

Trustees Release Report on Crisis, List Recommendations

Cornell must make positive moves toward preserving order, defining and enforcing academic freedom, helping the community to understand programs for black students, and communicating its goals both inside and outside the University, according to the report of the Special Trustee Committee on Campus Unrest at Cornell.

The 61-page report evaluates events leading up to the occupation of Willard Straight Hall last April, and lists specific judgments and recommendations. It was submitted on September 5 to the full Board of Trustees, meeting in Ithaca, which voted to give "highest priority" to the report's recommendations. Robert W. Purcell, chairman of the Board, appointed the Committee last May, charging it to investigate all aspects of the Straight seizure and make recommendations "designed to preserve the academic freedom and integrity of all members of the Cornell University community, and to enable the University to resolve the issues raised in a peaceful and orderly manner."

The eight-member Committee, chaired by Trustee William R. Robertson, held nine two-day meetings during the summer, as well as many smaller meetings involving some of the members.

Members of the Committee, with Robertson, were Trustees Morton Adams, Walter G. Barlow, Miss Patricia J. Carry, H. Hays Clark, Charles E. Dykes, H. Victor Grohmann and Royce P. Murphy.

The Committee prefaces its judgments and recommendations by saying, "We do not contend that the facts have been established beyond a reasonable doubt. It is not our purpose to hold any person or group of persons up to public criticism. It is our purpose to report faithfully and fully to the Board of Trustees the results of our weeks of study and inquiry."

The report identifies four basic problems "which appear to have been the principal causes of unrest on the campus." These are:

1. The handling of discipline and the judicial system.
2. The Committee on Special Educational Projects (COSEP) program and the Afro-American Studies program.
3. Academic freedom.
4. Communications.

The Committee condemns the seizure of the student union building as an act of violence, and states, "There can be no such thing as a non-violent building occupation. The very act is a threat of the use of force."

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Plane Named Acting Provost

Robert A. Plane, chairman of the Department of Chemistry at Cornell, has been appointed acting provost of the University for one year. He assumes the post vacated by Dale R. Corson on his elevation to the presidency of Cornell. As provost, Plane is chief administrative officer under the president, assuming the president's duties during his absence.

Plane agreed to take the position on a relatively short-term basis while the Trustees and President Corson seek a permanent replacement, saying he has "every intention of returning to chemistry" when his term expires. In naming him acting provost, the Trustees also voted that he retain his membership on the Board. Plane was elected a Faculty Trustee of Cornell for a five-year term effective July 1.

A member of the Cornell faculty since 1952, Plane was appointed chairman of the Department of Chemistry in 1967. Last year he served as chairman of an ad hoc committee appointed by Corson to study the relationship between the University and its teaching assistants. He was chairman of Cornell United Religious Work (CURW) in 1966-67 and has been a member



Robert A. Plane

of the Board of Governors of Willard Straight Hall since 1964.

Plane's publications include "Chemistry," a widely used college textbook co-authored with Michell J. Sienko, professor of chemistry at Cornell; "Experimental Chemistry," 1958; "Physical Inorganic Chemistry," 1963; "Elements of Inorganic Chemistry," 1965; and "Chemistry: Principles and Properties," 1966. He has in addition written more than 60 research papers, and is co-editor of the Physical Inorganic Chemistry series of monographs.

Corson Appointed Cornell's President



Cornell President Dale R. Corson addresses parents of incoming freshmen at Barton Hall during orientation week. He told them: "We have proclaimed a clear and firm policy on campus disruption."

Dale R. Corson, a member of the faculty and an administrator at Cornell for more than 20 years, is the University's eighth president. He had served the University as provost since 1963.

In accepting the presidency, Corson said, "I am appreciative of the confidence in me shown by the Board of Trustees, and I shall do my best to justify it. I am basically an educator and the focus of my efforts will be on the business of education and on the students, faculty and staff of Cornell University."

"To provide the leadership necessary for a modern university, and particularly for one of Cornell's complexity, is an overwhelming task," he continued, "I expect to work with the Board of Trustees, with my administrative colleagues and with any others with useful ideas to find an appropriate way to divide overall executive responsibility."

Commenting on the appointment, Robert W. Purcell, chairman of the Board of Trustees, stated: "During the past three months, our principal aim has been to find the best man for this arduous job, and then to persuade him to accept it. We also recognized that the complex problems and new hopes confronting the University required experienced leadership at the earliest possible date. We are fortunate that Dale R. Corson who has accepted this responsibility is ideally qualified to lead the University in these challenging times."

"Since the situation called for prompt and decisive action," Purcell said, "we decided to supplement the Trustee deliberations with a questionnaire to faculty, students and alumni. This procedure, we felt, provided the most rapid and widespread assessment of the wishes of all three groups. The responses have been numerous, thoughtful, and helpful. During the summer, of course, Cornell students are widely scattered. The fact that time did not allow greater student participation in the selection process is regrettable as their stake in these matters is large and their interest is lively and legitimate. However, we are confident that they will continue to be alert and demanding, yet deeply serious and responsible. We are confident too that they will support a president whose ability, honesty, and commitment to Cornell are so manifest."

Corson succeeds James A. Perkins, President of Cornell since 1963, who announced last May his intention to resign. Since July 1 Corson had been serving as the University's chief administrative officer by action of the Board of Trustees.

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Public Order Regulations Adopted

New regulations designed to prevent disruption of public order are in force at Cornell. Titled "Regulations for the Maintenance of Public Order," the rules apply to students, faculty, employees, alumni, visitors and "other licensees and invitees alike."

They were adopted by the Board of Trustees in compliance with a new section of the New York State Education Law which became effective last spring. The new law required all colleges and universities in the state to file "regulations for the maintenance of public order . . . and for the enforcement thereof" with the state Board of Regents on or before July 21.

Cornell's regulations affirm the right of peaceful dissent and free speech on campus as being not only a tradition but a way of life. Regarding "Standards of Conduct," the regulations summarize as follows: "All persons shall conduct themselves on University premises in a manner which does not disrupt or obstruct University operations or functions or infringe upon or interfere with the lawful exercise of the rights and freedoms of others."

They then list specific kinds of conduct prohibited, such as using force against persons or property, obstructing access to University premises, and preventing the participation of others in employment interviews and other authorized activities.

The regulations place responsibility for their enforcement on the president of the University "and his designated representatives." They also contain a section dealing with firearms, which reads: "The possession, carrying, or use of firearms, including rifles and shotguns, ammunition, explosives, or other dan-

gerous weapons, instruments, or substances in or upon University premises, except by law enforcement officers or except as specifically authorized by the University, is prohibited."

The regulations also list specific penalties which may be imposed for violations. These are arranged by the categories in which offenders may fall, i.e., faculty, students or employees of the University. In the case of faculty members, dismissal, suspension, censure or reprimand may be imposed. In the case of students, expulsion, suspension, disciplinary probation or reprimand; in the case of employees, the penalties are dismissal, disciplinary layoff, censure and a reprimand.

To facilitate enforcement of the regulations, the Trustees created two boards to hear cases involving alleged violations. One is the University Hearing Board, staffed by four faculty members, four students (at least one of which shall be a graduate student), one administration member, one academic staff member who is neither faculty nor a student, and one member of the nonacademic staff. Initial members of the UHB will be appointed by the president; subsequently it is expected that members will be elected by their constituencies. All members will serve for one year.

The UHB's main function is to set private hearings for persons charged with violations, take testimony, examine witnesses and reach a judgment.

There is also a five-member University Review Board to hear appeals from the UHB's decisions. Its members, selected by the same procedures governing the UHB, are

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"To Destroy the Universities is the Quickest Way to Destroy Mankind"

President Dale R. Corson summed up Cornell's present position and defined future tasks in an address to the Constituent Assembly, his first major policy statement since assuming office. Following is the complete text of his address.

I speak to you as president, after one week in that office. Over the summer I served in the role of acting president and before that I served six years as provost, in the role of deputy president. I appreciate the confidence which the Trustees have expressed by electing me. I shall do my best. My purpose now is to tell you how I think Cornell stands today, some of the things that have been done over this summer, some of the many things that still remain to be done to give the University new life, and to describe the kind of atmosphere and operation we must strive to create for this great University.

Must answer basic questions

At the moment we stand confronted by many questions, not in any way peculiar to Cornell, which large numbers of people, especially young people have been raising in a mounting crescendo throughout the country. They are basic and searching questions which we must answer with all the wisdom, intelligence, and sensitivity we can muster. What is a university for? How should it be run? Who should run it? What should it teach, and how should it teach? What research should it do? Does it have a political role? How should it mesh with the local, national, and international communities? Should it have a social conscience? What is academic freedom? What is the reason for academic tenure? In fact, are universities necessary and, if so, how and in what manner are we to preserve them and make them more effective?

Underlying all these questions is the traditional reluctance of our institutions, and of universities in particular, to change in order to meet new circumstances.

First steps taken last summer

This soul searching is a healthy sign for higher education in general and for Cornell in particular. The first approaches to answers are already under way in this University. All summer the Executive Committee of the Constituent Assembly and eleven research commit-



President Corson describing Cornell's current and future goals to Constituent Assembly.

tees addressed themselves to some of the issues raised at Barton Hall in April. Groups of faculty and administration have been at work seeking ways and means to prevent a recurrence of the confusion, the disorder, and the misunderstanding which plagued the campus last year. But these accomplishments of the summer have been only the first steps in a long and arduous process of reexamination. The major thrust must begin now, with the return of the entire campus constituency. Every segment of the University must now join together in the quest for a new way of life on this campus, a way of life which will not only enhance learning, but give greater significance to the role of higher education.

New regulations and procedures adopted

Let me mention some specific activities of the summer which I hope will help to insure an atmosphere in which we can proceed effectively with the tasks before us.

The first of these activities was

the adoption of Regulations for the Maintenance of Public Order. This was a Trustee action in compliance with a directive from the State of New York (the Henderson Law) to all colleges and universities within the State to adopt such regulations no later than July 20. You have all received copies of the Regulations, and I repeat now that, while the law does not leave us a great deal of maneuvering room, the Regulations are still subject to amendment. After their adoption the Trustees instructed me to form a task force of students, faculty, administration, and non-academic staff members to review the Regulations and our present judicial procedures so as to assure a fully operable system for the maintenance of discipline and public order by the beginning of the fall semester. A committee under the chairmanship of Professor F. A. Long undertook the charge and has now reported. Their report, approved generally by the faculty on September 4 and accepted by the Trustees September 5, provides the following:

—The present student-faculty conduct boards will continue to adjudicate alleged student code misconduct which does not constitute a violation of the Regulations for the Maintenance of Public Order, and will continue to have jurisdiction only over students.

—The Regulations which the Trustees adopted in July describe a separate category of offenses; namely, misconduct sufficiently serious to constitute a violation or threat to the maintenance of public order. These regulations apply to the conduct of faculty and other staff as

well as students.

—To adjudicate such alleged violations, a University Hearing Board with initial jurisdiction, and a University Review Board to hear appeals will be established. The former, of eleven members, will represent all of the principal constituencies of the University community. The latter, of five members, will consist of two students, two faculty, and one administrator. Penalties for violations range from expulsion or dismissal to reprimand, with appropriate intermediate steps. All alleged offenders, whether students, faculty, administrators, or non-academic staff are to be treated alike.

—A Judicial Administrator will replace the present Code Administrator. He will be appointed by and report to the president or his designee, and will be responsible for processing complaints and administering generally the new Regulations.

—Finally, there will be a University Conduct Conference whose functions will be to facilitate an exchange of views on current and emerging problems of community conduct and discipline, including the several functions previously assumed by the University Student Conduct Conference.

Full details of the new adjudicatory procedures have already been published. I wish to make clear that any student judicial system adopted by Cornell University will be *one* system for *all* students. Furthermore, the judicial system for considering alleged violations of the public order regulations will be the same system for *everyone* in the University. It is also important to realize that each individual will be held responsible for his own acts, whether he acts alone or as one of a group.

Need for better communications

A second activity of the summer relates to improved communications. One of our troubles last year was inadequate and poorly organized communication between the various elements of the campus community. During the summer we have made a beginning among the executive staff and the deans of the colleges to improve this vital need for all campus groups to know what is going on and whom to talk to about it.

The urgent need now is to tie the community together in a communications network. Some scheme must also be designed this year to give representative and effective expression to faculty views. Equally important is the need for a mechanism to channel student opinion. We need two student communication systems. One is a fast and effective means to give students accurate information on factual, procedural, and policy questions. The other is a structure whereby student opinion on some representative basis may be promptly and directly conveyed to the faculty and administration.

We must no longer acknowledge as representative student views only the expressed demands or opinions of special interest groups representing disparate minorities.

The Constituent Assembly can provide us with solutions to many of these problems.

Role of the Ombudsman

To deal with grievances and to help convey reliable information, we are about to experiment with what the Scandinavian countries have long called the ombudsman system. Dean Kahn (Alfred E. Kahn, dean of the Arts College) has led the planning for such a system for Cornell, and this is the way it will work:

There will be an Office of University Ombudsman, independent of all existing administrative structures of the University. The Ombudsman and his staff will investigate grievances against the University, or against anyone in the University exercising authority, and bring his findings expeditiously to the attention of those in authority. In addition, his office will serve as a general information center, and in emergencies, provide such additional and special information and "rumor clinic" services as may be necessary. He will act promptly, paying special attention to due process, to the confidentiality of records, and, if requested, to the anonymity of complainants. He cannot exercise powers beyond the legal authority of the University, nor can he make University policy or replace established legislative or judicial procedures. The first Ombudsman will be appointed for a trial period of one year.

Some unresolved problems

Now, let me turn for a few minutes to some unresolved problems which last year were the object of controversy and dissension. Specifically I refer to the education of black students, alleged racism, and the ROTC.

First of all, Cornell is committed to the improvement of education for black students and for accepting an increasing number of them into both the undergraduate and graduate divisions. This is not a new fancy. Through the COSEP program we have been working at this for some six years, and have increased the enrollment of American-born black students from around 20 in 1963 to about 300 now. For the most part the results have been gratifying. In order to further improve its effectiveness, the program is currently under review and we shall pursue it with vigor.

In a more controversial program, that of a Center for Afro-American Studies, we are now on the threshold of new developments. The ground work was laid last semester, and Professor James Turner, the new director, has been recruiting faculty to work with him in the development of new curricula.

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CORNELL REPORTS

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The purpose of the Center will be two-fold. On the one hand it will afford students the opportunity to become familiar with the heritage and the experience of black people throughout the world. On the other it will prepare students to tackle the overwhelming problems of the black community in America. In Professor Turner's words, "Our basic responsibility as educators is not only to pioneer and develop black studies as a vital educational field, but 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 and disciplined social analysts and talented professional workers"

As the details of the Center are developed, the major thrust will be that of integrating with the curriculum of the Center the resources of the University in a number of professional areas. The Center anticipates that students may major in Afro-American studies, or they may enrich their studies in traditional areas by taking courses in the Center. Field work in urban areas may well become a feature of the program, and while the Center is not now a degree-granting unit, it may in time become so.

Cornell considers education for black students an obligation and an unprecedented challenge.

Must destroy racism

We have heard much about racism at Cornell this last year, and the word has been contorted and abused to the extent that its true meaning becomes obscured. There is little doubt that racial hatred is residual among many people in this country. It is an individual thing which must be destroyed, so that men of all races can live harmoniously together. There are also charges that our institutions behave in ways that have racist implications—even though the individuals involved may have no such intent. We must do everything possible to promote an atmosphere where *no* kind of racism can exist.

A third holdover problem from last year is the ROTC. The University's current military arrangements have now had the scrutiny of two committees and are about to go again to the faculty for action. The question of the propriety of military training on a university campus has evoked strong feelings. Among you are those who contend that war is not only evil, but that it settles nothing, that it destroys infinitely more than it is likely to preserve, that especially with the introduction of nuclear weapons it became an all too real threat to man's very existence. If all this is so, how, you say, can any university condone as part of its purpose the training of officers who may well be obliged to bring about the world's destruction? This is a provocative question which deserves the most thoughtful answer. On the other hand, there are those among us who have experienced a world war which, destructive as it was, preserved individual freedoms in large parts of the world. Some people regard such



Part of the audience at Constituent Assembly meeting.

wars as global police actions, and ask whether as a nation we are henceforth simply to disregard the need to protect our freedoms by forsaking the maintenance of a military force. This question, too, demands a thoughtful answer.

The place of the military in today's world is a complex problem. I do not know how the Cornell community will decide what the University's role should be, but I assure you the decision will result from deliberation and rational discourse.

Educational considerations dominate at Cornell

What I have said to this point stems from the summer's activities and from the carry-over problems from last year. Let me turn now to some of the basic educational considerations which must dominate our work.

We must keep constantly before us the fundamental fact that we are an educational institution, that our real business is teaching and learning, and that we must concentrate our efforts on making the Cornell educational experience as appropriate and rewarding as possible. The biggest problem before us is to find ways of responding to the great social problems, and to the speed of social and technological change which characterize the modern world. I am convinced that we have the will, and the human and natural resources, to do this, and I am confident the job can be done. At the same time, I am certain that the tempo of change will be slower than some would like. This is human nature; this is the way of universities. To accomplish our task we must not only marshal our wits and our wisdom, but also plenty of patience, understanding and compassion. Unfortunately, there will be a few who will insist on instant change, on an instant new world. When at the end of the week their demands are not met, there are some in our universities today who vow to destroy the universities as part of an evil society.

Cannot tolerate coercion or violence

I say to you all, but to these few in particular, that to destroy the universities is the surest and quickest way to destroy mankind. Never has it been so necessary to understand this simple fact. At Cornell we shall encourage free discussion; we shall gladly tolerate protest; we shall not tolerate coercion and violence. Our institutions today, including our universities, are far from perfect; but to cripple them,

to destroy them, will solve nothing.

Academic freedom precious

From its founding Cornell has had a history of vigorous experiment in education. We are a university of remarkable diversity and extraordinary resources. At what is surely a turning point in our history, we must realize that change, in the content and in the technique of education, is both inevitable and essential. The university must respond to the terrible problems of the times. It is also imperative that we create and preserve an atmosphere from which desirable change can emerge.

The cornerstone of American universities is academic freedom. At Cornell this means expressly for our faculty, and I quote from a statement adopted by the faculty in 1960, "freedom of expression in the classroom on the subject of the course and of choice of methods in classroom teaching; (freedom) from direction and restraint in scholarship, research, and creative expression, and in the discussion and publication of the results thereof; and (freedom) to speak and write as a citizen without institutional censorship or discipline." It also involves, and again I quote, "responsibility to perform faithfully the duties of the position; (responsibility) to observe the special obligations of a member of a learned profession and an officer of an educational institution to seek and respect the truth; and (responsibility) to make it clear that utterances made on one's own responsibility are not those of an institutional spokesman."

In the last few months this community has experienced disorder and fear, with alleged infringements of academic freedom. It is unreasonable to expect any community of students and faculty to do its best work in such an atmosphere as prevailed last April. There are freedoms to learn just as there are freedoms to teach and with the cooperation of all of us we must maintain these precious characteristics of education.

Threats to these freedoms cannot be permitted. Where divergent views exist we must provide means to resolve the issues, whatever they may be.

Must respond to social problems

As we look to Cornell's future we must find proper ways for the University to respond to the large social problems I have already mentioned: poverty, war, social injustice, and destruction of our natural

resources. Furthermore, we must approach these problems through avenues appropriate for a university, through the development and transmission of new ideas and new knowledge. Our work will inevitably involve effort in the field, whether in research or extension; we must not insulate ourselves. But as we involve the University in the world beyond the campus, we must protect the University from political turmoil. The great discoveries bequeathed to us came through unfettered thought and contemplation, irrespective of the political winds of the times. We must remember that the classroom, the laboratory, and the library are, and always have been, the sanctuaries in which to teach and to nurture great ideas; they must never become political forums. There is other space on campus for political debate.

Lisle Carter appointment

On September 16 I shall recommend to our Board of Trustees the appointment of Professor Lisle Carter as Vice President for Social and Environmental Studies. It will be his responsibility to work with the University community to find the appropriate ways for the University to respond to these great social problems and to help implement the responses. It will also be his responsibility to coordinate within the University a variety of activities already underway, activities bearing on the quality of the environment, on urban studies, and on a variety of other topics. These activities, already underway, are but a few of the ways in which Cornell can commit its rich treasures of learning and research. These activities and others will contribute to the basic attacks on war and poverty, on social injustice, and on the devastation by pollution of our human ecology.

New program to consider human values

As part of the learning process we must also see that consideration of human values becomes an integral part of the application of our scientific discoveries and technological developments. In this the humanists have a central role. We can no longer afford to undertake the development of technological systems without adequate consideration of the consequences. Happily, we shall soon be making a start in the proper direction at Cornell with a new program, developed under the direction of former Vice President Long, entitled Science, Technology, and Society. We must establish guarantees in all areas of science and technology that the consequences of application must be fully assessed before we destroy ourselves.

All of us together, not just the scientists, must face these contemporary problems. Somehow we must discover new and better ways for more people to live together on the earth, to preserve—and to create where they do not now exist—the human values which make life tolerable, to avoid excessive regimentation and at the same time provide adequate privacy and freedom for the individual. It is not alone our

faculties who must provide answers here in the University to these short-fused problems; you who are now students will help make up the billions who will inherit the present world. It is you who must learn to live and work together, and on you will fall the greatest burden for working out the solutions.

University welcomes innovations

I have emphasized the need for change in the University in response to modern day social problems. I have also emphasized the need to preserve the enduring aspects of higher education as we now know it, and I include the opportunity to tackle scholarly problems for the sheer joy of grappling with ideas. I am sure there will be demands to accelerate change and innovation, both in the curriculum and in the administrative structure of the University. I am equally certain that the pace of change and innovation will fall short of these demands, and that many of our frustrations will not be alleviated overnight.

I urge those of you who seek change in the education programs and curricula to take your proposals to the faculty, to the administration, to anyone who will listen. This is our business.

I would be pleased to see in every department of our colleges at Cornell professors and students together addressing themselves to new ideas for a better Arts College, a better Engineering College, a better Hotel School, a better University. I would like to see such cooperative effort aimed at questions like: What do we do with the humanities in a world dominated by science and technology? How can the Arts College collaborate with Engineering to turn out engineers more sensitive to the social consequences of their fantastic technology? How can the Arts College reduce the frustrations felt by many of its students and give them an education appropriate for useful lives in tomorrow's world? How can we, by cooperative effort and reorganization, bring to bear the resources of two or more of our undergraduate colleges in the interest of the individual student?

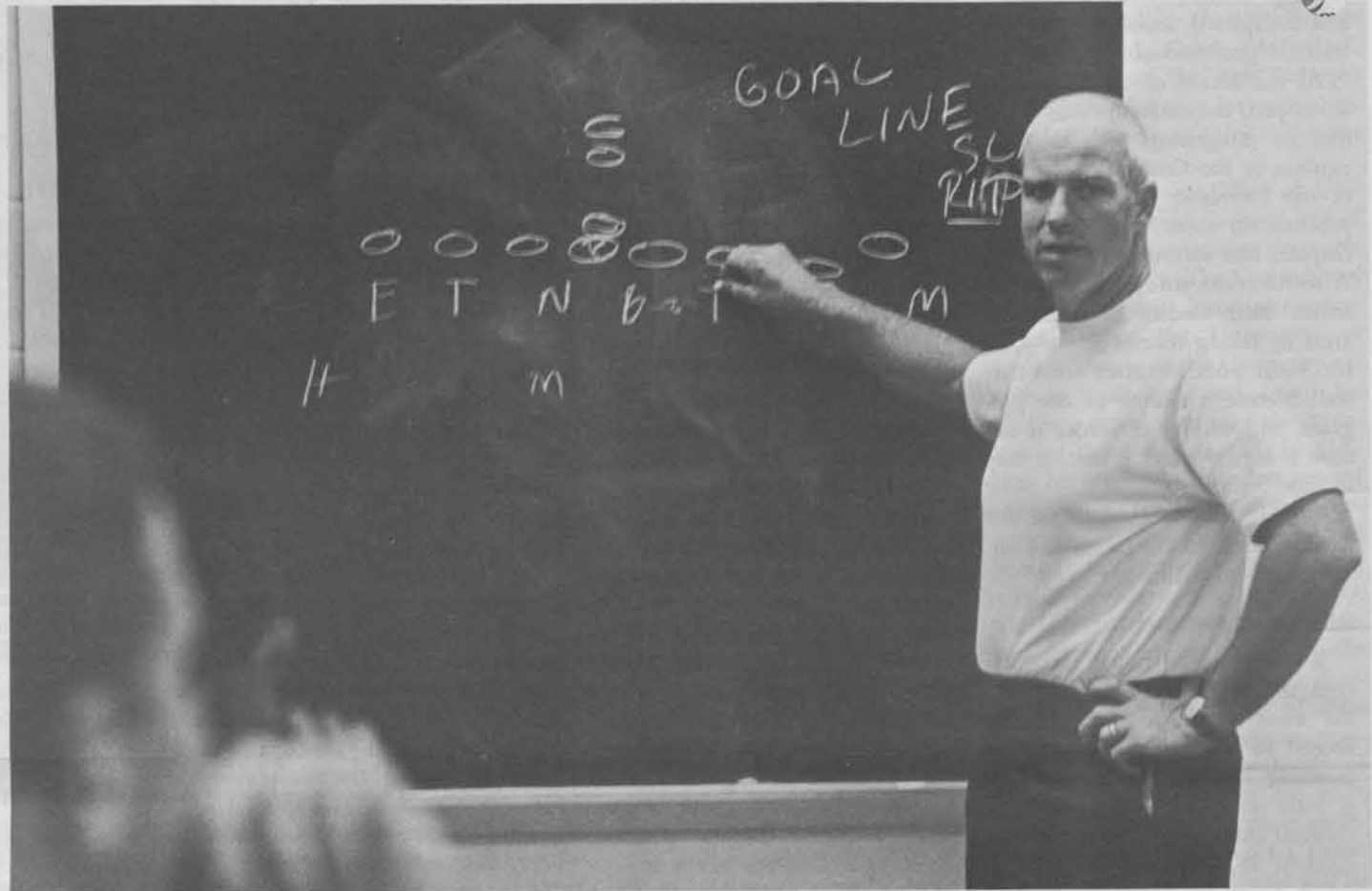
I do not have the answers to these questions or to a hundred others like them, but we must seek the answers, and if the solutions look too daring we must recognize that we live in times which require daring. At the same time we must realize that there is no virtue simply in change for the sake of change. Innovations must be weighed and tested, but innovation there must be.

Finally, if there are any of you who believe that the future can be assured through business as usual; who believe that the ways of the past will suffice for the future; who believe that present institutions unmodified can serve the future adequately, I must tell you that your view is short and your understanding meager. If we are to survive we must have vision. We must have courage. We must be willing to change. And we must realize that the time is short.

Let us get on with the task.



How Fast Can the Sophomores Develop?



Evenings, after training table, we take over a hotel school classroom and work on this year's play formations.



You'll see our first barefoot kicker, sophomore John Killian . . . co-captains Theo Jacobs and Dennis Huff are setting a fast pace for this year's squad . . . our leading quarterback contenders are Rick Furbush and Bill Arthur.

Text by Jack Musick,
head coach of football

Photos by Sol Goldberg

A refreshing thing about being a football coach is the opportunity to start each fall with a clean slate.

This year we have available a fine group of athletes moving up from the freshman team to supply help to the starting lineup and keep the veterans hustling to maintain their positions. From the minute our coaches finished assessing last year's performance, we began looking with a great deal of anticipation to the start of this year's practice.

A major part of this preparation involved an off-season program for the squad made up of three parts — weight-lifting, agility work and running drills. During the summer, individual workout schedules were sent to each member of the squad and almost every player came back to fall practice in excellent shape.

The team's advance preparations and their efforts in practice this fall are most encouraging. In a good many years of coaching, I have never been associated with a group of young men with more dedication and willingness to work than the 1969 Big Red squad.

The schedule facing the 1969 Cornell football team is demanding. Colgate came along well last season and is going to be a very strong opening opponent (September 27). Rutgers, our second opponent, is anxious for revenge. Cornell and Army were the only teams that beat them last year.

Our Ivy League schedule starts with home contests against the two teams that are the consensus choices for the championship. Princeton has an experienced team. Under new coach Jack McCandless the offense is ru-

mored to be quite different from the traditional single wing. Harvard, co-champs with Yale in '68, has an experienced offensive unit with great running backs. If their defense comes along well, they will be right up there again in the standings.

Next we travel to Yale, and despite tremendous losses they will be strong again. They have been able to give a lot of boys experience in many games over the past two years. Columbia comes next, with a reportedly good freshman group. Brown follows, where a strong freshman group should make coach Len Jardine's third edition a much stronger opponent. Then comes a trip to Hanover to meet Dartmouth, rated an outside choice for the title on the basis of two fine quarterbacks and some real speed at the running-back spots. The final game on our schedule, against Penn, will be Cornell's first played on artificial turf — the astro-turf installed in Franklin Field last summer. Third in the Ivy League last season, Penn has a good nucleus returning, led by quarterback Bernie Zbrzezni, and some excellent receivers plus a strong defense group.

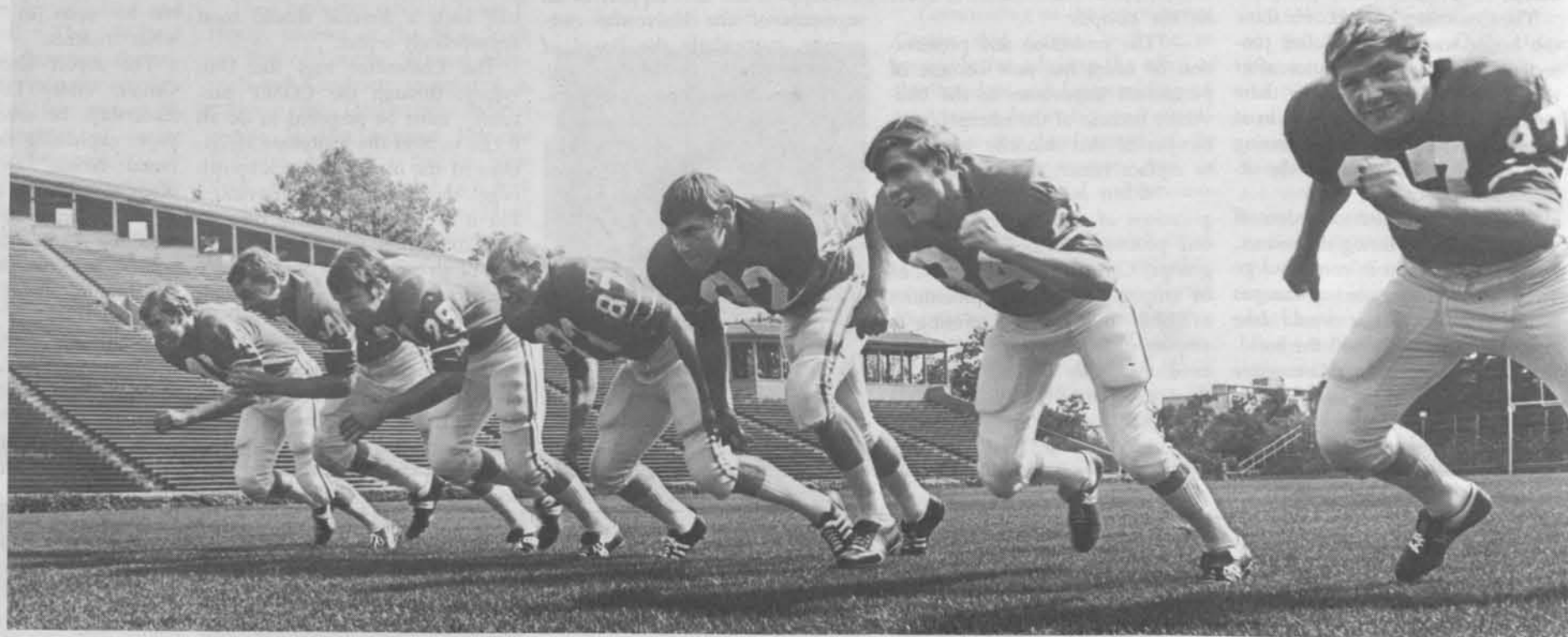
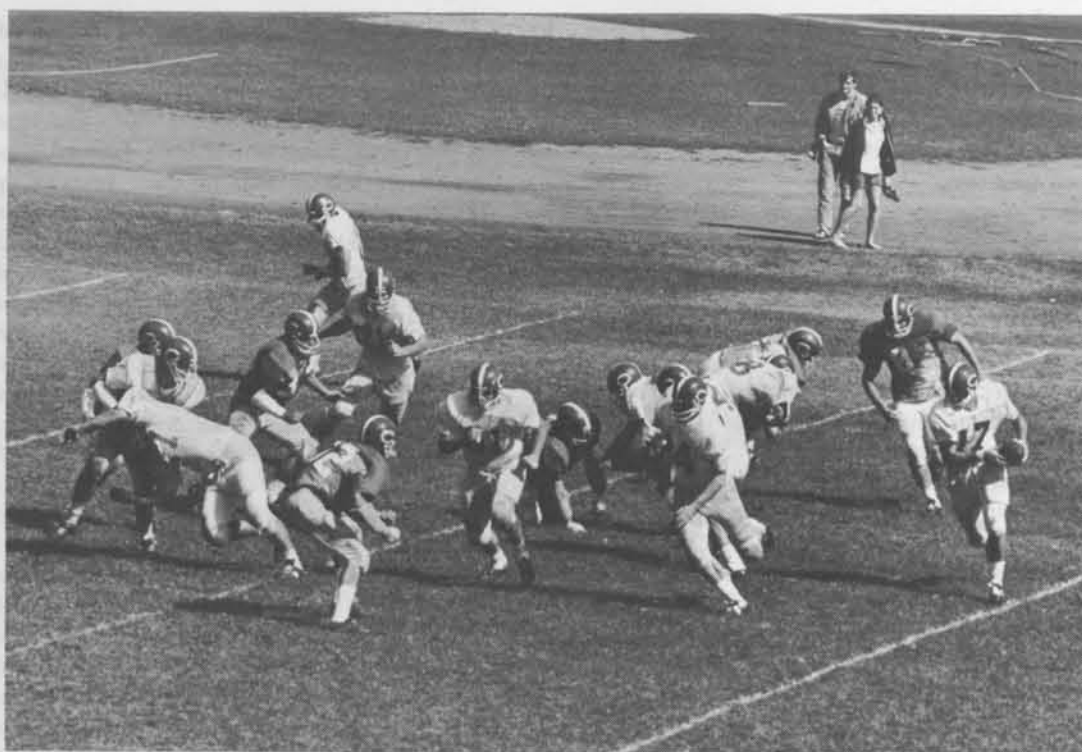
To stand up to our schedule, Cornell requires quick development from some promising sophomores and returning varsity men with little game experience.

For this reason, we are making wholesale switches in positions. These must work out for us to make substantial improvement. If hard work and determination count, we will have a good team in 1969. I know you will not be ashamed of their effort, and I hope that you will have a chance to see them perform this fall.



We can watch "instant replays" during practice thanks to this portable videotape recorder, a gift of the New York Cornell Club.

This scene from our first intrasquad scrimmage shows Bill Arthur (right) in a "sprint-out" from which he can either run or pass.



Some Cornell "greats" of the past are represented by their sons who are trying out for this year's team: (L-R) Brooks Scholl, Frank Bennett, Tom Brereton, Cawood South, John Cushing, Mike Murphy and Allen Matusczak.

A NEW OFFENSE

At first glance the Cornell football fan may feel that offensive strategy has not changed much this season. At times during the past three years we have used all of the formations that will be seen this fall. But we have made major changes, because of the type of quarterbacks we have at our disposal this season.

The emphasis will be on a running quarterback. Either Bill Arthur or Rick Furbush will start the vast majority of plays by sprinting out wide or down the line. Either action includes the option of running or passing. In addition, the running backs can fake in to the off-tackle and wide holes. Finally, a pass can develop by either the quarterback or halfback as play continues.

As in the past, we will have wide receivers on one or both sides to spread the area defended by our opponents. The threat of attack at any point along this stretched out line of defense should give a group of three talented tailbacks (Marinero, Morehouse and Moresko) a chance to show their fine running. It will also allow them to look for openings, making for a very diversified and quick-hitting offense by the run or pass. As the opponent's defense widens to defend the perimeter, quick-hitting inside plays should show the ability of two fullbacks, Bennett and Storto, who are fast, strong and very determined.

With so many new faces on the offensive squad, it will take time to perfect all the intricacies, but they are extremely alert and have learned fast since practice started.

THE DEFENSE

Again the alignment of the defense at the start of play will not look a great deal different from that of the past three years. Where we have made radical changes is in coordinating a huge number of variations of "looks" and "stunts" into a complete and more unified system. The defensive players' characteristics — a little smaller plus fine quickness, agility and desire to get to the ball — permit us greater leeway in defensive stunting possibilities. We will continue the use of the rover, or "Monster" back, as in the past, but his play and that of the secondary have been changed to take advantage of the increased speed and size of the deep defenders.

Only three defensive starters are returning from last year's team, but so far this season the squad has shown indications of giving a very good account of itself.



Our tailback trio, John Morehouse, Ed Marinero and John Moresko, show their running ability.

Trustees Release Report on Crisis

The Committee makes some specific observations on the events of the April take-over:

—After a thwarted effort by some white students to enter the building while it was being occupied, a "fear of white revenge apparently was a major cause of the later introduction of arms." When the blacks left the building, they carried with them several weapons that had been brought in during the occupation.

—Campus police acted "with proper discretion" in protection of Wari house, a co-op housing COSEP female students where a cross was burned on the porch in the early morning of April 18 following a Cornell judiciary decision against three black students for campus disruptions that had occurred in December and January.

The Committee says records show the house was without police protection for only 23 minutes after the cross incident, and that there were three false alarms turned in at other University dormitories during this period which required the attention of police.

—The decision not to cordon off Willard Straight during the seizure, but to allow blacks to come and go freely, was based on a campus police estimate that it would take 300 officers to cordon off the building effectively. The Committee points out that the presence of outside police forces on any campus tends to obliterate the real issues, to make moderates rally to the side of the radicals and students to become hostile to police.

—There are no grounds for allegations that police were in collusion with members of Delta Upsilon fraternity, who entered the building briefly through a side window and were evicted by the blacks inside. The Committee says, "The abortive attempt to gain entrance was ill-conceived and irresponsible in the mind of this Committee. Certainly, this act was an important contributing factor to the black's growing fear of reprisal by the whites for the building take-over. This fear apparently was a major cause of the later introduction of arms."

The Committee concludes that the Administration at Cornell was "not well prepared by planning" to deal with such an event, and notes that measures have been taken since to develop such plans.

Robertson's committee also says there was a "vacuum" in visible leadership during the crisis, taking note that it was some 50 hours after the occupation began before President James A. Perkins went on the radio to discuss the event.

The Committee adds that the agreement made Sunday afternoon by the Administration with the blacks "exact[ed] an enormous price from Cornell. Cornell had no bloodshed, no headlines of murder, no substantial property damage, no students hospitalized, and in very short order a campus that was returned to relative peace."

On the other hand, it says, "No one will ever know if this was the

right way to settle this disruption. This was a matter of judgment. These men (the Administration) made the decision to place the protection of life above the reputation of the University. They knew that the price to themselves and to Cornell was great—but was it greater than the price of human life?"

The section of the report on discipline and the judicial system at Cornell was completed prior to July 15, when it was presented to the Executive Committee of the Board of Trustees. Since that time, many of its recommendations have been incorporated into a new University-wide judicial system formulated and approved by both the faculty and the Board of Trustees.

This section of the report makes several observations and recommendations on maintenance of order on the campus:

—"The protection and preservation of order has now become of paramount importance to the University because of the emergence on campus of that minority who seek to replace reason with power."

—"When confronted with complications of disorder and the special problems surrounding activist groups, Cornell has not only failed to employ disciplinary procedures available to it, but by refusing to employ such procedures has threatened materially the usefulness of these procedures for the future."

—"The role of the government authorities, or at least the professionalism and discipline of laws and procedures, must be increasingly applied to the minority of persons and events who would otherwise attempt to destroy the University."

—"The University must not in the future 'negotiate under duress.' There can be no amnesty for infractions of the code."

—"Any code or judicial legislation must be based on the fundamental principle that the individual is responsible for his own actions."

—"To place the judicial system on an equitable, efficient and punctual basis, the University should create the position of judicial administrator. He would assume the responsibility of assuring order and freedom within the University community necessary to fulfill its aims and purposes."

—"All University codes and regulations of conduct must require complete adherence. Refusal to be governed by the appropriate judicial system can only be interpreted as a denial of one's membership in, and responsibilities to, the University community."

—"There must remain one code and one judicial system, to be applied equally to all students, without regard to race, creed, ideology or social group. In this regard, we have raised and rejected the employment of arbitration since the use of the device itself serves to dignify or separate certain infractions. Furthermore, arbitration is an admission that the University and the offender are equals in controversy; that is simply not the case."

The section of the report on discipline and the judicial system concludes: "This Committee has the strong feeling that, had discipline at Cornell been enforced over the last two or three years, simply by fair but firm adherence of the Student Code and judicial system in force, a tragic event of the dimensions of the Willard Straight incident might well have been avoided."

"This Committee feels that Cornell has a fundamentally sound and viable student judicial system. With a good deal of thoughtful full-time attention and work in the weeks directly ahead, this system can be revitalized and strengthened. Then, if the procedures for its operation are clearly delineated and if mature and able leadership is provided for its administration, this system will be capable of insuring the freedom and order needed. The tests that this system will face this next year will require the full support of all segments of the University community, particularly the Board of Trustees, which, in the last analysis, bears the ultimate responsibility."



William R. Robertson, Chairman of Special Trustee Committee

Fourteen pages of the report are devoted to discussion of the COSEP (Committee on Special Educational Projects) program instituted by President Perkins in 1963, and the Afro-American Studies program now established at the University.

Both programs have suffered from lack of understanding within the Cornell community, the Committee says, and COSEP in particular suffered because of inexperience with the rising concern of blacks for separatism and for service to the black community, rather than for integration and absorption into the Cornell community.

The COSEP program was designed to "make a larger contribution to the education of qualified students who have been disadvantaged by their cultural and economic environments," according to its original charter. Most of the students in the program have come from black urban ghettos or the rural south.

The COSEP program has been an academic success, the report says, with only two of 37 students admitted into it in 1965 having left school for academic reasons.

The Committee found no evidence to sustain allegations that this success was because blacks were graded more leniently than whites, or kept in the University longer than whites would be under the same circumstances. The Committee

says, "Standards must be kept the same," and reaffirms that there will be "no double standard" academically at Cornell.

The Committee clearly indicates that it is committed to the COSEP program and its continuation at the University, pointing out that economic pressures on the middle-class black family that has worked hard and saved money for its children's education is great. It recommends that the program "try to attract a better cross section of black students . . . by making the percentage of loan and work-study offered all black students more consistent, no matter what the total need."

The report recommends the appointment of a male director of the COSEP program "who will have the understanding to communicate with these students and the stature to stand firm when he must," and that a review be made "to ascertain to which member of the President's staff such a director should most appropriately report."

The Committee says the University, through the COSEP program, "must be prepared to do all it can to meet the legitimate aspirations of the blacks and to acknowledge their legitimate grievances. But it is its duty to insist on conduct compatible with the preservation of an atmosphere of reasonable discourse and to choose its students on that basis. Those who are not prepared to accept these terms need not remain at the University, and can and must be separated from it."

The report adds that the Committee understands that "militant blacks are organizing their own orientation" for more than 100 black students entering Cornell as freshmen this fall, and says it "hopes this separatist effort can be more than offset by a University program utilizing some of the stronger non-militant black students in personal contact with other blacks."

Alumni may obtain copies of the report of the Special Trustee Committee on Campus Unrest at Cornell by sending a card or letter with their name, address and class to Frank Clifford, Alumni Affairs Office, 626 Thurston Ave., Ithaca, N.Y. 14850.

In discussing the new Afro-American Studies Center directed by James E. Turner, the Committee draws an analogy to the time when the State School of Industrial and Labor Relations, a major innovation at the time, was being organized at Cornell.

"Many faculty members will remember the furor that arose when it was proposed that representatives of labor (whose academic credentials were not acceptable to the Arts College) be permitted to teach courses in the Industrial and Labor Relations school in fields in which they were experienced. No one today would question that this has evolved into a distinguished school. A determined effort must be made to get the faculty to look at this new Center and those who will make up its faculty as another such

experiment in which deviations from normal University-wide practices, procedures and standards must be permitted," the report states.

The Committee recommends "that one of the first and most important steps taken be to communicate the plans and purpose of the Center to the entire University community as soon as possible."

"In particular, we recommend that the Administration request from Director Turner a detailed statement of his plans for the operation of the Center, including matters of curriculum, course study content, budget, etc. This report should be made available to the Trustees at its October meeting, if possible."

It says of the Center and Turner, that the director must be given autonomy, but that the University "must retain control as it does in other centers." The Committee also recommends that courses at the Center be open to "serious-minded white students."

The report also asks that the Center, under Director Turner's leadership, be asked to prepare a paper explaining the term "institutional racism," which was used often as a charge against the University during the events before and after the April occupation, and for which the Committee says it was "unable to obtain a clear definition."

In the area of academic freedom, the Committee says that during its deliberations it had many instances reported to it which could be "possible violations" of that freedom.

Among these were reported threats of physical violence, faculty objections to the Administration's emphasis on public service and social change, suggestions to teachers to avoid certain subjects in the classroom, introduction of change without formal faculty approval, classroom disruption designed to challenge concepts taught, and lack of defense by the University of faculty and/or student academic freedoms.

The Committee observes that previous threats to academic freedom had come from outside the University community, but recently the threat has come from inside the community.

It recommends that the University establish an academic policy "clearly defining the right of the student to learn and the faculty to teach and do research."

After such a policy has approval of all segments of the University community, the report says, there must be methods provided of implementing it, and provision for "preservation of mutual respect." It also calls for an examination of threats to academic freedom, annual convocations to discuss the subject, and a program on it for Trustees at an early meeting.

Throughout the report, and in one special section devoted to it, the Committee stresses the need for better communication among all segments of the Cornell community, and with the outside world.

The Committee observes that good information management is

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Trustees Release Report on Crisis

crucial to the achievement of University goals; without it, goals cannot be understood; information should be transmitted for a purpose beyond simple enlightenment. "People are informed so that they will both believe and act," the report says.

The Committee recommends that the University's goals be studied "for the purpose of establishing communications objectives and priorities. Such decisions then permit the development of communication plans and programs specifically supportive of the University's basic objectives themselves."

The Committee reports it "found that both the apparatus and the staff capabilities for communicating with the 'outside' world under normal circumstances (the press, radio and TV, the Ithaca community generally) seem to be in place and functioning well. The Willard Straight incident, however, demonstrated that staff resources are currently too limited for coping effectively with matters of major communications importance."

It says lines of communication to students and non-academic employees are "believed to be inadequate and need strengthening," that the University has placed too much reliance on non-University channels (press, radio, television) and that it needs channels of its own as well "to work as 'official' counterbalances."

To this end it recommends establishment of a University-wide communications system, and a communications council to coordinate efforts and insure that Cornell obtains "feedback" on what information is reaching what sections of the community and the world.

While the report praises Trustees for their dedication to the University, it says: "However, the evaluations on which policy guidance was given and decisions made, in some instances, were based on too meager information or faulty judgments. Decisions, or lack of them, in these matters undoubtedly contributed to the campus unrest." The Committee's report concludes with a recommendation that the Trustees meet more often and at greater length "to assure maximum deliberation before reaching policy decisions."

The Committee retained James F. Henry, partner in the New York law firm of Lovejoy, Wasson, Hup-puch and Lundgren, to assist it in studying the University's judicial system. It also retained Douglas Williams Associates, Inc. of New York, an attitude research firm headed by Douglas Williams '34, to conduct an independent professional survey of faculty, administrators, students and alumni. Williams' report, based on interviews with approximately 750 persons, is scheduled to be presented to the Trustees at their October 16 meeting in Ithaca.

Alice Cook Appointed First Ombudsman

Mrs. Alice H. Cook, an authority on trade unions and professor of industrial and labor relations at Cornell University, has been named the University's first ombudsman.

President Corson announced the creation of the position in his first major policy statement, saying, "we are about to experiment with what the Scandinavian countries have long called the ombudsman system. Dean Kahn (Alfred E. Kahn, dean of the Arts College) has led the planning for such a system for Cornell."

The office of ombudsman will be independent of any existing University agency. As ombudsman, Mrs. Cook will receive grievances from anyone in the Cornell community—students, faculty and administration. She then will mediate between the person filing the grievance and the appropriate University office.

"It won't be my job to move in over the heads of established bodies of authority," Mrs. Cook said. "It will be my job to be a fact-finder and to represent the complainant in any problems he might have and to make sure he knows what avenues of redress he has. If some shortcoming is found in the present University structure for redress, it will be my job to call it to the attention of the appropriate body that can remedy it."

As a fact-finder, mediator and information-giver, Mrs. Cook will have no power to punish or to



Alice H. Cook

create new offices. Present plans call for her to make an annual report to the University community.

Mrs. Cook, who will continue to teach on a part-time basis, came to Cornell in 1952 as an extension specialist in the New York State School of Industrial and Labor Relations (I & L R School). She was named an assistant professor in 1955, associate professor in 1956 and professor in 1963.

She is the author of two books published by the I & L R School: "Union Democracy", published in 1964 and "Japanese Trade Unions", published in 1966. She also is the co-author of "Labor Education Outside the Unions", published by the school in 1958.

Scharlie Bartter Named Alumnae Secretary

The University's new Alumnae Secretary is Mrs. Scharlie Watson Bartter, '47.

The appointment followed a year-long search for "the right person for this demanding job" according to Director of Alumni Affairs Frank Clifford. He described Mrs. Bartter's basic assignment as that of developing ways in which the University can better serve its more than 30,000 alumnae and help them to utilize its resources in their own communities.

Mrs. Bartter's duties include helping Cornell women's clubs to fill their continual need for speakers from the University, and assisting them to broaden the scope of their community programs.

In addition, she serves as secretary to the Federation of Cornell Women's Clubs, which represents 40 clubs across the country.



Scharlie Watson Bartter

Mrs. Bartter received a bachelor of science degree in home economics in 1947, a master's degree in education in 1958 and has completed additional graduate work, all at Cornell. For the past 11 years she has taught fifth grade at the Cayuga Heights Elementary School.

She has two sons. Brit is a sophomore at Duke University and Randall a senior at Ithaca High School.

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Regulations Adopted

two faculty, two students and one member of the administration. They also serve for one year. Upon holding an appeal hearing, their majority-vote decision will be final. The URB can reduce or modify a penalty imposed by the UHB, but may not increase it.

The Trustees also created the post of judicial administrator, an official appointed by the president to administer the regulations and to present charges on behalf of the University at hearings conducted by the UHB. In addition, he will receive complaints against alleged violators of the judicial system governing student misconduct, thereby assuming the duties of the Code Administrator, until now a member of the Dean of Students Office.

Alumni interested in obtaining a complete copy of the regulations may do so by writing to Cornell Reports, 122 Day Hall, Ithaca, N.Y. 14850.

Carter Named to New Post



Lisle C. Carter Jr.

President Corson has named Professor Lisle C. Carter Jr., former assistant secretary of Health, Education and Welfare (HEW), to the newly created post of Vice President for Social and Environmental Studies at Cornell.

Commenting on the appointment, Corson said Carter "will be responsible for advising the office of the President and for providing administrative leadership and coordination in the development of the University's appropriate role in meeting major social and environmental problems."

Before joining the Cornell faculty as a visiting professor of public administration a year ago, Carter, 43, was vice president for program planning at the Urban Coalition. He was assistant secretary of HEW from 1966 to 1968 under John W.

Gardner and joined the Coalition staff shortly after Gardner assumed chairmanship of the organization in March 1968.

In his new post, Corson explained, Carter will provide administrative coordination for centers (specialized academic units at Cornell) and programs that come within his area of concern. This will include units and programs already in existence and those which may come into existence.

The new vice president, Corson added, will also serve as the agent of the president and the provost in day-to-day relations with appropriate colleges and schools of the University.

A native of New York City, Carter did his undergraduate work at Dartmouth College and received his law degree, cum laude, from St. John's University School of Law in 1950. He was executive secretary of the Washington, D.C. Urban League (1954-56), a member of the New York City Board of Correction (1957-61), and was legal counsel for the National Urban League in 1960-61. In 1961, Carter went to Washington as deputy assistant secretary of Health, Education and Welfare. He moved to the Office of Economic Opportunity as assistant director for interagency relations in 1964 and in 1966 returned to HEW as assistant secretary for individual and family services.

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Corson Appointed Cornell's President

A committee of the Trustees and a committee of the faculty considered the question of the presidency during the summer and distributed a questionnaire concerning presidential qualifications and nominations to all faculty and students of the University and to several thousand alumni. By September 5, more than 800 replies had been received from faculty members, more than 2,400 from students and more than 2,600 from alumni.

William W. Austin, professor of music and chairman of the faculty committee concerned with the selection of a new president, reports that although some returns were still coming in, it was clear that additional responses would only confirm what was already so apparent, that Dale Corson was the outstanding candidate of each group.

Corson received hundreds of congratulatory letters and telegrams on his appointment, the bulk of them from Cornell alumni, trustees, faculty, students and colleagues. Others came from business and professional associates and personal friends, among them presidents and administrators at other colleges and universities.

Corson joined the Cornell faculty as an assistant professor of physics in 1946 and helped design the Cornell synchrotron housed in the Newman Laboratory of Nuclear Studies. He was appointed associate professor in 1947, professor in 1952, chairman of the Physics Department in 1956 and dean of the

College of Engineering in 1959.

During World War II, Corson served on the staff of the M.I.T. Radiation Laboratory and as a technical advisor to the U.S. Air Force, receiving an Air Force Commendation for introducing new radar techniques into military operations. After the war, he joined the Los Alamos Scientific Laboratory, assuming primary responsibility for organizing the Sandia Laboratory, later to become a major Atomic Energy Commission (AEC) engineering facility. He received a Presidential Certificate of Merit in 1948 for his contributions to national defense.

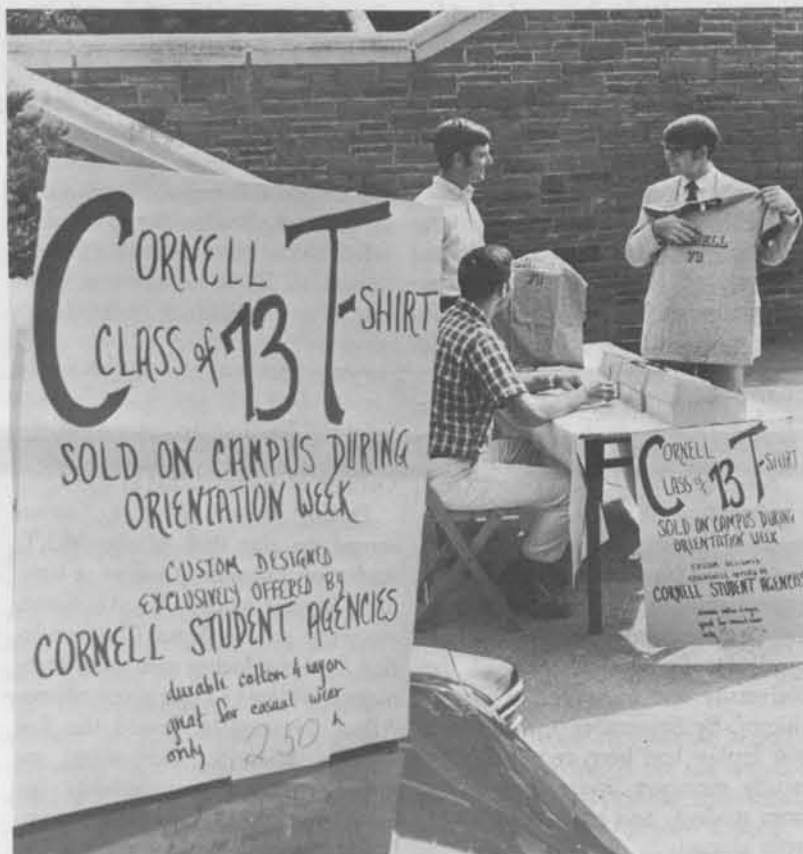
As a member of the National Advisory Committee on Aeronautics in 1957-58, he helped develop an initial program for the National Aeronautics and Space Administration (NASA) prior to its formation. During 1963-65, he served on the Department of Commerce Technical Advisory Board and chaired a departmental panel on Transportation Research and Development.

Born in Pittsburg, Kansas, Corson received a bachelor of arts degree from the College of Emporia in 1934, a master of arts degree from the University of Kansas in 1935 and a doctor of philosophy degree in physics from the University of California in 1938.

He is married to the former Nellie E. Griswold. The Corsons have four children and live at 144 Northview Road.

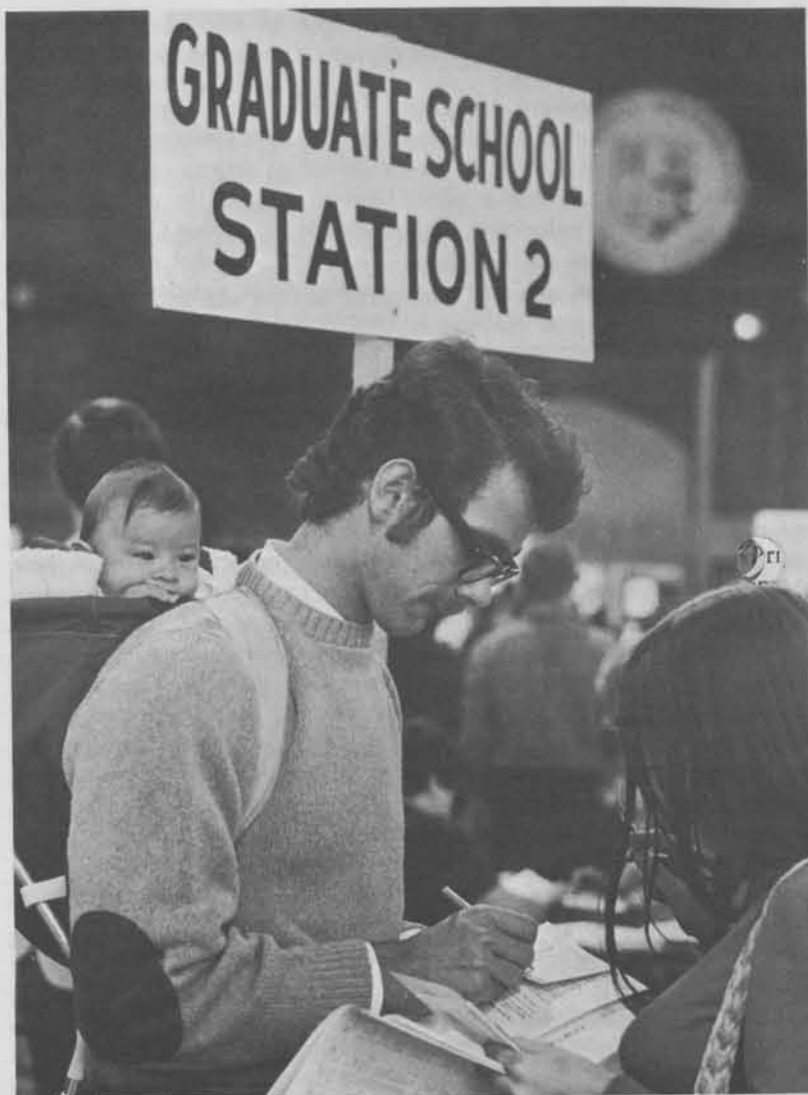


TEAMMATES: 1969 Cornell football co-captain Dennis Huff '70, his wife Bonnie, and their four-year-old twins David and Danny set out for practice at Schoellkopf Field. Huff, described by coach Musick as "one of the toughest boys you ever want to meet," was a regular starter as a guard last season. He is majoring in agriculture.



INSTANT TRADITION? Enterprising members of Cornell Student Agencies sold class T-shirts to incoming freshmen at registration.

Far Above...



HURRY UP AND WAIT: The baby backpack comes in handy during registration, as demonstrated by Mr. and Mrs. Tom Fowler and five-month-old Alan (left). Fowlers are graduate students from Lansing, Mich. He majors in mechanical engineering, she in city planning.

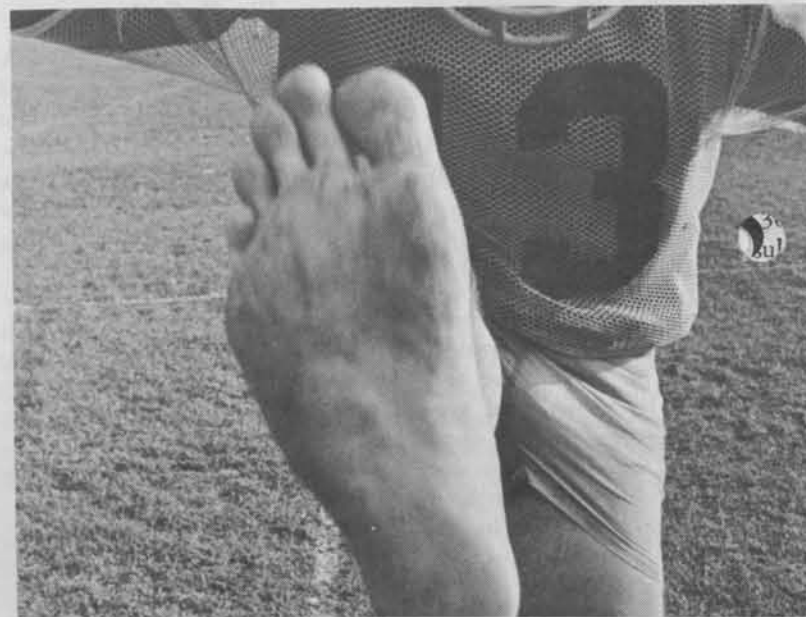


WELCOMING: Cornell's eighth president, Dale R. Corson, and Mrs. Corson took time out during orientation week to greet parents of incoming freshmen at a reception.

CORNELL REPORTS

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