

Faculty Votes to Continue ROTC Program at Cornell

At its November meeting the University faculty reached a decision to retain ROTC at Cornell. The University faculty also voted to give responsibility to the faculties of Cornell's several schools and colleges for determining the amount of academic credit toward graduation to be given for ROTC courses other than drill and orientation.

The faculty resolution stated that military drill and orientation should be declared ineligible for academic credit. It also stated that junior ROTC officers will generally receive appointments in future as visiting

lecturers, rather than either assistant or associate professors as at present.

A Special Faculty Committee's report notes that as visiting lecturers, ROTC instructors will not be members of the faculty. This does not reflect on their competence, it states, but eliminates present discrepancies between ROTC officers and civilian faculty members as to terms of appointments and the organizations to which each reports.

The complete text of the faculty resolution follows:

"Resolved, that it is the sense of this Faculty that military instruction

should continue at Cornell under the following conditions:

1. That military drill and orientation be considered ineligible for academic credit;

2. That professional military courses, in order to receive academic credit, be taught either within or under the auspices of one of the degree-granting colleges or schools, with the exception that when such a course cannot be so accommodated it may be evaluated on the basis of its merits for establishing the permissible level of academic credit to be granted;

3. That in academic subjects (as

distinguished from professional military subjects), for which credit is to be awarded, there be substitution of courses taught by members of the faculties of the degree-granting colleges and schools for those taught by military officers. This stipulation shall only apply to students entering Cornell after September 1, 1970;

4. That insofar as the University Faculty continues to assign hours of credit to professional military courses, the individual colleges and schools continue to be free to determine the extent to which such credit may count toward their degree re-

quirements;

5. That the qualifications of candidates for the position of senior officer of each of the ROTC units be carefully reviewed by the University Administration prior to their initial appointments in a manner comparable to that applied to other similarly influential positions in the University community;

6. That junior officers attached to the ROTC units henceforth generally receive appointments as Visiting Lecturers;

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Ezra Cornell '70, first student member of Cornell's Board of Trustees, crosses Arts Quad with his freshman sister, Candace.

Ezra Cornell '70 Takes Place on Board of Trustees

For the first time in history there is a Cornell student serving on the University's Board of Trustees. He is there not as the result of a policy change, however, but in compliance with the University's 104-year-old charter.

As the oldest lineal male descendant of Ezra Cornell, the University's founder, Ezra Cornell, Class of 1970, became a Trustee for life on his 21st birthday in November. Called "EC" by his friends, Cornell says that, like his great-great-grandfather, he questions the role of a university in society.

"Right now, though," he adds, "I don't want to prejudice my usefulness as a board member by making any prejudgments on how I'll serve or how I'll represent students and the Cornell family."

Virtually unknown among the 14,000 students on campus, "EC" is a senior majoring in economics in the College of Agriculture. He says he does not pretend to talk for all the undergraduates, but thinks his views parallel those of many students.

He also expects many students may question his justification for being on the Board. The justification he says is in the University's charter.

"I will support the Cornell philosophy," he says, "the original intent of the University. I am going to re-

present Cornell at Cornell."

He sees himself as a middle-of-the-road student politically, and says he plans to solicit "a broad range of student opinions so that I can determine what attitudes should be expressed to the Board of Trustees."

"I definitely think," he said, "the Board needs to hear more student views." He attended his first Trustee meeting, held in New York City on November 18.

Young Cornell categorizes himself as an average student. He plans to pursue a career in business and finance after graduation. Cornell lives in Sigma Phi fraternity. His sister, Candace, is a freshman in the College of Arts and Sciences.

He and his sister, the only children in his family, have lived all their lives in Bloomfield, N.J., a residential community near Newark. Their father, William Ezra Cornell, died in 1960. He was a member of the Cornell class of 1940 and was the life member of the Board of Trustees of Cornell as his son is today and as his father, William Bouck Cornell, was before him. "EC" 's grandfather, William Bouck Cornell, was the grandson of Alonzo Cornell. Alonzo, as the eldest son of the University's founder, was the first life Trustee.

University Cites Anti-ROTC Demonstrators

The University took prompt action under its new Regulations for the Maintenance of Public Order as the result of demonstrations on November 13 and 14 against ROTC drill and General Electric Company recruiting.

Reports on the incidents were filed with the Judicial Administrator, Joseph Bugliari, who initiated actions against those anti-ROTC demonstrators who could be identified with both the University Hearing Board, which has jurisdiction over students, faculty and employees, and with civil courts in the City of Ithaca concerning demonstrators who were not members of the Cornell community.

On November 14 President Dale R. Corson issued a statement saying that the disruptions "both constitute situations not tolerable at this university." He also announced that Acting University Provost Robert A. Plane had notified non-Cornell demonstrators taking part in the incidents that any future violations of University regulations would result in their being deemed trespassers and subject to the full penalties of the law.

The City issued warrants for the arrest of two former Cornell students, C. David Burak and William A. Seibert, who allegedly took part in the Anti-ROTC Demonstration. Seibert pleaded not guilty to a charge of fourth degree criminal trespass. His case was adjourned pending availability of counsel, and he was released on \$100 bail. On November 19, police officials reported that the warrant against Burak had not yet been served.

As of November 20, twenty-three of the persons involved in the anti-ROTC demonstration had been cited. The number included 17 students, one faculty member, one staff member and four non-Cornellians. Bugliari said he expected to present further citations when additional demonstrators were identified.

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Demonstrators enter roped off Barton Hall area at same time as Naval Cadets, forcing halt to scheduled ROTC drill.

Student Survey Shows 67% Support ROTC In Some Form

A substantial majority of students at Cornell University feel that ROTC should be retained by the University in some form, according to survey results presented to the faculty recently by the Dean of Students office, which conducted the survey at student request.

Results of the sampling of ten per cent of the student body on campus showed that 67 per cent of those responding favor retention in some form, while 30 per cent do not favor retention in any form.

However, a majority of students, 61 per cent, said ROTC programs should not continue as they are now, while 48 per cent said they should continue with some modification.

Sixty-three per cent said ROTC courses taught by military officers should not be given academic credit. Ten per cent indicated credit for all such courses, 20 per cent credit except in drill, orientation and leadership, and 42 per cent favor no credit for any such course.

Forty-eight per cent of the students indicated that the University

should not work toward the goal of improving professional military education at Cornell, while 30 per cent indicated that they preferred to have the University work toward transferring the military portion of officer training off-campus, and 31 per cent said they want complete disassociation of Cornell from military training.

Of the 1,457 survey forms sent out, 983 (or 67.5 per cent) usable forms were returned.

In a statement offering the report to the faculty, graduate student Michael B. Teel said:

"Pressure to abolish ROTC originated with some students, and we can wonder how representative these students are. Until now, there has been no information on what student opinion really is. Several of us have been concerned about this and have conducted what we hope to be a representative poll of students. Since the ROTC question is an ideological dispute, the manner of its resolution is debatable. In this context the pur-

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Six-Year Ph.D. Program Proving Successful; Report Describes Progress

Although the first class in Cornell's pioneering six-year Ph.D. program suffered more attrition than expected, the program itself is proving successful, according to its current director, Alain Seznec, Associate Dean of the Arts College.

The program's first graduating class contained 29 seniors out of an original enrollment of 53. However, only 10 students in the succeeding three classes, out of a total enrollment of 124, have left the program, and the Ford Foundation is studying a proposal to allow funds to be used to provide partial support for a fifth class, one more than originally planned.

The accelerated Ph.D. program offers superior students a chance to obtain bachelor's degree in three years, a master's in four and a doctor of philosophy degree in six years, all with full financial support. The normal route to a Ph.D. can consume nine years or more, and many students stop short of a Ph.D., discouraged by financial pressures, the years involved or the tedious scholarship required to write a dissertation.

The students chosen for the program according to Stuart M. Brown, vice president for academic affairs, "are the same sort of exceptional students who piece together their own accelerated program, often to

the detriment of their liberal education."

By freeing such students from normal undergraduate requirements and involving them in interdisciplinary seminars taught by senior professors, the program aims to produce first-rate scholars in the shortest possible time.

Stephen M. Parrish, the program's director until he returned to full-time teaching as a professor of English this fall, offered a detailed analysis of the program's progress in his last annual report.

Speaking of the Class of 1969, Parrish said one contributing factor that worked against the class was the experimental nature of the program in its first year. Only four seminars were offered at first, thus limiting some students to study in fields they would ordinarily not have selected.

The seminars later were doubled in number the second year of the program and became a major attraction, said Parrish. These seminars consisted of 12 to 15 students exploring a subject with a senior professor. The teachers were given freedom to choose and present their own topics. Interdisciplinary seminars structured not on traditional subject boundaries, but rather on overlapping subjects, such as history and literature, social history, philosophy and literature and others, were encouraged. The program includes 10 seminars this semester, and will have 11 in the spring semester. Next year, a total of 20 to 24 may be offered.

Most of the difficulties that struck the class of 1969 were remedied by the time the next class began, according to the Parrish report. The students in the program have been given complete freedom to pursue their own line of study. Although this has caused some problems, most of the students seemed to value the freedom they had. "For most, the program has thus been a genuinely liberating experience, fulfilling the hopes laid down in the original design with regard to acceleration and enrichment," Parrish said.

But most of the achievements named by Parrish were in the influence the Six-Year Ph.D. program had on the University. "Perhaps most important among the program's effects at Cornell is the way in which it has loosened and altered curricula in the Arts College," he wrote.

Two other Arts College programs, the College Scholar program and the Individual Major program, now allow students greater flexibility in choosing courses, and a third—the two-year survey of Greek civilization—shares seminars and faculty with the Six-Year Ph.D. program.

With the Six-Year Ph.D. program came Cornell's first co-educational dormitory, the Residential Club. It was also the first dormitory where faculty members lived. "It has thus in some important ways set a model for the 'residential colleges' recently planned and due to materialize next year," said Parrish in his report.

The program also has influenced Cornell's recruitment and selection of students. In their involvement in admission of the Six-Year Ph.D. students, the program's faculty members also became involved with regular applicants. "From this involvement," wrote Parrish, "developed a new Arts College faculty admissions committee, with admissions policies for the first time in recent years under faculty control."

In addition, Parrish pointed out that the program provided "some of the most impressive students at Cornell . . . In a number of fields . . . the very best graduating seniors were members of the program. They took up a disproportionate share of the Phi Beta Kappa lists and the Woodrow Wilson list, and they provided the top-ranking members of the graduating class."

Among the problems that faced the program were those concerning acceleration, freedom and elitism.

The accelerated program has made it difficult for some students, especially those in chemistry and biological sciences, to fit in their professional preparation without diminishing

their liberal arts education too much. The other problem remained with some faculty members, particularly those in the humanities, who did not think a liberal education could be condensed into three years.

Leaders of the program, however, believe that the time usually spent in adjusting to an unfamiliar graduate school "compensates for the time lost when a four-year education is compressed to three," Parrish wrote. Also, they believe "that time is not an absolute factor in intellectual development," he said.

The psychological concern for students who were to be living and working with an elite group proved somewhat justified. "Many students in the program drew together into cliques," Parrish said, and others, while remaining loners, manifested a superior disdain for the non-elect.

"Yet Cornell is itself a citadel of elitism, committed to excellence," Parrish said. He explained that the risks of making the Six-Year Ph.D. students an elite group within Cornell were much fewer than the benefits of the program to the students and to the University.

The freedom given each student to choose his own curriculum brought about some problems concerning a "meaningful educational design." Guidance was offered all students in the program, Parrish said, "but some of them have refused the guidance and shut themselves off from certain experiences which the faculty regard as central to a liberal education." Although all students were urged to take seminars in each major area including science, social science and the humanities, some students avoided certain areas of study. "Perhaps this is inevitable," said Parrish, "but we are not comfortable about it, and it remains a matter that demands reappraisal."

Parrish said that it would be advantageous to continue observation of the program at least until the second class was well into graduate work, so that a more accurate evaluation of the program could be made.



31 members of Schoellkopf family attended dedication of Paul A. Schoellkopf Visiting Team House. In foreground: Mrs. Paul A. Schoellkopf and Paul A. Schoellkopf Jr. '41 talk with football trainer Frank J. "Doc" Kavanaugh.

Schoellkopf Visiting Team House Dedicated

The University recently dedicated the Paul Schoellkopf House for Visiting Teams, the third major athletic facility at Cornell given by, or named in honor of, members of the Schoellkopf family of Buffalo.

The football field and the wooden stands originally surrounding it were funded primarily with gifts from the Schoellkops. In 1914 Willard Straight, donor of the student union, gave Cornell its field house, Henry Schoellkopf Memorial Hall, in honor of his college roommate, Henry Schoellkopf '02, who had died in 1912. Straight was head cheerleader during his senior year and Schoellkopf was captain of the football team.

The \$300,000 visiting team facility is named for the late Buffalo industrialist, Paul A. Schoellkopf '06. It is the gift of his widow, Mrs. Paul A. Schoellkopf of Niagara Falls, his

daughter, Mrs. Rolf A. Trembley of Geneva, Switzerland, and his son, Paul A. Schoellkopf, Jr. '41 of Niagara Falls.

Cornell President Dale R. Corson and Paul A. Schoellkopf, Jr. spoke at the dedication ceremony which was attended by 31 members of the family.

The two-story brick faced building is located at the north end of Schoellkopf Field adjacent to the field house. With its 40-bed dormitory, three bedrooms for coaches, lounge, kitchen and locker room it fills a long-standing need at Cornell, according to Robert J. Kane, athletic director. As many as eight visiting teams may require overnight housing during a given sports weekend, he states, and previous accommodations were either limited in size or at distant locations.

Judicial Administrator Convinced System Must Be Made to Work

Joseph B. Bugliari, Cornell's first judicial administrator, admits to having a deep conviction that the University's judicial system must be made to work. "We must make it work," he says, "because the alternative of surrendering all law enforcement to local civil authorities is intolerable."

An associate professor in agricultural economics and the Graduate School of Business and Public Administration, Bugliari was appointed by President Dale R. Corson to the new post in September. Despite a three-course teaching load this fall, he accepted the job with more than ordinary enthusiasm.

Bugliari sees his office not as a prosecutor or enforcer, but as a protector of the entire Cornell community—faculty, staff and students. There must be, he said, some definable line between acceptable forms of conduct that "are beyond the

pale."

The Rules for the Maintenance of Public Order adopted by Cornell's Board of Trustees last July, and the Student Conduct Code attempt to draw that line, Bugliari said.

"The task of the judicial administrator," he continued, "is to see that a swift and complete investigation is conducted, and then if it can be said with reasonable cause that there has been a violation of those rules, judgment is rendered by the community through the appropriate judicial boards in as fair and expeditious a proceeding as possible."

Bugliari sees the role of his office as primarily remedial and not punitive. What is needed in most of the cases, he said, is guidance and counselling. Only in cases of substantial magnitude or where an individual proves incorrigible will sanctions be taken.

"In individual situations," he said,

"the approach will be fairness but firmness. We must be firm in the face of pressure if we feel we are right—but we must also be as sure as we can at the same time that our decision is the fair, equitable and just one. This, of course, is not always easy in the more complex cases, but despite any difficulty we must seek to achieve this goal."

Since the judicial administrator's office was opened September 15 in 270 Olin Hall, cases involving 27 students have been referred to Bugliari and his deputy judicial administrator, Hartwig E. Kisker. All of the cases, Bugliari said, involved relatively minor infractions of the Student Conduct Code, and all but three have been handled simply with administrative adjudication, without being referred to other University boards.

Bugliari described how a typical case is handled: Persons report com-

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Overflow Crowds Attend Courses in New Program On Science, Technology and Society

So many students wanted to attend one new course this fall that its lecturers were forced to move into Statler Auditorium. The response to the course, called "Biology and Society," underscored the fact that man's pollution of his environment has now become a subject with mass appeal.

The course description reads:

"The tempo of 20th Century life quickens; the number of persons on earth grows inexorably; their waste products—organic as well as industrial—pile up at a tremendous, and increasing, rate. Resistance to antibiotics becomes an elementary feature of bacterial life, insects develop ways for circumventing death at the hands of sundry man-made poisons. Mankind is confronted with ever more urgent problems that demand ever faster solutions while each faulty judgment threatens us with a calamity larger than the last.

"'Biology and Society' is the title of a series of weekly lectures to be given on Monday evenings at 8:15 by Cornell staff members. During the academic year twenty-eight speakers will address themselves to one aspect or another of man as an individual, man as a member of society, and man as a member of the community of life on earth."

This statement also describes in part the rationale behind a new interdisciplinary effort at Cornell called the Program on Science, Technology and Society. A co-sponsor with the Division of Biological Sciences and the College of Agriculture of the "Biology and Society" course, the program is intended to stimulate

teaching and research on the interaction of science and technology with contemporary society.



Max Black, professor of philosophy

"Pollution, the world food supply, urban crowding and other socio-technological problems are reaching grave proportions" states Franklin A. Long, the program's director. Formerly vice president of research and advanced studies, Long resigned last year to return to teaching and research duties in the Department of Chemistry and to concentrate on the program.

Inquiries regarding the availability of lecturers to address alumni groups should be made to Frank Clifford, Director of Alumni Affairs, Alumni House, 626 Thurston Ave., Ithaca, N. Y. 14850.

"Of course, much of pure scientific research is beautiful" Long states, "but we are now realizing that the resulting technology has produced unhappy side effects. Our goal must be to find ways to minimize such effects of current technology, and to maximize the beneficial actions of future technology."

He adds that an essential goal of the program is to educate technically oriented persons about the social implications of their field, and non-technicians in the limits of technology. To this end the program encourages interdisciplinary courses, seminars and research projects.

Since it was announced last spring, the program has received supporting grants from the National Science Foundation (\$140,000) the Alfred P. Sloan Foundation (\$300,000) and the Henry R. Luce Foundation (\$200,000). In addition, Long has been designated the recipient of a Henry R. Luce Professorship of Science and Society.

Long points out that, in common with most other universities, Cornell has for some time held seminars in the area of science, technology and society, but has had little organized discussion of this complex subject at the undergraduate level. The program was created not only to initiate new teaching and research projects, he adds, but also to provide "coherence and stimulation" to a number of activities already proceeding at Cornell.

The program lists 14 courses or seminars already being offered at Cornell or introduced this fall under its aegis. These include "The Social

Implications of Technology," offered by the Engineering College, "Impact of New Technology on United States Defense and Disarmament Policies" in the Arts College, and "Science, Technology and the Houses and Cities of the Future"



Urie Bronfenbrenner, professor of psychology

presented in the College of Human Ecology.

Among the lecturers in "The Social Implications of Technology" this fall is Lisle C. Carter Jr., the University's new vice president for social and environmental studies. Speaking on "The Urban Crisis," Carter reviewed some of the policy errors and political criteria that have created urban spread and reinforced ghettoization. People must be made willing to undertake corrective measures, Carter believes, before technological tools can be applied to urban problems.

A number of faculty members involved in the program have indicated their willingness to speak off the Cornell campus on topics related

to science, technology and society. Max Black, Susan Linn Sage Professor of Philosophy and director of Cornell's Society for the Humanities, is prepared to speak on "Science and Ethics" or "Science and the Humanities." He will be on leave during 1970-71. Urie Bronfenbrenner, professor of psychology and of human development and family studies, College of Human Ecology, will speak on "Cross-Cultural Studies of Child Rearing" and "International Perception." He is not available to speak off-campus until next fall. Jay Orear, professor of physics, is prepared to discuss "ABM, Nuclear Weapons Systems and Policy" and "Effects and History of Science in Politics." Yervant Terzian, assistant professor of astronomy, will speak on "Between the Stars—the Interstellar Medium." John W. Mellor, professor of agricultural economics, has prepared talks on "Economic Development in India" and "Scientific Advances in the World Food Problem."

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Judicial Administrator

plaints to the University's Division of Safety and Security which notifies the judicial administrator's office. If an investigation is warranted, the judicial administrator asks the safety division to make one. A written report of the investigation is sent to Bugliari's office and the person involved may be asked to talk over the situation with him or his deputy. The matter may well be resolved in this manner. If an accused person refuses to see the judicial administrator, formal charges may then have to be prepared and presented to the appropriate University judicial board.

Graduate Program in Theatre Offers Professional Background

It's 230 miles "off Broadway," but that doesn't deter graduate students in the professional theatre program started by Cornell's Department of Theatre Arts a year ago. Eleven students are enrolled in the two-year program which leads to a Master of Fine Arts (MFA) in acting or directing.

With eight dramatic productions in planning or rehearsal, professional actors commuting from New York City to Ithaca to teach, and a curriculum containing such esoteric offerings as American mime and weaponry (basic fencing techniques and mechanics of dueling) the program makes the distance from New York shrink considerably.

The only special prerequisites for entering the program are an interview and a dramatic audition, according to the program's director, Stephen Cole, assistant professor of theatre arts. In setting up the program, he explains, the Department aimed to provide professionally oriented students with a good background for theatre work. As the program advances, Cole hopes it can also furnish a Broadway showcase for its students. It has already produced a repertory company that performs at Cornell during the summer.

"We want to keep a small individualistic program," Cole said. Eventually, he would like to have a core

of 30 actors in the program, along with MFA students in directing, playwrighting, and costume and scenery design. The program now has 10 actors and one director. Fellowships and assistantships are available to those entering the program, he said.

Six training courses have been added to the Department's normal curriculum for the MFA students: voice and speech for performance, dance and movement for the theatre, weaponry (taught by Cornell's fencing coach, Raoul Sudre), singing, American mime and acting.

Two of the teachers are professionals who commute from New York to Ithaca. Paul Curtis, founder of the American Mime Theatre, offers his specialty, while professional actor Louis Turenne teaches the acting course with Cole and James Clancy, chairman of the Theatre Arts Department. Student contact with professionals is a key part of the programs, says Cole. He and Clancy have both acted professionally.

The availability of local talent will make it possible for the program to have a repertory next summer largely made up of MFA students and local professionals. Cole said the department will include in its summer repertory theater professionals from outside the Ithaca area.

About 15 persons would form a solid base for a repertory theater, Cole said, including 10 MFA students and five professionals. Last summer a mixture of local actors and the MFA students performed three plays in repertory. It was a small company, including only four MFA students and four local professionals, but it laid down the structure for the larger company expected next summer.

Cole said the department looks at the professional program not as a regular nine-month-a-year program, but as an 11-month program. "In the summer," he said, "they stop courses and concentrate on a theater experience."

This "theater experience" need not be with the repertory theater in Ithaca. The students are also encouraged to work in other summer theaters when they get parts.

At the end of their training, Cole said, the department helps its students to participate in the national collegiate auditions of the Theater Communications Groups, which serves as a liaison between college and professional theater.

"We must see to it that they showcase. We must see to it that they sell their talents somewhere. That is the responsibility of a program like this," Cole said.



Rehearsing Cornell production of "The Apple Tree": MFA candidates in acting Jennifer Schneider as Eve, and Bill Gile as the Snake.

Students use the Ithaca community as a "living laboratory" in "Issues in the Environment," a required course at Cornell's Graduate School of Business and Public Administration



B&PA faculty members serving as liaison with student research committees attend "Issues in the Environment" lectures along with students. Seated in front row during lecture given by course coordinator, Professor Alan K. McAdams, are professors Frederick T. Bent, Edward S. Flash Jr. and Douglas R. Brown.

The visiting lecturer itemized his cost factors in detail. As a contractor, if he was to make a 10 per cent profit, he would have to charge \$26,600 for the "three-bedroom house with no frills" he was building near Ithaca. A student in the course interrupted: "It's guys like you who are causing the problem. You're unwilling to give away anything so other people can have something."

"That's not fair or realistic," retorted another student, "The people who can afford this house will probably vacate an older house within the financial reach of a poor family."

"That's not helping the problem," a third student said, "it's only continuing the mess that already exists. Why do the poor always have to get the short end of everything?"



Herbert Sigsbee (left) and James Harris, student members of the course committee on minority group housing, check renovation of house in downtown Ithaca. Their committee seeks to evaluate methods of increasing the number of housing units available for the city's low-income families.

B. & P.A. Students Probe Urban Problems In

The exchange dramatized the impact on students of a Graduate School of Business and Public Administration course which tends to pose more problems than it presents solutions.

Now in its second year, "Issues in the Environment" brings a problem-oriented approach to major issues facing urban society, such as health, housing, traffic, pollution, poverty and care of the aged. It is the first required course in urban problems given by a school of administration.

The B&PA School's 160 first-year students, preparing for careers in business, public and health care administration, take the course "so they can contribute to their environment, not just react to it," according to one faculty member.

In addition to the School's faculty, students in the course hear visiting lecturers which have included black militants, businessmen and

government officials. The students obtain a close-up view of specific social issues, however, by working on research projects with members of the Ithaca Mayor's Citizens Advisory Committee. The Committee includes Ithacans who volunteer to help faculty and students investigate problem areas.

This fall's class divided into 22 committees whose assignments range from feasibility studies of a shopping mall in downtown Ithaca to improving mental health services in Tompkins County. Each committee will prepare a report for submission to the Mayor's Committee at the end of this term.

The reports submitted by last year's students generated some positive results. One led to creation of a city narcotics commission. Another, proposing a regional authority to protect Cayuga Lake from pollution, is being considered for adoption. Now being imple-

mented is a recommendation to provide inpatient psychiatric services at Tompkins County Hospital. A fourth proposal, to remove the Hospital from County supervision and place it under an independent authority is reported to have changed the minds of some people who formerly opposed the plan.

Ithaca Mayor Jack Keily '48, praised the course for bringing about the narcotics commission. "The model housing code was also a result of the student reports," he adds, "We have used reports made by students time and time again. They have been fantastic."

Offsetting these successes is the frustration displayed by some students in the course over its problem orientation. They admit the validity of the social issues it raises, but are disappointed by the lack of readily available answers.

The faculty members teaching the course

do not take trying to solve problems of social responses as a task. As a faculty member, further as a society has reached what further them.

"Working students to find all its major Professor, E. how other is exploring the get into such then begin as community participation



"We are trying to sensitize students to the major problems of society..."



With fellow student Edwardo Palau, Harris and Sigsbee call on a woman living on welfare to gather data on sub-standard housing in Ithaca. Above, the woman points to a leak in her kitchen ceiling.



"Issues in the Environment" students check factory-built modular dwellings as possible solution to housing shortage. These houses were erected in one day, ready for occupancy, on prepared foundations. Stirling Homex Corporation of Avon, N.Y. assembled display near its factory for testing. Houses average \$18,500 in cost, including land, foundation and site development. From left: Harris, Robert A. Hatch, Palau, Stirling Homex official and Sigsbee.

Pioneering Course

attitude as criticism. "We are... students to the major prob... which will condition their... administrators," states Frederick... Professor. He and other... described the course's purpose... evaluating the degree to which... responded to these problems, and... response is necessary to solve

in the research projects enables... low a particular issue through... amifications," states Associate... ard S. Flash, Jr., "and to see... es impinge upon it. Thus, in... housing shortage, they begin to... issues as race and poverty. They... e that new approaches, such... awareness of the problem, and... solving it, are both valid and

needed."

In many respects Ithaca provides an ideal "laboratory" for the students' research, the faculty feels. In the case of housing, for example, they believe the city has developed into a microcosm for society as a whole.

During the past year, comments Assoc. Professor Douglas R. Brown, the State Urban Development Corporation has become involved in local housing, and has designated Ithaca as one of its seven "demonstration cities." Community response to the situation includes the creation of Tompco Better Housing, Inc., a community corporation dedicated to providing quality low-income housing.

Inquiries about the organization and purpose of the course have come to the B&PA School from other universities such as the University of Wisconsin at Milwaukee, Oregon State University and Stanford University.



Students talk to housing experts, such as research technician Leslie Phelps (left photo) who explains College of Human Ecology's research in modular housing to Harris and Hatch. At right, Tompco Better Housing, Inc. Executive Director James Dunston describes proposed 115-home low-income project on Ithaca's outskirts to Sigsbee, Harris and Hatch.





Faculty, students and technicians toast the end of 20 years of service to science by the 2.2 GeV synchrotron at Cornell's Floyd R. Newman Laboratory of Nuclear Studies. In helmets, Laboratory director Boyce D. McDaniel, left, helps Ronald L. Martin of Argonne National Laboratory start dismantling accelerator. The Argonne Laboratory will acquire major portions of the 2.2 GeV machine.

Cornell "Dedicates" First Synchrotron

The University has "dedicated" one of its most distinguished scientific facilities.

In a brief ceremony at the Floyd R. Newman Laboratory of Nuclear Studies, Boyce D. McDaniel, laboratory director, dismantled a portion of Cornell's 2.2 billion volt electron synchrotron. The act, witnessed by some 150 physicists, students and technicians, officially marked the end of the accelerator's 20 years of service to the study of the inner properties of atoms.

Following the ceremony, McDaniel, who as a young physicist helped design and assemble the machine in the late 1940's, joined in what was described as a "wake." With the aid of refreshments, the group began to reminisce over the machine's successes, some of its failures and its many transformations.

Taking part were most of the physicists originally associated with the design, construction and operation of the machine. They included John W. DeWire, associate director of the Laboratory of Nuclear Studies, and three professors of physics, Raphael M. Littauer, William Woodward and Albert Silverman.

President Dale R. Corson, who at the last minute was unable to attend the ceremony, was also one of the physicists who helped design and construct the synchrotron.

"The machine was built in its first

form," McDaniel said, "in the late 1940's with a \$500,000 grant from the Office of Naval Research and can be given much of the credit for preparing the way for the world's largest proton synchrotron under construction at Batavia, Ill."

McDaniel pointed out that the director of the Batavia project is Robert Rathbun Wilson, who directed the construction and operation of Cornell's synchrotron laboratory since its beginnings in 1947 until leaving for his present post two years ago.

"We were the first," McDaniel said, "to apply the principle of 'strong focusing.'"

In the spring of 1955, Cornell experimental physicists led the way in the race to build higher energy accelerators when they incorporated the technique in their machine. The technique is now used in all high energy accelerators. It utilizes magnetic fields of a special shape to act on the stream of particles fired through the accelerator at a target. The stream is compacted much as a beam of light would be by a series of lenses.

"With this technique and a number of other refinements," McDaniel said, "our machine evolved from 300 MeVs (million electron volts) in 1949 to 2.2 GeVs (billion electron volts) in 1964."

With this background, Cornell last year completed construction of

the largest electron synchrotron in the world. This 10 GeV machine is located in the Robert Rathbun Wilson Synchrotron Laboratory.

Cornell's newest synchrotron is 33 times more powerful than its first machine.

Throughout the years, Cornell has developed a reputation among scientists for building accelerators rapidly and cheaply. Wilson was quoted as having explained this by saying, "the secret was our willingness, almost our eagerness, to make mistakes—to get a piece of equipment together first and then to change it so that it will work. I have maintained that something that works right away is over-designed and consequently will have taken too long to build and have cost too much."

Synchrotrons, as opposed to linear accelerators, fire particles in a circular beam. This is done with the aid of magnets. The circular path of the beam at the Batavia machine will cover four miles as compared to the half-mile path of the 10 GeV machine at Cornell and the 20-foot path of the original 300 MeV machine.

Scientists use accelerators, linear and synchrotron, to find out what goes on inside atoms. With the machines they bombard atomic nuclei with high energy particles to gather clues to the mysterious forces that hold them together. Electron accelerators fire electrons at atomic nuclei whereas proton accelerators fire protons.

In addition to the startling advances achieved in accelerator design at Cornell's synchrotron, McDaniel said, the machines have served through the years as the subject for 90 students to earn doctorate degrees in experimental physics. Eight other students used the machines to earn masters degrees, he added.

"The contributions to basic knowledge," he said, "have been substantial."

Cornell scientists were the first to produce resonant energy levels in protons with high energy photons and were among the first to determine the size and shape of protons.

"The discovery of these resonances in protons," McDaniel said, "opened a new era in high energy physics and showed the need for accelerators of higher energy."

While the bombarding beams in both the smallest and largest accelerators approach the speed of light, he said, it is the increased energy of the bombarding particles that has brought into evidence the multitude of new reactions scientists have observed in recent years.

The major components of the synchrotron which has served Cornell scientists so well through the past two decades, McDaniel said, will be used to modify the 12 GeV proton accelerator at the Argonne National Laboratory, Argonne, Ill.

Ronald L. Martin, accelerator division director at Argonne, took part in the "dedication" ceremony and explained that much of the 2.2 GeV machine will be used to increase by ten times the intensity of the Argonne machine.

Martin said he was particularly happy to acquire the Cornell machine because he had worked in Cornell's synchrotron laboratory as a research associate for four years in the early 1950's.

Cornell Seeks NLRB Jurisdiction

Cornell has petitioned the National Labor Relations Board to take jurisdiction in all labor matters involving University employees.

The University maintains that it and other institutions of higher education in the country have a broad impact on interstate commerce, and thus properly belong before the national board rather than individual state boards where they exist. It also contends that there should be one large bargaining unit for all non-professional, non-supervisory employees.

Other parties involved in a hearing before the NLRB were the Staff Association of the Metropolitan District Office, Extension Division, School of Industrial and Labor Relations in New York City, which seeks to represent some 40 professional and non-supervisory employees in that office; the Association of Cornell Employees—Libraries, which seeks to represent all non-supervisory, non-professional employees of the Cornell Libraries as a separate unit; Civil Employees Association, which seeks to represent all non-supervisory, non-professional employees of the University in the state, and Service Employees International Union, AFL-CIO, which entered the case as a "friend of the court."

Cornell's position is expected to be challenged by some educational institutions located in states that do not have labor relations acts, and are thus unregulated now, but would be if NLRB took jurisdiction.

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Faculty Votes

7. That the Air Force and Navy be requested to make changes to eliminate possible unfairness in connection with withdrawal of students from their programs;

8. That there be established a new committee with broad responsibility for the readjustment of the relations between ROTC and the University and for reporting annually to the appropriate segments of the University, and that this committee comprise representatives of the three services, of the individual faculties, of students enrolled in the program, of other students, and of the University administration."

Cornell Offers To Sell Land

Cornell has made 50 acres of land available to Tompco Better Housing of Ithaca, a non-profit community corporation, for a low income housing project. The University has agreed to sell the land to Tompco for no more than \$1,000 an acre.

In announcing the decision, the Board of Trustees stated, "Land resources are a most precious asset of Cornell because they represent breathing room for the future. Present assignment of land resources must not rob Cornell of future opportunities for new services and new ventures which cannot now be forecast."

In Brief

The College of Agriculture has announced that it will no longer recommend the use of DDT except for spraying certain crops where it is the only effective means of controlling certain insects. The College's goal, according to Charles E. Palm, dean, is to completely eliminate chlorinated hydrocarbons, which have long-lasting effects, from official recommendations by 1970.

Palm noted that five other pesticides—aldrin, BHC, endrin, heptachlor and Toxaphene—have also been removed from the College's recommended list. The move is expected to add impetus to the "ban DDT" movement, and to have far-reaching influence on national and international levels, where recommendations by the College's Cooperative Extension Division are widely distributed and highly regarded.

A 12-member student-faculty-administration committee has been created at Cornell to advise the vice president for planning and the President on all matters relating to the physical environment of the University.

Thomas W. Mackesey, vice president for planning, said he recommended creation of the new University Committee on Campus Planning after several talks with persons concerned with the University's environment.

"It would be the responsibility of the committee," Mackesey said, "to advise the vice president for planning and the President on all matters that involve the University's physical environment. This would include sites for buildings, design of buildings, pedestrian and vehicular circulation, parking, the preservation of buildings and spaces of particular historic or aesthetic significance and anything else that would affect the long-range development of the physical setting of the University."

Cornell University Press Ltd., a newly-created British corporation and a subsidiary of Cornell University Press, has opened its London offices at 2-4 Brook Street.

Cornell University Press Ltd. shares its offices with Johns Hopkins Press and the University of California Press. The three are combined in the International Book Export Group (IBEG), created to advertise, promote and sell their publications in the United Kingdom, Europe, the Middle East and Africa.

The three university presses publish more than 300 new books each year, with annual sales of nearly a half million dollars in the area to be served by IBEG. Previously the three were represented in Britain by the Oxford and Cambridge University Presses.

IBEG is under the direction of Sydney R. Dyson, general manager, who was formerly with McGraw-Hill Publishing Co. Ltd. and Pergamon Press. His staff will include salesmen, advertising and promotion specialists, and accounting, billing and bookkeeping personnel.

Student Survey Shows
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pose of our poll is only to clarify in an area that has been dominated by conjecture.

"The start of our work on the poll began when a group of interested students went to see Dean Meyer for help. The Dean of Students Office agreed to finance the poll and provide assistance. The next step was the development of the questionnaire. Professors Ratner and Olum, Dean Meyer, Gary Richwald, John Rees, and I pieced together a poll based on proposals from members of the group and on a survey done in the Law School last spring. Our goal was to allow for the essential shades of opinion without being overly complicated.

"The Registrar was asked to provide a random sample comprising one-tenth of the student body. This he did by taking an alphabetical listing of students, randomly choosing one of the first ten and then selecting every tenth student.

"Questionnaires were sent to these students along with a letter indicating that the survey was an 'advisory' study.

"In order to insure a large enough sample, those who had not returned their questionnaires were called and requested to do so. The calling was done by students in the Dean of Students Office under the supervision of an assistant dean. Most delinquents were contacted and over 2/3 of the questionnaires were returned as of yesterday (Nov. 11). Many foreign students felt it best not to respond.

"The tabulation of the returned forms was done by the Dean of Students Office and a final check of the data collected has been done by the Office of Institutional Studies."

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University Cites Anti-ROTC

The ROTC drill disruption began when about 60 people entered Barton Hall on November 13 shortly before a scheduled Navy ROTC drill was to take place. Ignoring orders by Supervisor of Public Safety Lowell T. George to keep out of the roped-off drill area, and to leave it after they had entered, they stood in the center of the area chanting anti-ROTC slogans. After eight minutes the drill commander announced he could not continue the exercise and dismissed his cadets.

On November 14 approximately 50 demonstrators marched to Carpenter Hall to disrupt recruiting interviews being held by General Electric Company personnel representatives. Several individuals attempted to enter the building through windows after the doors had been locked by the Division of Safety and Security. The interviews were not interrupted, and the individuals who attempted to enter through the windows were either repulsed by Safety and Security Officials or voluntarily left.

There was no significant violence or damage to University property at either event, although instances of pushing occurred at the General Electric recruiting protest, and two windows and two doors were forced.

ROTC Student Survey Tables

Survey Returns									
Original number sent	1457	100.0%							
Unusable (55 Insufficient address, 15 moved, 15 misc.)	85	5.5%							
No response	389	27.0%							
Usuable returns	983	67.5%							

Survey Responses—Total									
Question	Response								
	Yes		No		No Opinion		No Answer or Specify		
	No.	%	No.	%	No.	%	No.	%	
1. Should the ROTC Programs, in any form, be continued at Cornell?	663	67	291	30	23	2	6	1	
2. Should ROTC Programs continue at Cornell:									
a. as they are now?	157	16	599	61	75	8	152	15	
b. with some modifications?	476	48	276	28	86	9	145	15	
3. Should academic credit be given for ROTC courses taught by military officers, which are not offered under the auspices of a degree-granting unit of the University?	230	23	617	63	23	2	113	12	
a. Credit for all such courses?	100	10	693	70	52	5	138	15	
b. Credit for such courses except in drill, orientation and leadership?	197	20	540	55	47	5	199	20	
c. No credit for any such course?	408	42	343	35	25	3	207	20	
d. Other (Specify)							31	3	
4. Should the University work toward the goal of:									
a. Improving professional military education at Cornell?	342	35	469	48	72	7	100	10	
b. Transferring the military portion of officer training (drill, orientation, leadership) off campus?	294	30	436	44	76	8	177	18	
c. Complete disassociation of Cornell from military training?	307	31	489	50	39	4	148	15	
d. Other (Specify)							36	4	

Judicial Administrator Bugliari described the procedures he will follow in these and any similar cases in the future. He said that all who can be identified among the some 60 persons who disrupted the ROTC drill will be treated under one or two judicial systems. All those identified as students, employees or faculty members will be treated by the University's judicial system under the Regulation for the Maintenance of Public Order. All those identified as being non-students will be referred to appropriate civil authorities under the New York State Penal Law.

In a prepared statement Bugliari said:

"Consistent with the previously avowed position of this office that, except in the most unusual cases, the University itself should process sus-

pected violations of its Conduct Rules, even if those violations also constitute violations of the New York Penal Law, students and faculty alleged to have been involved will be treated by this office solely in accordance with the University judicial process.

"Non-students, of course, are not subject to direct University sanction. The only available recourse to this office is to direct referral to the appropriate civil authorities or to withhold any action whatsoever. The latter recourse would absolve the individuals involved without any possible review as to the appropriateness of their conduct. This result we cannot accept in the instant situation, where purportedly the legitimate rights of others have been improperly interfered with."

Bishop: "1800s Saw Cannon Bombardments" on Campus

Current campus demonstrations are tame compared to some that took place in the 1800s, reports Professor Emeritus Morris Bishop.

To much applause and laughter, Bishop recently gave a talk on student outbreaks in the early 19th century before a luncheon meeting of the Board of Trustees and the Cornell University Council.

Speaking on "the lower depths of higher education," Bishop cited pitched battles with faculty members, horse-whippings and cannon bombardments of college buildings among numerous examples of student activism in the last century. On occasion college presidents and faculty struck back. At Harvard, for example, Bishop reported "In 1823 the students met under the Rebellion Tree in front of Hollis, each plucked a twig and set forth to battle for a greater voice in something. The faculty won, and expelled 43 seniors out of a class of 70, just before Commencement." During an 1834 incident at the same institution, "After an orgy of explosions and furniture-smashing President Quincy called in the civil authority and banished the entire sophomore class for a year. For a time the 'grouping' of students was forbidden so rigorously that a proctor reported a solitary student as

Following is the complete text of President Dale R. Corson's November 14 statement on the two demonstrations which had occurred on campus:

"The incidents involving disruption of an ROTC drill yesterday and acts of attempted obstruction of General Electric Company recruiting today both constitute situations not tolerable at this University. They appear to me to constitute clear and major violations of our rules and regulations for the maintenance of public order on our campus.

"The new judicial system established to deal with violations of these rules and regulations has been invoked. I am informed by the judicial administrator that complaints against those of the individuals, who were among those participating in yesterday's disruption, and who have been identified as not being members of the Cornell community, have been referred to the City Prosecutor.

"Acting University Provost Plane has given notification in writing to these same individuals that any future violation by you of the University's established regulations, or of local law, while you are enjoying the freedom of the campus will result in immediate forfeiture of any invitation or license for access to the lands and buildings of Cornell University. Thereupon, and without further notice, you will be deemed to be a trespasser and will be subject to the full penalties of the law as such.

"A report on today's incident is being prepared for the Judicial Administrator and I am confident that he will deal with these new offenses along lines of policy already publicly expressed."



Professor Emeritus Morris Bishop

evidently waiting to be joined by another, thus to constitute an illegal group."

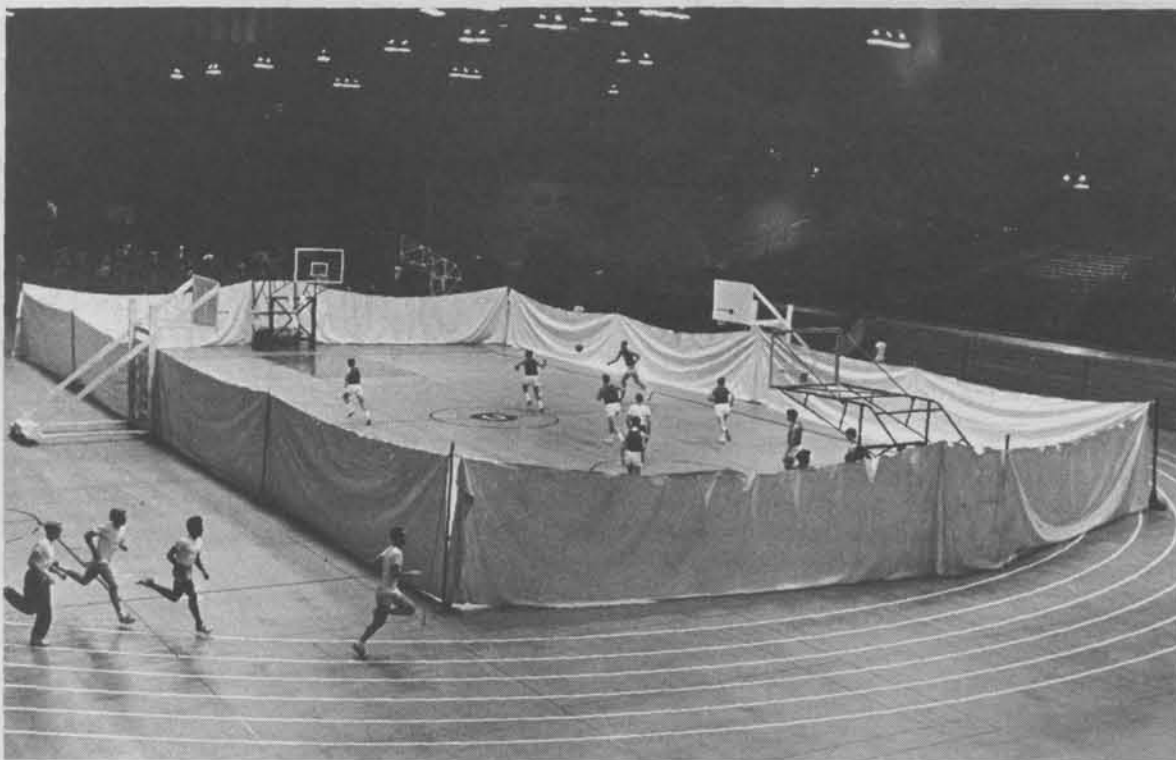
At Hamilton, Bishop continued, "where students were forbidden, though ineffectively, to 'blaspheme, rob, fornicate, steal, forge, duel; or assault, wound, or strike the President or members of the Faculty,' a cannon was laboriously dragged to the fourth floor of the dormitory, and then discharged against the door of an unpopular tutor. He narrowly escaped with his life."

Bishop quoted Cornell's first president, Andrew D. White, recollecting that in 1849-50 at Hobart "It was my privilege to behold a professor, an excellent clergyman, seeking to quell a hideous riot in a student's room, buried under a heap of carpets, mattresses, counterpanes, and blankets; to see another clerical professor forced to retire through the panel of a door under a shower of lexicons, boots, and brushes, and to see even the President himself, on one occasion, obliged to leave his lecture-room by a ladder from a window, and, on another, kept at bay by a shower of beer-bottles."

Bishop attributed much of this unrest to "a galling regime of restrictions and repression, to a routine of hardship, to a curriculum of studies that was generally unwelcome." He lists such underlying causes as lack of funds, the mood of the times, which honored the self-taught, or untaught, man of the people who routed the book-taught by his sturdy common sense," and the narrow outlook of educators.

Bishop concluded: "The achievement of the American university, in mass higher education, in the training of an intellectual elite, in public service and in primary research, all within a mere century, is one of the most extraordinary phenomena of history."

Bishop is Kappa Alpha Professor of Romance Literature Emeritus and author of "A History of Cornell" (Cornell University Press, 1962). He is author of more than 25 books including biographies, criticism and a murder mystery, "The Widening Stain," written under the pseudonym W. Bolingbroke Johnson and set in a Cornell library. His talk on "the lower depths of higher education" is published in the December issue of American Heritage Magazine.



THINK TANK: Basketball coach Jerry Lace sets up canvas barrier for cagers in Barton Hall. Purpose is not secrecy but to screen out distractions such as the indoor track team which circles the Tartan floor and volleyballers practicing at far end of the hall.



HOCKEY ANYONE? Some 1,000 students fans of Cornell hockey camped for a night or more in Barton Hall before season tickets went on sale on a recent Sunday morning. First person in line waited 90 hours.

Far Above...



NIGHT LIGHTS: Electrician Arthur Snow adjusts 1500-watt light on Morrill Hall overlooking the Arts Quad. Eighteen lights were installed this fall by the Buildings and Properties Division to light up the Quad at night. Photo cells automatically turn lights on at dusk, off at dawn.



ON THE BALL: It's hard work in one of Cornell's broomstick polo games, held in the Riding Hall as part of the intramural program. They don't loaf on the water polo team either. Guided by swimming coach Peter Carhart, this fall's team placed second to Yale in the Eastern Intercollegiate Water Polo League. The sport is in its fourth year on the hill.



CORNELL REPORTS

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