



## Big Red All Americans Honored

Nine of Cornell's 11 living All America football players were honored October 4 at the Cornell-Rutgers game. They received medallions commemorating football's centennial from Alison Danzig '21, veteran New York Times sports writer. Shown (L-R) are: Danzig, John O'Hearn (1914 end) Jerome H. "Brud" Holland (1937-38 end) Nick Drabos (1939-40 tackle) Frank Sundstrom (1923 tackle) George Pfann (1923 quarterback) Bill McKeever (1938 tackle) Jose Martinez-Vorrilla (1932 end) Bart Viviano (1932 fullback) and Sid Roth (1938 guard). Unable to attend were Murray S. Helton (1915 end) and Eddie Kaw (1921 halfback, 1922 fullback).

## Survey Shows 'Ground Swell' of Unrest for Many Reasons

It was no small minority of students whose feelings were reflected in student unrest on the Cornell University campus last spring.

In fact, there was a "ground swell" of unrest among students, for many reasons, according to a survey undertaken at the request of the University's Board of Trustees to get at the causes of the April disorder. (Refer to table titled *Extent of Unrest*.)

Interviews were conducted by Douglas Williams Associates, New York based management consulting firm headed by Douglas Williams '34, for the Special Trustee Committee on Campus Unrest at Cornell, which has already published its findings on the April crisis. Representative samples of 200 students, 100 faculty, 30 administrators, 300 alumni and 20 trustees were interviewed during July and August.

Among the findings of the survey are:

—The basic reasons for student unrest go beyond the Cornell situation. The dissatisfaction is believed to stem from a "malaise" over still broader social problems in the country. Also, there is a strong tendency among students to be disappointed in the educational process, feeling that too many teachers are preoccupied with their research and spend relatively little time interacting with students.

—One of every five of the students questioned about protests and

expressions of dissent said they are normally non-violent, but "approve violent or disruptive protest under exceptional circumstances if it is the only way to make a point in an urgent situation." The survey firm says, "This is, indeed, a serious finding." To the same question of protest, 58 per cent said they accept protest if it doesn't interfere with the rights of others and is non-violent. Only 2 per cent approved violent protest as a general principle, and only 3 per cent rejected all forms of protest. (Refer to table titled *Justification*.)

—Six of every ten faculty members questioned stressed the right of the teacher to teach according to his own judgment. There is strong acknowledgement of this principle among the other groups, but they also emphasize that academic freedom is a two-way street, with the students having their rights, too.

—In response to the question about the extent to which crises should be handled by outside authorities, the largest proportion said such matters should be handled within the university structure. The faculty was strongest (61%) on this point.

—More confrontation is expected on campus, ranging from manageable confrontations to widespread disruption. Surveyors say this very readiness for the advent of trouble may be a good thing, in the sense of assuring against an attitude of complacency. (They also point out that the questions were

asked during July and August, and that the attitude climate at Cornell may be better now than it was then). (Refer to table titled *Future*.)

—Some students interviewed felt that "Cornell Officialdom" wishes to understand students only to the extent necessary to prevent disruption on the campus—as contrasted with showing a bona fide interest in student thinking.

—The basic confrontation now is likely to be between students and faculty, rather than between students.

*continued on page 6*

## President Corson Clarifies Position on COSEP

Responding to inquiries on campus about the future of the COSEP program, under which minority group students are recruited by the University, President Dale R. Corson has announced that Cornell is committed to continuing and strengthening the program. The Board of Trustees also confirmed its support of COSEP in a statement issued after its October meeting.

COSEP (Committee on Special Educational Projects) was established in 1963 by former Cornell President James A. Perkins. He asked the Committee to "recommend and initiate programs through which Cornell could make a larger contribution to the education of qualified students who have been disadvantaged by their cultural, economic, and educational environments."

Since 1964 the number of American Negro students enrolled at Cornell has increased from 20 to approximately 300, primarily through the efforts of the COSEP committee.

Admissions criteria applied to COSEP students emphasize high school class rank and recommendations by teachers and counselors, evaluated in the context of the school attended by each student. S.A.T. scores are de-emphasized.

COSEP students receive financial help from a special scholarship fund and counseling on their academic,

social and emotional adjustment. Their academic performance at Cornell has been very encouraging to the committee. Only three of 37 COSEP students who entered the University in 1965 and two of 49 who entered in 1966 have been dropped for academic reasons. The grade point average of these students is 2.20 out of a possible four points, versus an average for all students in the classes of 1969 and 1970 of 2.70.

Corson's clarification of the University's position on COSEP was contained in a letter to James E. Turner, director of Cornell's African Studies and Research Center, and to Charisse Cannady, acting coordinator of COSEP Counseling Service in the Dean of Students Office. The letter was made public by Corson.

In it he stated that he had decided there should be a central coordinating office for COSEP, separate from the Dean of Students Office in which it has been located until now. His decision was made, he said, following discussions with COSEP Committee members and interested faculty. He added that the University would begin to seek a director for the COSEP Office, as well as an additional COSEP counselor "who might well be a psychiatric social worker."

*continued on page 7*

## Cooke Elected Vice President for Research

W. Donald Cooke, dean of the Cornell Graduate School since 1964, has been elected the University's vice president for research by the Board of Trustees.

Cooke will continue to serve as dean of the Graduate School on a half-time basis. The two positions are separate and independent. Prior to Oct. 1, his time was divided equally between the deanship of the Graduate School and teaching and research responsibilities in the Department of Chemistry.

Cooke came to Cornell in 1951 as an assistant professor of chemistry, was promoted to associate professor in 1954 and professor in 1959. He received a bachelor of science degree from St. Joseph's College in Philadelphia in 1940, later earning a master of science and a Ph.D. degree at the University of Pennsylvania. He has worked in industry as a chemist and served

three years during World War II in Europe, being discharged from the U.S. Air Force as a major in 1946.

At Cornell Cooke has served as associate dean of the Arts College and on a number of faculty committees, including the general committee of the Graduate School, administrative board of the Summer Session, administrative board of the Division of Unclassified Students, Library Board, and the Academic Records Committee.

Cooke has published 40 papers in the field of analytical chemistry. As a graduate student he received a National Research Council postdoctoral fellowship and Princeton University's Eugene Higgins Fellowship.

He is currently a member of the Steering Committee for a Graduate Education Study of the New York State Department of Education, and a member of the Fordham Univer-



W. Donald Cooke

sity Board of Trustees. He has served in advisory capacities with the National Academy of Sciences, the National Bureau of Standards, the American Chemical Society, the Food and Drug Administration and as consultant to the National Science Foundation Building Program.

He is married to the former June Orr. The Cookes have six children.



# Corson Speaks on War, Education

Speaking as an individual concerned over "the disastrous effect of the war on education," President Dale R. Corson addressed the October 15 Vietnam moratorium held on the Cornell campus.

He joined faculty, students and U.S. Senator Charles E. Goodell (Rep.-N.Y.) in taking part in the moratorium. Following the speeches, students canvassed the Ithaca area for expressions of support, later reporting that over 6,000 signatures were obtained.

Following is the text of Corson's statement:

"As a citizen of this community, as a scientist and educator, I have come here to add my voice to the others seeking an early end to the war in Vietnam. That I am the President of Cornell University may amplify my words, but I am not today its official spokesman. On matters of national political policy, Cornell can have no official position, and it is important that I explain to you why this must be so.

"Some of you who were in Barton Hall on last April 25 heard Professor (George McT.) Kahin speak on academic freedom. Perhaps you will remember his telling you how, as a scholar of Southeast Asia for many years and a severe critic of American foreign policy in that part of the world, he suffered untold censure from students and from public figures for views as unpopular then as they are widely acclaimed today. That his unswerving search for what he believed to be the truth has survived the attacks of his critics is not only a tribute to him as a scholar but to his university, which, by holding aloof from the tides of public sentiment, has guaranteed to its scholars the freedom to state the truth as they see it. To protect that freedom Cornell University had no official position on Vietnam in 1954, and for the same reason it has none today.

"In times such as these when passions run high, it is especially necessary to reaffirm the role of the University as a place of teaching. The University is not a partisan clarion because it is a crucible of ideas. The University is not an espouser of causes because it is a place where faculty and students must be free to pursue, advocate, and criticize different versions of the truth. It is a sanctuary for free thought and expression because every faculty member and every student must be free to hold views honestly arrived



President Corson addressing October 15 moratorium.

at by thoughtful analysis without any suggestion of pressure for a particular view from the institution or from its officers.

"I want now to explain to you why, as a member of this community, I have come to add my voice to those seeking an early withdrawal from Vietnam. The moral and humanitarian arguments against the war in Southeast Asia are familiar to us all, and although I subscribe to them, I shall not dwell on them here. What I feel I must stress is the disastrous effect of the war on education, and especially on higher education. The war's impact on our colleges and universities threatens to impair their effectiveness for years to come. It demoralizes our students, polarizes our professors, and diverts from higher education the financial support which only the federal government can provide. The unity of purpose, the enthusiastic drive for new educational programs to meet urgent national problems at home, the will to do better than we have done in the past, are going to be lost in an accelerating downward spiral if the war continues much longer.

"I have no panacea for ending this conflict, but I ask myself what I can do to be most effective as an individual. The easy thing is simply to add my voice of protest to the others. But we must not just talk to ourselves. We must make our views known to the national political figures who alone have the authority to act. This is the easiest course to follow but more important, and more difficult, is the need to explain why we believe as we do, as well as the need to offer positive suggestions. From the wealth of knowledge and intelligence among Cornell faculty and students, perhaps crystallizing in discussions today, I expect clear-

analyses and rational suggestions to emerge. It is then of utmost importance to transmit them to those in a position to act. Speaking for myself, I shall try to convey the urgency for a quick end to hostilities if the universities are not to suffer grievous further loss.

"Once the onus of the Vietnam conflict is removed, the universities must, in imaginative new ways, assure our country of an educated electorate, incapable, I hope, of repeating the mistakes of the past. The education of the future must dedicate itself to the hearts as well as to the minds of students. I hope Cornell will lead the way in this effort."

## Judicial Administrators Appointed

President Dale R. Corson has appointed Joseph B. Bugliari to the newly created post of judicial administrator for the University. He also named Hartwig E. Kisker deputy judicial administrator.

Bugliari is associate professor in the Department of Agricultural Economics and in the Graduate School of Business and Public Administration. He will maintain his present teaching duties while serving in his new post. Kisker has been assistant dean of students and administrator of the Student Code since 1968.

The judicial administrator reports to the President of the University, or his designee, and is responsible for administering the Regulations for the Maintenance of Public Order adopted by the Cornell Board of Trustees in compliance with state law. He also administers the Student Code, replacing the former Code Administrator. The Code contains rules of student conduct, violation of which is adjudged by two student-faculty conduct boards.

Bugliari said the new office will not be directly associated with any existing administrative body, in order to assure complete autonomy of action. His new offices have been established in Olin Hall, the chemical engineering building.

The administrator is responsible for receiving and investigating complaints of violations of either the Regulations or the Code, and for initiating investigation of possible violations where there has been no

## Buchanan named Dean of Cornell Medical College

Dr. J. Robert Buchanan has been appointed Dean of Cornell University Medical College succeeding Dr. John E. Deitrick who retired after 12 years as Dean on June 30. Dr. Buchanan is an associate professor of medicine and has been Acting Dean of the Medical College and Vice President of the New York Hospital - Cornell Medical Center since July 1.

Following graduation from the College in 1954, Dr. Buchanan completed his internship and residency at The New York Hospital. He joined the College teaching staff as an instructor in medicine in 1961. He has also been associated with The New York Hospital as an associate attending physician and with the Medical Center as Assistant Director of the Eugene F. DuBois Clinical Research Center and Assistant Director of the Comprehensive Care and Teaching Program.

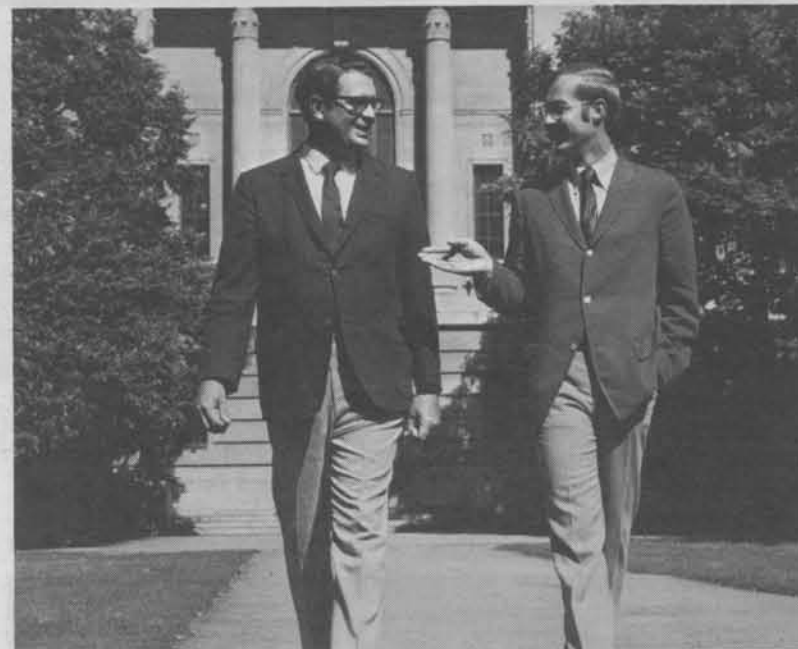
Founded in 1898, the Medical College is today part of a 21-building complex in New York City which houses the New York Hospital-Cornell Medical Center. In addition to the College and the Hospital, the Center includes the Cornell Graduate School of Medical Sciences, the Cornell University-New York Hospital School of



Dr. J. Robert Buchanan

Nursing and, in White Plains, the Westchester Division of the New York Hospital. Institutions affiliated with the College are Memorial Hospital, The Hospital for Special Surgery, Manhattan Eye, Ear and Throat Hospital, and North Shore Hospital.

The Graduate School of Medical Sciences is a component of the Cornell Graduate School which administers programs of graduate study at both the Medical College and neighboring Sloan-Kettering Institute.



University's judicial administrator, Professor Joseph Bugliari (left) and deputy administrator Hartwig Kisker.

formal complaint.

Following such investigation, the administrator will determine if cause exists for taking disciplinary action. Code violation cases may be referred to the Student-Faculty Board on Student Conduct for a decision or, if a violation is considered minor and the student consents, the administrator may impose a penalty.

In cases involving alleged violation of the Regulations, the administrator will refer the matter to the University Hearing Board (UHB), an 11-member body having initial jurisdiction over such

violations. The UHB and a five-member University Review Board (URB) to hear appeals were created this fall.

In any case involving violation of state or federal penal law, the judicial administrator may refer the matter to the appropriate prosecuting attorney whether or not University action is taken under the Regulations or the Code.

The judicial administrator also may counsel persons or refer them to appropriate University counseling services. He will maintain a record of all complaints and other matters investigated.

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# Black Studies: A Concept and a Plan

Reprinted on this page are excerpts from James Turner's report to President Corson on the goals and purposes of Cornell's Africana Studies and Research Center, formerly the Center for Afro-American Studies. Turner is associate professor of Afro-American studies and director of the Center.

## Introduction

In any society, the purpose of its educational system is to provide all members of the society with those skills and tools necessary to maintain and enhance the society. Given the self-defined ethnic, cultural, and social diversity of American people, it would seem as though all subsequent cultural institutions would be equally pluralistic. But higher education in America has traditionally been the exclusive domain of White America...

There is little in any curriculum that starts with Black people as a specially and uniquely cultured people. So there is little wonder that Black students lose interest in education, in life, and in society at an early age...

Despite the obvious importance of Black people, however, neither the public at large nor scholars know very much about the precise role of Black people in American life, past and present. Little is known about their position in American society, about the scope, quality, and significance of their contributions to American culture, or about the impact of their actions on the attitudes and institutions of American Society...

The long overdue recognition of this omission and of the importance of correcting it has led to the creation at Cornell of a Black Studies Program...

Presently, Black students are being trained to live and work in a White middle-class environment. They are compelled to study and learn the politics, art, economics, and culture of White people as if Black people, their community, and their problems did not exist. The implication, at any rate, is strikingly clear, that the achievements of Blacks are inconsequential...

Black Studies is the comprehensive study of the African diaspora, and the three primary Black world communities — Africa, North America, and the Caribbean: the people, problems, arts, culture, politics, economics, history, social development...

Our basic responsibility as educators is not only to pioneer and develop Black studies as a vital educational field but also to train people who will be intellectually and technically competent. It must be realized that the great historical need in the Black community is to develop serious, creative thinkers, disciplined social analysts, and talented professional workers...

Students will provide important impetus, and participate significantly in the direction and development of the Center; providing a proto-

type of faculty-student relations. Students will be involved in matters of policy, curriculum and faculty recruitment. Foremost, the Black Studies Program at Cornell, to be referred to formally as the Africana Studies and Research Center, will be a community of scholars: teachers and students.

Its central thrust is towards the creation of an international center for Black Studies, with strong emphasis on research, broadly conceived; and effective and innovative teaching in terms of structure, use, method, and content...

Among our basic concerns and commitments is the determination to set our skills to a new understanding of the past, present, and future condition of the peoples of African descent, wherever they may be found, with an initial emphasis on America and growing components on Africa, the Caribbean...

## Africana Studies and Research Center

The Africana Studies and Research Center approaches the controversial and highly significant issue of Black Studies in America with five basic assumptions. They affect the character of all that we do and all that we plan to do in the area of Black Studies. These are the assumptions:

1. That Black Studies is a field still being born. This is not to deny the existence of significant, and often unappreciated, work related to Black Studies that has already been done, but it does deny the fact that there is any clear understanding of the specific ways in which a profound mining of the Black experience challenges and transforms the basic educational structures of the nation.

2. That the establishing and the defining of the field of Black Studies stands logically as a task and a challenge for Black people in America and elsewhere. Others may be called upon for assistance, but the initiative must be ours.

3. That the Center and its counterparts on other campuses are in an excellent position to play a central role in defining the field and creating some of the models so urgently required. In this task, of course, we must find ways of combining the thought and activities of those Black persons throughout the nation who are working at the Black Studies task, often in scattered and isolated situations.

4. That a unified, rather than a conventionally understood academic-discipline-bound, approach to the creation of Black Studies is not only desirable but absolutely necessary. Indeed, this unified approach is central to the demands of most thoughtful Black student and faculty groups across the country.

5. That a serious building of this field is the task of years, and not a makeshift program for a few persons to do in several weeks or months.



## Basic Program Elements

... Already it has become apparent to us that several elements must be a part of any creative, well-structured approach to Black Studies. We have understandably sought to include them in our own planning. Among these elements are the following:

1. Serious research in many areas of historical and contemporary Black existence that have either been ignored, or only superficially explored (e.g., Social Structure in the Black Community, Comparative Black Urban Development in the New World, Comparative Slavery).

2. The encouragement of those creative artists who are searching for the meaning of a Black aesthetic, who are now trying to define and build the basic ground out of which Black creativity may flow in the arts. Encounter among these artists, on the one hand, and scholars, activists, and students, on the other hand, must be constant in both formal and informal settings.

3. Continuous research on those contemporary political, economic, and social policies that now shape the life of the Black community in America and that determine its future.

4. Constant experimentation with the meaning of Black Studies for the surrounding Black community, and openness to the possible input from that community into the development of Black Studies. The two-sidedness of the experience is essential and must be encouraged.

5. The development of new materials for and new approaches to the teaching of the Black experience, which must grow out of laboratory situations at every grade level.

6. The training of a constantly expanded cadre of persons deeply immersed in the materials, methods, and spirit of Black Studies, who can help supply the tremendous demands for personnel in a variety of formal and informal teaching environments. The development of new materials, methods, and curriculum for the teaching of Black children.

7. The creation of consortium models which will make possible the constant interaction of Black students and faculty on northern and southern campuses around certain selected foci of Black Studies. This must also expand to the encouragement and development of contacts among Black students, scholars, political leaders, and artists from various parts of the world. It is clear that Black Studies cannot really be developed unless we understand more fully both the unique and common elements of our experiences in the Black diaspora.

8. The gathering and consolidation of those library and archival resources which will facilitate the development of Black Studies as it proceeds towards definition.

9. The establishment of good contacts with publishing enterprises, which will not only make available the results of the experimentation and study of the Center, but which will also encourage that increasing number of authors and researchers who wish to present their work from the heart of a Black matrix.

10. The gathering, cataloging, and critical analysis of those Black Studies programs and personnel already developed across the nation, so that we may begin with a fuller sense of direction, possibilities, and problems. This process began with a summer-long seminar in June, 1969, and will continue with monthly seminars of Black Studies directors and several larger working conferences at least through the summer of 1971...

## Basic Outline of Center Development

### I PURPOSE

... The Black Studies Program must eventually become a center for preparing a new cadre of intellectuals who are at once precisely trained in scholarship of the Black Experience, and interested in specializing in scholarly work (i.e., teaching, research, creative arts) in some facet of this developing academic field. Also, it must develop into a new kind of professional school concerned with developing and applying new techniques of planning and economic development in the ghettos and rural areas.

### II STRUCTURE

#### A. Campus (Home) Center.

The main center of studies will operate on three levels.

1. For those majoring in and taking degrees in the program, an intensive two-year introductory sequence has been designed to give students the necessary academic background and perspective to spend the third year doing field work in the urban component of the Center. The fourth year would probably be spent on thesis work...

2. A field of study for graduate students;

3. When the program is sufficiently large, it will be able to provide general survey courses for the student community as a whole, servicing students not in the program who have only an idle interest in our work or who desire only a general knowledge of the situations we will be dealing with. The specializing committed students will then not be hampered in their

work, while the program will still provide a general service to the university community.

#### B. Urban Resident Center.

The urban resident center, based in an urban Black community, will be residential in nature and possess its own faculty. Its functions will be to provide a continued relevance to the community, an arena for field research and experience, and to provide a base for functional community programs...

### III RECRUITMENT AND ADMISSIONS

In the recruitment and admission of students, the program will place the highest value on relevant background and experience, along with commitment to be functional in working on the problems with which the program will deal. While seriously considering such factors as academic training and standing, we must place the greatest reliance on the candidate's relevance to the Black community and his commitment to work towards the solution of its problems. We have neither the time nor resources to operate a race-relations project wherein well-meaning but inexperienced and dysfunctional White students would occupy positions that might better be filled by Blacks. Of course, relevant and equally well-qualified (background, experience, commitment) Whites are welcome, but such qualified candidates will undoubtedly be rare.

The Program envisions the existence of two equally legitimate streams of Black students coming to Cornell. Of course, there will continue to be the normally admitted Black students interested in traditional aspects of the University program. We in no way wish to interfere with the recruitment and admission of such students. But we do plan to solicit a second stream of Black students interested specifically and primarily in the problems attacked through our program, students who probably would not consider college at all if such a program did not exist...

### IV DEGREE-GRANTING

Degree-granting status is necessary to a strengthening of the program and an accomplishment of its objectives in at least two vital areas:

1. Enabling the program to recruit directly and admit those students most likely to both make successful and be successful in the program of the Center;

2. Begin the vital process of establishing standards of quality and expertise for people and programs operating in the Black community. By establishing real and viable standards of expertise and effectiveness, the program will make possible a more effective and efficient concentration of the limited resources available to deal with the problems facing us...

### V TIME TABLE

The home Center will begin full operations in the fall of 1969, hopefully moving to the establishment of an extension center by 1971, and to degree-granting status by 1972. It is expected that the Center will be able to offer a major with the commencement of full operations in the fall of 1969.





To get the lunar samples on campus as quickly as possible, postdoctoral associate Jim Roth used private plane to bring them from Houston to Ithaca.

Professors Tom Gold (left) and George Morrison describe proposed research while displaying moon dust at press conference in Ithaca after samples arrived.



## Moon rocks under microscope show translucence



The moon: How did it get there and what's it made of? Man has been speculating for centuries, but now—with actual pieces in his hands—he is beginning to find answers.

Two Cornell scientists are among 142 investigators from the U.S. and abroad selected by NASA to analyze lunar soil samples brought to earth by the Apollo 11 and future missions.

Professor Thomas Gold, chairman of the Astronomy Department and director of Cornell's Center for Radiophysics and Space Research, heads one team. They are studying particle structure as well as the light-reflecting and electrical qualities of rock chips and dirt samples in an attempt to learn how they were formed.

"Hardly any earth substance is as black as moon dust" reports scientist Brian O'Leary, the former astronaut who is now one of Gold's co-investigators. Under a microscope, however, translucent crystals—some white, some orange—appear together with black spheres, he reports.

Cornell's other study team is headed by George H. Morrison, professor of chemistry. His assignment is to analyze the chemical makeup of lunar rock samples for evidence of the moon's original composition, chemical changes over the centuries and contamination from meteorites or cosmic dust.

Morrison is using spark source mass spectroscopy, a technique he and his students have perfected over a six-year period, to detect and measure amounts of chemical elements present in the samples. He is also using Cornell's nuclear reactor, housed in the J. Carlton Ward Jr. Laboratory, to bombard samples with neutrons. Since every element under bombardment emits a gamma ray of different energy, Morrison can pinpoint precise amounts of each element present in the samples.

Neither Gold nor Morrison can reveal their findings before a January conference scheduled by NASA for all investigators. Gold has already offered the theory, however, that splashes of metallic-like material observed on lunar rocks by the Apollo 11 astronauts may have been created by a huge solar flare. Photos of the droplets were taken on the moon with a camera designed for the astronauts by a group of scientists headed by Gold.

Over 8,000 visitors of all ages, from babies to grandparents, crowded into Olin Library to view Apollo 11 moon samples and photographs.



Rock from the moon—two of the samples delivered to Cornell for analysis. Gold's team is studying surface characteristics which may answer such questions as why the moon shines more brightly when full. Morrison is studying the chemical composition of samples to piece together aspects of the moon's history.

many colors



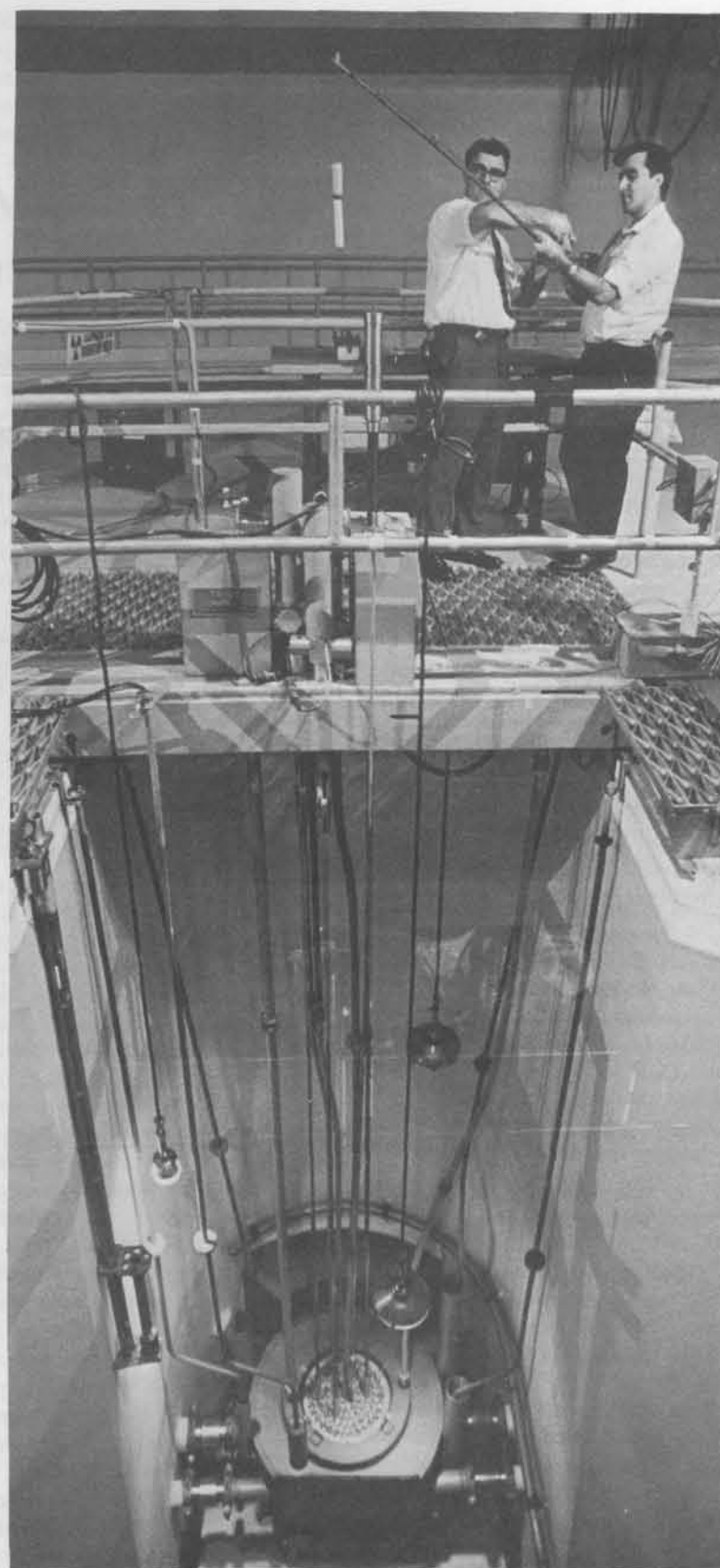
Scientists can duplicate sunlight effect on moon's surface with lunar sample in photometer. Co-investigator Brian O'Leary checks sample's brightness.



The excitement shows as research assistant Andrew Kashuba Jr. of Morrison's team prepares to insert lunar soil samples in spectrometer.



Weighing in samples. Co-investigator O'Leary works with graduate student Frank Briggs to insure precise measurement.



Reactor Manager Howard Aderhold helps postdoctoral student Jesse T. Gerard (with fishing rod) insert cylinders containing lunar samples into reactor core.



## Survey Shows 'Ground Swell'—

dents and administration, as students realize that their demands are resisted not by administrative decision but by faculty traditions. A growing number of faculty, students and administrators expect this.

Copies of the Williams Survey will be available in late November. Alumni may obtain a copy by writing the Office of University Publications, 420 College Ave., Ithaca, N.Y. 14850.

Following are a few representative tables from the survey, showing responses from students, faculty, administrators, alumni and Trustees. All figures shown are percentages. Occasionally columns may not total 100 due to rounding by the computer.

EXTENT OF UNREST	Students	Fac	Admin	Alum	Tr
1. a small minority, with outside agitators	7	8	7	24	13
2. a small minority, but no significant outside agitators	13	8	4	14	9
3. somewhere in between a small minority and a ground swell	22	22	21	22	30
4. a small minority that can easily grow into a ground swell	19	12	14	11	9
5. a ground swell	35	46	54	28	39
6. undecided	3	5	0	1	0

## JUSTIFICATION

Students

1. rejects all forms of protest	3
2. accepts only "legal" forms of protest (with emphasis on legality)	10
3. accepts protest if doesn't interfere with rights of others (non-violent)	58
4. approves civil disobedience principle, while stressing the need for willingness to accept penalty	7
5. normally non-violent, but approves violent or disruptive protest under exceptional circumstances—if only way to make point in urgent situation	21
6. approves violent or disruptive protest as general principle	2
7. undecided	0

## FUTURE

Students Fac Admin Alum Tr

1. relatively calm, manageable confrontation	40	31	29	62	61
2. frequent turmoil—but university will continue to function with some effectiveness	50	48	57	35	39
3. widespread disruption—University will barely continue to function or cease to function	11	21	14	3	0

The survey firm leads off its recommendations, based on its findings, by saying that Cornell should "take the initiative in meeting its problems; to think through a program, and carry it out—instead of reacting to events as they happen. In point of fact, of course, such action has already been started by the University."

"Of equal importance with the principle of taking the initiative," the firm says, "is the principle of listening. No individual or group can lead today unless they understand the beliefs and hopes, the motivations and feelings, of those they would direct. If leaders are unheeding of the attitude climate of their particular community, they will neither gain nor hold allegiance within the community."

Of the faculty, the firm says, "Faculty people see their role as crucial. However, there is a good deal of dispiritedness because they know how severely split among themselves they are; they recognize the difficulties of bringing about improvements in such an emotionally charged atmosphere; and they are keenly aware of how poorly geared for action—how unorganized—they are."

It recommends no "one-shot" task forces, but rather the idea that there be faculty representation on permanently operating working committees and groups, and that the faculty representation be large enough so that "their influence is real."

Surveyors noted that many faculty members mentioned the fact that there was no intermediate governing group between the small Faculty Council and their entire body. The survey firm recommended some intermediate "house of representatives."

The firm says that student sentiments had to do not only with the war, racial difficulties and their views on how the older generation handled social problems, but also with dissatisfaction regarding the educational process in general.

"There is a way to respond to this state of affairs in a very positive fashion. This is to involve the students themselves in the educational process. Give them—the ones among them who are the most able and the best motivated—a turn at working with the faculty committees who make the decisions, who do the planning, who bring about the changes, who do the managing of programs of education," the Williams firm says.

The report shows there is a "decided tendency" among Cornellians to approve of the idea behind the Committee on Special Educational Projects (COSEP) although some do so with qualifications.

COSEP was started at Cornell in 1963, when there were fewer than 20 black students at the university. As a result of an effort to bring culturally disadvantaged persons, largely blacks from the urban ghettos and the rural South, into the student body, there are about 300 blacks on campus this fall.

The favorable outlook by many persons on COSEP is "blurred by



G. Michael McHugh



Jackson O. Hall

## Hall, McHugh Named to New Posts

Two Cornell administrators known by many alumni have been appointed to new positions.

Jackson O. Hall has been named special assistant to the president of the University, a new post. Replacing him as director of public affairs education programs is G. Michael McHugh, formerly associate director of development and director of the Law School Fund.

Since coming to Cornell in 1963, Hall has served as associate director of development, coordinator of alumni development records and director of public affairs education programs. Under his direction, the Cornell Alumni University was launched in 1968 with approximately 500 Cornellians and their families visiting the campus in the summer to attend a program of lectures and recreation. This past summer nearly 750 alumni and their families were enrolled.

A native of Boston, Mass., Hall was graduated from Dartmouth College with a bachelor of arts degree in 1953. He earned a master's degree in education at Cornell in 1960 and was awarded a doctor's

degree, also in education, at the University in 1967. He served in the U.S. Marine Corps for two years, from 1953 to 1955.

Besides assuming direction of the Alumni University, in his new capacity McHugh will work with the Office of Alumni Affairs to help fill a need for speakers from the University. He will also coordinate preparations for an alumni convocation scheduled to be held in New York City next spring.

McHugh was born in Peiping, China, where his father was an officer in the U.S. Marine Corps. He was graduated from St. Albans School in Washington, D.C., and was awarded a bachelor of arts degree in 1950 from Cornell. He served as a tank officer in the U.S. Army from 1951 to 1953. From 1953 to 1962 McHugh worked in the commercial property department of a New York City and Montreal insurance brokerage firm. He started his own insurance brokerage firm in Montreal in 1962. Four years later he sold the business and was named a director of a general insurance brokerage firm in Montreal.

the shortcomings people see in how the program has been executed in practice," the report states.

"Among the faculty in particular, the view was prominently held that COSEP lacked necessary subsidiary programs for remedial work, with resulting confusion regarding the lowering of standards; and also that there was too much handling of the program by the administration, with an insufficient opportunity given to the faculty to be involved," the report said.

Many students—37 per cent—and more alumni—59 per cent—indicated they had little or no knowledge of COSEP.

The biggest problem the firm found with alumni was lack of adequate information regarding what's happening. It recommended "Cornell teams" be developed in Ithaca, with representatives from faculty, students and administration, and travel to metropolitan areas of high concentration of Cornellians to conduct day-long programs, probably on Saturdays.

It also recommended that members of the Board of Trustees come

to the campus a day or two early occasionally for board meetings, for some give-and-take sessions with faculty, administrators and students.

At the beginning of the report, the survey firm outlined its procedures in conducting the study.

It attempted to get representatives from both conservative and liberal faculty groups, and from all political divisions of the students. The firm said there was "unmistakable resistance" from members of the SDS or any segment of black students to participate in the survey, although no official decision was announced by either.

The average length of the interviews was 45 minutes, with many running well over an hour. Those conducted by telephone were at a pre-arranged time so that there would be plenty of time for discussion.

Douglas Williams, head of the firm, is a 1934 Cornell graduate, and spent about half of last summer in Ithaca. The survey team was headed by three Ph.D. graduates from Cornell.



# Black Studies Center Opens with 160 Students

Cornell's newly established Center for Afro-American studies opened this fall with five faculty members, 10 course offerings, an enrollment of 160 students and a new name. In response to Center Director James Turner's request, the University Trustees voted at their October 16 meeting to change the name of the Center to Africana Studies and Research Center. The term Africana connotes the collection of information and data about the culture and process of experiences beginning with Africa's encounter with Europe, Turner stated, and thus suits the Center's program better than the term Afro-American.

The Center is not a degree-granting unit of Cornell, but Turner's timetable calls for it to become so by 1972. In the interim, students taking the Center's courses must seek credit from the school or college in which they are enrolled. The 1969-70 courses being offered by the Center have been approved for credit by the College of Arts and Sciences, School of Engineering, College of Human Ecology, and the College of Architecture, Art and Planning.

The initial student body was selected from nearly 250 applicants, Turner said, among which were a small number of white students. He added that these students' interests were accommodated by creating special study projects conducted by members of the Center's faculty.

Classes at the Center range in

size from 10 to 25 students, and faculty members encourage a seminar format with maximum student participation. Turner's curriculum plan calls for initial development of "comprehensive interdisciplinary courses in humanities and the social sciences as a basic foundation for a course of study for developing a major."

The initial courses and their teachers are:

"Afro-American Writing and Expression" and "Issues in Black Literature," James Cunningham, writer in residence and lecturer.

"20th Century Black America: Infancy, Family & 'The Street'" and "Psychological Aspects of the Black Experience—A Research," C. Dalton Jones, research associate and lecturer.

"Black Resistance: South Africa and North America," and "History and Politics of Racism and Segregation," J. Congress Mbata, associate professor.

"Education in Urban Black Communities" and "Social Psychology—The Relevance of Psychology to Black Culture," Gloria I. Joseph, associate professor.

"Black Political Thought" and "Colonialism and Africanization of Public Administration," Rukudzo Muraga, assistant professor.

Turner also has submitted a report to the President's office defining the Center's goals and purposes. Excerpts from the report are printed on page 3.

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## Corson Clarifies COSEP—

Corson also revealed his decision that the COSEP Committee, representing administrative offices and faculty members from colleges in which COSEP students are registered, should continue to serve as the formal liaison between the COSEP office and other parts of the University, including the COSEP student body. The Committee's membership should be increased, Corson said, by adding representatives from the faculty of the Africana Studies and Research Center and from the COSEP student body.

Cornell's Office of Institutional Studies has released results of recently completed study of the academic performance of students listed on the COSEP rosters in the classes of 1969 through 1972.

Following are some of the study's conclusions:

"An examination of the COSEP rosters indicates that 88 per cent of the students are black."

"The rosters include many students whose credentials could hardly be considered marginal or worse than those of the normal applicants. There are two students on the rosters who are enrolled in the Six Year Ph.D. program and one who was a finalist in its admissions process. In sum, there is a difference between the stated definitions and the actual criteria apparently being applied. Interpretations of previous COSEP academic reports must be qualified with the realization that not all of the students reported therein have marginal academic credentials."

"To date, the COSEP students' academic status is strikingly similar to that of the Arts class of 1964. Two-thirds of both the 1969 COSEP group and the 1964 Arts class graduated on or ahead of schedule."

"One of the original hypotheses of the COSEP committee was that the standard academic predictors were not valid for culturally disadvantaged students. This was in large measure based on some nationally publicized reports which stated that many of our national standardized tests were unconsciously culture-biased in that some test items had no relevance for some minority group and/or ghetto students. (e.g. snow is a meaningless reference to some individuals who have never seen it or heard of it; reference to farm animals often draws a blank response from urban ghetto children, etc.) The hypothesis was: since the tests were biased they lost validity for minority group students."

"In sum, the evidence to date would tend to justify a practice of putting *very limited value* on the standard academic predictors when selecting COSEP students. Furthermore, other research evidence... suggests that non-intellective factors (e.g. motivation, leadership ability, talent, etc.) are more useful predictors for admissions purposes in a highly selective university like Cornell."



Mrs. Alice Cook, the University's new ombudsman, lists among her hobbies membership in a rather loosely organized Woodchoppers' Chowder and Marching Society, which meets irregularly at her house during cold months to cut wood from her three-acre woodlot to burn in members' fireplaces.

## Mrs. Cook Chops Away at Ombudsman Tasks

Cornell's first Ombudsman, Professor Alice M. Cook, is already deeply involved in investigating complaints while trying to set up a staff and open a permanent office. President Dale R. Corson named Mrs. Cook, professor in the I.L.R. School, to the newly created post of University Ombudsman in mid-September.

"There hasn't been a day without queries or complaints," says Mrs. Cook who has been working out of her academic office in Ives Hall.

She expects to announce a central campus office location shortly and says, "It will delight my Dean because we are cluttering up things here at present."

The Cornell Ombudsman will appoint a staff in the near future. This will include an administrative aide "to assist on complaint investigations," a secretary, and a second administrative assistant who will work with student volunteers. The second assistant and the students will concentrate on information matters which she describes as "telling people where to go for answers when they have a problem that doesn't require a follow-up by our office."

Mrs. Cook has been warning job applicants that the office will probably operate on an evening, as well as a daytime, schedule and that she expects to provide "a rumor clinic type of service in the event of potential or actual campus emergencies."

Emphasizing the need to protect the confidential nature of complaints directed to her office, Mrs. Cook will not discuss the specifics of any Ombudsman investigations.

"In many instances a referral to another office or to the appropriate administrator has taken care of the individual problem," she explains, "but we have also become involved in about 15 complaint investigations."

The investigations have developed from complaints by students and nonacademic employees "although we have had a query on behalf of a faculty member which could lead to an investigation if he decides to pursue the matter," she says.

In pursuing complaint investigations, Mrs. Cook is concerned "not only with obtaining redress for the individual when it is appropriate, but also with trying to correct the problem that produced the complaint."

She characterizes the complaints received to date as "usually resulting from a well-intentioned administrator applying the rules exactly. We are not against rules but may, under special circumstances, have to ask for exceptions to them, and we have had complete cooperation on such matters."

The Cornell Ombudsman also has a growing conviction that in some areas "rules do not exist that are needed to guide individuals and groups lacking any direction."

Mrs. Cook interprets her basic role as that of "following up on complaints from any person about anything that occurs on the campus," although when her staff and office are in place, she also plans to study problem areas "which have not led to complaints but could become trouble spots."

## Williams Heads History Department

L. Pearce Williams '49, Ph.D. '52, a member of the Cornell faculty since 1960 and an authority on the history of 19th century science, has been appointed chairman of the Department of History.

Williams won the Pfizer Award, given by the History of Science Society, in 1966 for "Michael Faraday, a Biography," judged the best book published in the United States on the history of science. Another book, "The Origins of Field Theory," was published in 1966. He has also written, with colleagues Brian Tierney and Donald Yagan, "Great Issues of Western Civilization."

While a student at Cornell, Williams completed three years of chemical engineering studies before transferring to the Arts College where he received the bachelor of arts degree with honors in history. After receiving his Ph.D. in the history of science, he joined the Yale University faculty as an instructor in 1952, moving to the University of Delaware as assistant professor in 1956. He came to Cornell as an assistant professor in 1960, was appointed associate pro-

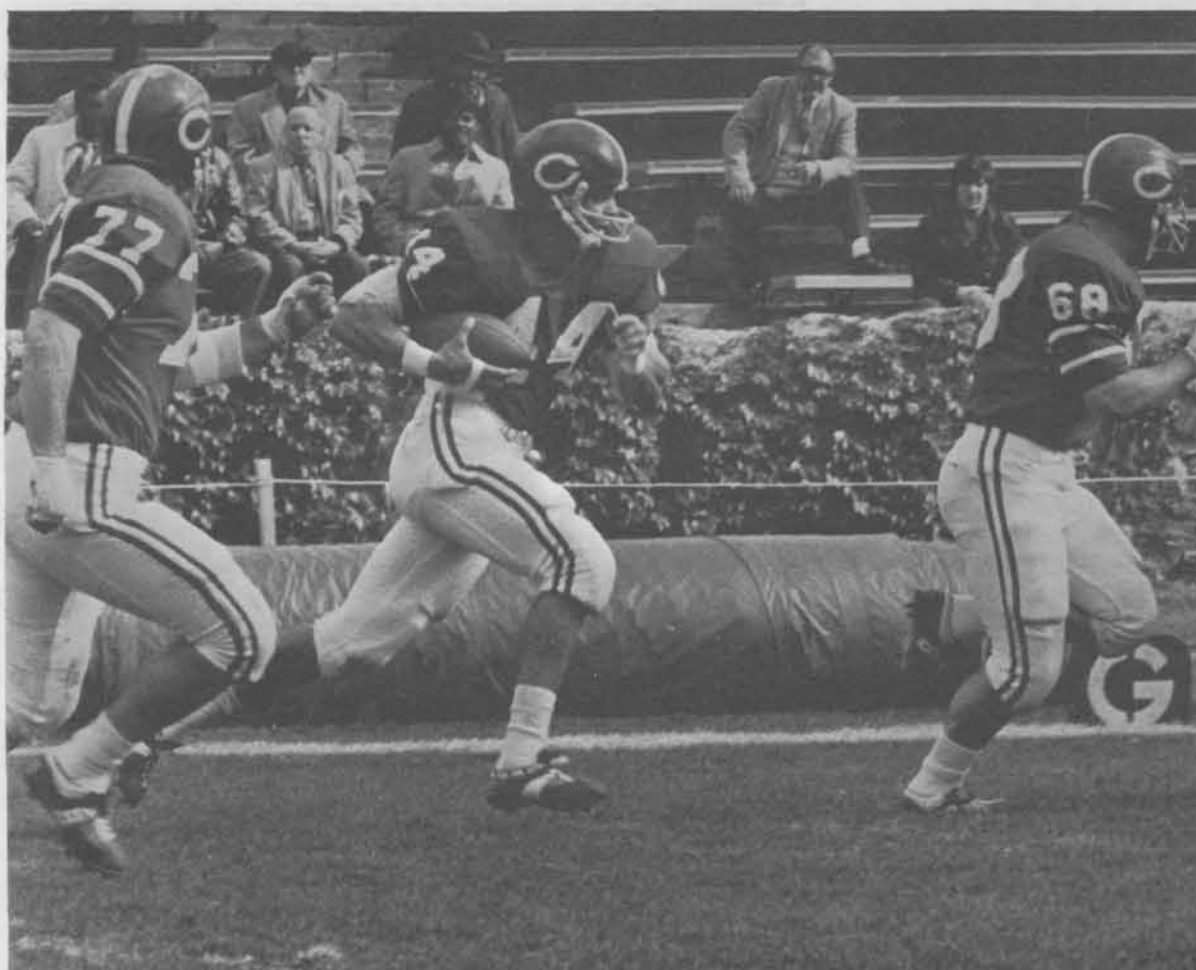


L. Pearce Williams

fessor in 1962 and professor in 1965.

Williams has received research grants from the University of Delaware, the American Philosophical Society and the National Science Foundation. He has been active in the American Historical Association and has been a member of the governing council and chairman of the membership committee of the History of Science Society.





**SOPHOMORE WONDERBACK:** Flanked by Paul Marcucci (77) and Dennis Huff (68) Cornell tailback Ed Marinaro scores first of his five touchdowns during stunning 41-24 win over Harvard. Marinaro gained 284 yards in 40 carries, both Ivy League records, and led the nation in total rushing yardage following the game.

## Far Above...



**HAIRY-LEGGED FRESHMAN?** Cornell Glee Club's Brian O'Connor '70 satirizes unsophisticated freshman in "Song of the Classes" during Homecoming Weekend concert. Club will leave on European tour in January, helped by Cornell Class of 1916.



**PEACE MARCH:** Participants in Cornell's October 15 Vietnam Moratorium enter Arts Quad to hear speakers.



**INNOVATION:** Cornell has coed cheerleaders this year at all football games, including Ivy League contests. Sue Anderson '71, daughter of Montclair State College football coach Clary Anderson, captains group.

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