche pharmaceutical house. He also received \$150,000 from the National Institutes of Health to help underwrite the cost of his work. Yet, ironically, only a month before he was to realize that the Terramycin synthesis was complete, he was notified by the Institutes that an application for more funds had been denied.

Professor Muxfeldt observes that he was only one of thousands of scientists whose financial support from the federal government has been sharply reduced or suspended completely.

ROTC Under Study

Since World War I, military instruction at Cornell and other land-grant institutions has been carried out through the Reserve Officers' Training Corps. The origin of such programs at Cornell can be traced to a provision in the University's charter requiring it to "teach such branches of learning as are related to agriculture and the mechanic arts, including military tactics. . . ."

In recent years faculty, students, and administrators have raised questions about the academic validity of the ROTC, in particular the relevance of its courses to various degrees the University offers, and the propriety of awarding professorial rank to ROTC instructors.

Recognizing the need to study the question more fully, President Perkins this fall appointed a University commission to examine the nature of present ROTC programs at Cornell and to recommend improvements. Vice Provost W. Keith Kennedy was asked to chair the commission.

Mr. Perkins charged the commission with four basic tasks. These are (1) review and examine Cornell University's obligations with respect to military training, as defined by existing laws and contracts, and in the

light of Cornell University's charter as a land-grant institution; (2) recommend a model program that responds to the expressed concerns of faculty and students and that is fully consistent with the ideals and purposes of Cornell University; (3) consult with appropriate federal agencies concerning possible revisions in relevant contracts with the University; and (4) recommend plans whereby Cornell University can effectively move in the quickest possible manner to make such modifications in the present military training programs as seem desirable.

Last May the faculty of the College of Arts and Sciences at Cornell voted provisionally to not grant credit toward a degree for ROTC courses, and reaffirmed its decision this fall. A similar move is being considered at the School of Industrial and Labor Relations. Cornell's colleges are not unanimous on the subject, however. The College of Agriculture voted last spring to increase the number of allowable ROTC credits for its students.

Whatever the changes brought about by the commission's work, whether they affect course teaching, liaison with federal agencies, or the status of ROTC faculty, both President Perkins and Vice Provost Kennedy stress their desire to see the University carry out its obligations to teach "military tactics" within the existing framework.



Francis H.
Scheetz

Scheetz, University Trustee, Dies

Cornell lost a devoted friend and leader in Francis H. Scheetz '16, a University trustee for seventeen years,

who died September 25 at his home in Villanova, Pennsylvania, at the age of seventy-three.

The contributions Mr. Scheetz had made as an alumnus and trustee of Cornell include serving as a member of the Executive Committee of the Board of Trustees, chairman of the Board's Planning and Development Committee, and a member of the Council for Cornell United Religious Work.

In addition, he was chairman of the University Council and an original

member of the Greater Cornell Committee. He was the principal developer of the University's Group Housing Plan in 1952 and was a member of the Cornell Alumni Organization.

In 1967, Mr. Scheetz was named a Presidential Councillor in recognition of his outstanding contributions to the University. This title is awarded for life and can be held by no more than twenty-five persons at any time. He was also named a trustee emeritus and was a recipient of the Cornell Medal for outstanding service.

Giving Summer Jobs More Purpose

The college student's traditional "summer job hunt" has given way in recent years to participation in organized group projects, with substantial assistance from the university itself. At Cornell and other major universities many students now join summer programs which provide them not only with income but also with experience relevant to their academic training. Whether initiated by students, university departments, or affiliated organizations, the number of these summer programs has vigorously increased.

Three of last summer's many programs involving Cornellians are described in the following paragraphs. One was selected because it is new and different, the others because they have gained impressive momentum over a short period.

Race Relations in Business

"We were trying to help employers think through the problems they face in hiring blacks." That is the way graduate student Paul DuBois describes a pilot program conducted by eighteen black Cornell students last summer. For seven weeks the students worked, singly or in pairs, in business offices throughout New York State with their employers' understanding that they would also compile reports on discriminatory hiring or personnel practices they observed.

The Summer Work-Scholarship Program was initiated last spring by President Perkins. Financial support came from Cornell trustee Jansen Noyes, Jr.,

Board Chairman Robert W. Purcell, David Rockefeller, the Rockefeller and Sloan foundations, and the Chase Manhattan Bank. The eleven companies which accepted students as working researchers also contributed funds. As a result, students were guaranteed \$100 a week net income during the entire program.

The students' work experiences covered a wide range. One student was assistant to the personnel director of an Ithaca firm and helped place a number of blacks in jobs. He returned to work after the Program ended to write a report, at his employer's request, on how the company's employee relations could be improved. Conversely, another student found herself marooned in a basement vault arranging file cards. She emerged from the experience convinced that after she turned the cards over to her superiors they were being shuffled and returned to her for refileing.

Mr. DuBois, who helped supervise the Program, points out that while such make-work experiences can occur to anyone, these students were naturally sensitive to every "bad" experience. He is impressed by the fact that a number of students praised, in their reports, those whites who responded positively to their presence as researchers.

Company reactions varied from "mild to very enthusiastic" according to Mr. DuBois. Only one supervisor reported he was not in favor of continuing the Program next year. It is difficult to summarize all the students'

reactions, since their attitudes toward bringing about change in society vary widely. Mr. DuBois feels, however, that they all gained a greater realization of how complex and difficult change is. He adds that many felt their participation in the Program was a far greater contribution to their race than anything else they had ever done.

Public Affairs

Nearly 100 students took part in Cornell's 1968 Public Affairs Intern Program, most of them working in New York, Washington, D.C., Cleveland, and Philadelphia. They worked in federal, state, and municipal departments; at the United Nations and other international organizations; and in urban development projects in New York and smaller cities and towns.

The Program began in 1966 when a handful of Cornell students spent the summer working for congressmen in Washington. Their idea was to take a firsthand look at public affairs in action. Last summer the Washington group not only held jobs, but also voluntarily spent their spare time tutoring children in a housing project.

David Cullings, assistant director of the Career, Summer Plans, and Placement Center on campus, offers students guidance in organizing and running the Program. His files contain reports from each student evaluating the Program's effectiveness. Starts a

typical letter: "First off, this has been the best summer of my life."

Business Interns

Cornell's Business Intern Program dates from the fall of 1966 when alumni visiting Ithaca for Council-Trustee Weekend attended a review of the Public Affairs Intern Program. The reactions from business executives in the audience can be summed up as "It's a great idea, why isn't there a similar program in business?" From then on, there was.

With encouragement from Mr. Cullings, a number of students contacted alumni for help and approached business firms "cold" in order to line up jobs during the summer of 1967. That year ten students held jobs in New York City as members of the Program. The number doubled in 1968. Stephen V. Arbogast '70, chairman of the current steering committee, reports that a record number of students have registered thus far for the 1969 program and that large groups will be sent next year to Boston and Chicago.

Last summer some students gained their jobs through their qualifications (an economics major who spent the summer working on financial reports for a bank, for example); others landed jobs by chance at Bloomingdale's, Grace Line Incorporated, IBM, or other firms. All report that the experience was an eye-opener about the

business world, and most say that their preconceived attitudes toward "big business" were replaced with more favorable impressions and with a degree of respect.

Mr. Cullings stresses two key points about the Public Affairs and Business Intern Programs. The first is the help received from interested Cornell alumni. He mentions Michael B. Goldstein '64, now director of the New York City Urban Corps, Joseph "Dan" Tooker, Jr., '39 of the New York Cornell Club, and Edward C. Berkowitz '56 and President Richard A. Graham '42, both of the Washington, D.C. Cornell Club, as hard-working "helpers" for students in need of job contacts or tips on where to find lodgings. Trustee Austin H. Kiplinger '39 of Washington has been of invaluable assistance according to Mr. Cullings and, with Robert D. Ladd '43, has arranged an end-of-summer party each year for the Program participants.

The other point Mr. Cullings makes is that the students are in charge of both Programs. They arrange meetings with alumni and prospective employers, follow up on interviews, and set up weekly review sessions during the summer with their fellow Program members in the same city. "This is the only way to run such a Program," comments Mr. Cullings. "If it were all done for them, the Programs wouldn't last more than one summer."

Second-class postage paid at Ithaca, N. Y., and at additional mailing offices.

Cornell Reports

Office of Public Affairs
Edmund Ezra Day Hall
Cornell University
Ithaca, N. Y. 14850

POSTMASTER: Please
send address change,
Form 3579, to
Alumni Records Office
626 Thurston Ave.
Ithaca, N. Y. 14850