

## Assembly Approves University Senate Proposal

A University Senate that would add elected representatives from the academic community to Cornell's Board of Trustees and would have recommendatory powers over the University budget, faculty and trustee legislation, will be presented to the Cornell community for ratification next semester.

After meeting throughout the fall term, Cornell's Constituent Assembly approved on December 15 a proposal for the Senate. The proposal passed by a vote of 204 to 21, with two abstentions.

The Constituent Assembly was formed following the April 1969 crisis. Its nearly 400 members, representing students, faculty, alumni, Trustees, nonacademic employees and administrators, were charged with restructuring the University's governance to provide representation from all parts of the campus.

The Senate proposal calls for creation of a 132-member body which is to be the "principal legislative and policy making body of the University in matters which are of general concern to the University Com-

munity." It provides the Senate with "sole legislative powers over campus codes of conduct, the campus judiciary system . . . and the academic calendar" as well as a degree of influence over educational innovations, faculty and Trustee legislation, University budgetary matters, University matters that have important social or political implications, and the choice of a University president.

The proposal calls for the addition to the Board of Trustees of four students, one non-tenured fac-

ulty member, a faculty member elected by students, and four persons from outside the University. The University Faculty presently elects four Faculty Trustees to the Board for five-year terms.

The Senate's proposed voting membership would include 60 undergraduate and graduate students, 60 faculty members, two alumni elected by the alumni, the provost, a University vice president, three non-exempt employees, two exempt employees, one non-professorial academic employee, one librarian

and a representative of the Health Services Department.

Following its vote, the Assembly's executive committee appointed an interim election committee to set up ratification procedures during the spring term. According to the proposal, "Ratification shall be by affirmative votes of the Constituent Assembly, a referendum of all enrolled students on campus, together with all persons employed by Cornell University, the University Faculty, and the Trustees."



### Big Red Skating Ahead

Cornell's varsity hockey team came through the Yuletide undefeated, scoring victories in the Eastern Collegiate Athletic Conference and the Syracuse Invitational Tournament. In the photograph above, Cornell skaters celebrate a goal against Yale during a December match.

Despite losing four All-Americans after last year's runner-up finish in the NCAA tournament, the team is gunning for a Cornell victory in this year's nationals, to be held at Lake Placid.

For a look at another aspect of hockey at Cornell, turn to the photo layout on pages 4 and 5 of this issue.

## Anonymous Donor Issues Million-Dollar Challenge

A Cornell graduate who insists on remaining anonymous has established a \$1,000,000 challenge grant in recognition of the 1969-70 Cornell Fund, the University's annual alumni giving campaign.

The grant will match all increases in gifts by previous contributors, as well as new contributions to the Fund, made by the end of the current campaign on June 20.

As of December 15, the Cornell Fund was running 30 per cent ahead of the previous year in total gifts pledged and 69 per cent ahead in number of donors. The 1968-69 Cornell Fund received a total of \$2,527,644 in gifts from 25,857 donors.

President Dale R. Corson, in announcing the challenge grant, said, "according to all records available to us, this is the largest single pledge ever to an annual giving campaign in this country. If our alumni can meet this challenge . . . it will go a long way toward meeting the heavy financial needs Cornell faces today."

The goal of the current campaign is to raise \$3,000,000 from 30,000 donors. Gifts to the Cornell Fund must be completely unrestricted or given directly to support an item that is included in the University's current operating budget. Typical of such items are faculty salaries, scholarships and fellowships.

The challenge grant will match any increase in a Cornell Fund gift over and above a donor's largest single gift to the Fund during the past five years, not including Centennial Campaign or restricted gifts. A \$10 minimum and a \$50,000 maximum was established for matches from the grant.

The grant will also match the entire amount of gifts received from previous non-donors, within the same \$10-\$50,000 limits.

The grant also stipulates that if the current Cornell Fund reaches its

\$3,000,000 goal without the aid of the matching grant, Cornell will receive the entire \$1,000,000.

The grant applies to all gifts made to the Cornell Fund, which includes a number of member funds. Chief among these are the Law School Fund, the Medical College Fund, the Graduate School of Business and Public Administration Fund, the Graduate School Fund and the Parents Fund.

Gilbert H. Wehmann '28, national chairman of the 1969-70 Fund, stated, "This is an unprecedented chance to show our loyalty and support of Cornell, President Corson and the new administration. Every increase in your gift immediately doubles in value to the University, at a time when the cost of excellence in education is rising at a rate even faster than the rest of our economy."

An immediate reaction to the million-dollar challenge was noted in a recent two-night "phonathon" conducted among Cornellians in the Buffalo area.

Of the \$7,276 pledged during the phonathon, \$2,777 was in increased gifts or new gifts. This amount will be matched by the challenge grant, bringing the total to the Fund from the phonathon to \$10,053.

Charles W. Lockhart '36, chairman of the Fund drive in Buffalo, said he considered the increase in giving to be "partly a reaction to the policies of Cornell's new administration, and partly a response to the challenge grant."

Alumni volunteers across the country are currently winding up their regional campaigns. During the weeks of February 9-13 and 16-20, class solicitation programs will be conducted. These include "phonathons" to be held in San Francisco, Chicago, Boston and New York.



Secretary of State Rogers

## Convocation Scheduled

Secretary of State William P. Rogers, LLB '37, is scheduled to be the luncheon speaker at a Cornell convocation for New York area alumni and their guests on Saturday, April 18, at the New York Hilton Hotel.

The theme of the all-day convocation is "Science and Society." Panelists will examine the effects of scientific and technological development on man's life and environment, and explore ways of applying future technology beneficially.

During the morning, 28 Cornell faculty members will hold six seminars on various aspects of "Man and His Environment." In the afternoon, President Dale R. Corson and a select group of educators will conduct a discussion concentrating on the question of values in a technological society.

Cornell Clubs from New Haven to Philadelphia have formed committees to publicize the convocation. The University will mail reservation forms in March to all alumni in New York City, Nassau, Suffolk and Westchester counties in New York, Fairfield and New Haven counties in Connecticut, northern and central New Jersey, and metropolitan Philadelphia.

Tickets for the Convocation cost \$8.50 per person. Maximum capacity is 3,500 people.



# Student Role in Decision-Making Grows

A growing number of students are playing formal roles in decision making at Cornell by gaining membership on faculty committees, with or without vote.

Roughly 60 students are currently serving on more than half of the 29 standing and appointed committees and boards of the University faculty. Others serve as voting members on standing faculty committees of six of Cornell's schools and colleges. Three of these, the colleges of Agriculture, Arts and Sciences and Engineering, awarded member-

ship with voting power to students for the first time within the past 12 months. By contrast, students in the College of Human Ecology have held voting seats on the influential faculty committee on undergraduate education since the 1940s.

The faculties of the Agriculture and Arts colleges were stimulated last year to add students to their committees by proposals, and some months of politicking, initiated by student reform groups. In the spring the Agriculture group convinced the faculty to allow two students to sit in at meetings of its Committee on Education Policy, a key committee of six faculty concerned with such matters as curriculum changes, admission standards and graduation requirements. The experiment "worked out extremely well" according to Herbert L. Everett, director of resident instruction and the committee's secretary.

As a result, three students were elected in the fall to sit as voting members on the committee. To one of them, senior Patricia Stanley of Oneonta, N.Y., improving channels of communication is the greatest benefit effected by the change. "It provides a direct link between students, faculty and administrators," she says. "People from the dean's office sit on the committee too, you

know." She feels too that students have a tendency to become apathetic about influencing the way things are done at the College, and having representatives on the committee works to overcome this.



Lynne Roth, Hum. Ec. '70

Starting in May the student body will also elect representatives to the committees on petitions and English proficiency (two students on each) and the committees on the Mann Library and scholarships (one on each).

By vote of the faculty, three students joined six faculty members

last fall on the Arts College's educational policy committee, considered a powerful one because its recommendations on course offerings and academic requirements are invariably accepted by the College faculty.

One of the students is Jerry Blum '72, who worked on the all-student Arts Reform Committee last year to effect the change. He comments, "You can't get any feel for the reasons behind administration action without being on the committee. We meet once a week in what is actually a debate." Blum hopes to persuade the committee to reduce the required course load at the Arts College, revise the grading system and improve present procedures for student advising.

Students also have voting powers on one or more faculty committees at the School of Industrial and Labor Relations, Law School and the College of Human Ecology. Two student members of the Undergraduate Education Committee at the College of Human Ecology are freshman Lanie Young and senior Lynne Roth. They agree that during the College's current period of reorganization it is doubly important to have student views expressed before the committee. "Faculty on the committee are concerned about hearing student opinions on the directions the change is taking, and whether we feel a decision serves the students' and the College's interest," says Miss Young.

Just about every other school or college at Cornell encourages student participation in decision making by inviting them to voice their views at faculty committee meetings, serve on departmental grievance



Jerry Blum, Arts '72

committees or work with faculty-student liaison groups.

At the Veterinary College, for example, students not only elect their own representatives to a liaison committee, but elect the faculty members as well.

At the Medical College students from each class serve on five student-faculty committees created by the dean a year ago to evaluate the College's teaching program. When complete, their findings on first-year curriculum, electives, evaluation and testing, student-faculty interaction, and social issues will be presented to the College faculty.

Although faculty and administrative committee members outnumber students in most cases, nevertheless they are displaying increased receptivity to student viewpoints. As Lynne Roth at the College of Human Ecology said, "Things often look different to students and professors. Our views are student-oriented; theirs are more education-oriented. But it usually balances out. They win some. We win some."



Pat Stanley, Ag. '70

## 'Marxist' Course Stirs A Debate

Should students dictate what courses a university will teach over and above the traditional curriculum? If not, how much influence should they exert? These questions are being asked with increasing frequency as students press for more "relevant," and often more politically oriented, course offerings.

They came up at Cornell during the fall term in connection with a course on Cuba taught by visiting lecturer Edward Boorstein. The course had been suggested to the Educational Policy Committee of the Arts College in August by a group of students. They proposed that Boorstein teach a course on "the modernization process in Cuba and the rest of Latin America and the inter-relationships between said process and foreign policy."

Shortly after the term started, Boorstein came under attack from Cornell's Cuban Student Society for his alleged Marxist, pro-Castro interpretation of the Cuban revolution. He had held the post of economist in Cuba's National Bank and Ministry of Trade during the Castro regime.

Arts College Dean Alfred E. Kahn, History Department Chairman L. Pearce Williams and Cuban Student Society members were among those who publicly expressed their views during the controversy that followed.

While not denying that Boorstein might hold Marxist convictions, Kahn pointed out that his academic qualifications had satisfied the government and economics department faculties, which sponsored Boorstein's course and paid his salary. He added that he felt some value to students would be realized by having a "real, live Marxist" teaching on the campus and "for them to see how a Marxist looks at world affairs."

Williams argued that the Cuban revolution was still so recent that an objective study of it was impossible, and submitted that a single lecture series, rather than a course, would have sufficed to expose Cornell students to Marxist teachings at first hand.

Members of the Society stressed the fact that they were not trying to abolish the Boorstein course, but

that in the interest of balance they wished to see another course at Cornell taught from a more objective viewpoint. They recommended that the University attempt to bring Luis Aguilar, an associate professor at Georgetown University in Washington, D.C., to Cornell to teach a course similar to one he teaches at Georgetown titled "Revolutionary Movements in Latin America." The course is an analysis of political, economic and social causes of revolutions and the reasons for their differences in various countries.

At the end of the fall term Arch T. Dotson, chairman of the Government department, announced that Aguilar will teach a spring term course at Cornell. He added that Eldon G. Kenworthy, assistant professor in the department who teaches courses on Latin America, will only be teaching part-time during the spring, creating a teaching gap that needs to be filled.

The important question, as Kahn pointed out, is where do we go from here? It is clear, he stated, that the Arts College and other Cornell schools and colleges need some procedure for responding to student course suggestions without converting their curricula into vehicles of essentially political activity. He added that he had asked associate dean Alain Seznec to head a study group concerned with the question.

"If the experience with the Cuba course compels us to consider these difficult questions," he concluded, "and to emerge with a better system than we now have for involving our students in curricular planning, that alone in my judgment will amply justify the experiment."

## Anti-ROTC Demonstrators Get Judicial Reprimands

Sixteen cases arising out of the November 13 obstruction of Naval ROTC drill in Barton Hall have been decided by the University Hearing Board. The Board issued reprimands to 12 students and a faculty member, acquitted one student for lack of evidence and placed two on disciplinary probation. Reprimands are served in the form of letters to a person's college dean and academic adviser. Disciplinary probation forbids membership in recognized University organizations or athletic teams.

Still pending before the University's Judicial Administrator are cases arising out of the attempted disruption of General Electric Company recruiting in Carpenter Hall November 14. Judicial Administrator Joseph Bugliari said his office is still studying evidence gathered on that incident.

Two former Cornell students arrested after the November 13 anti-ROTC demonstration, William A. Seibert and C. David Burak, have been found guilty by a City Court judge of fourth degree criminal trespass. Both were sentenced to one-year conditional discharges. Conditions listed include "avoidance of injurious or malicious habits and

disreputable persons" and "continuation in suitable employment."

In further City Court action, rulings were issued in the cases of ten persons who entered the Naval ROTC enclosure in Barton Hall last May 1. Former students Charles C. Marshall and Joseph Kelly and non-student Jeffrey Dowd pleaded guilty to charges of third degree criminal trespass. They were fined \$50 each and released with the understanding that all three would "engage in no further unlawful activity either on the Cornell campus or in Tompkins County."

Cases were dismissed for insufficient evidence against Seibert and six Cornell students involved in the May 1 incident. City Judge James J. Clynes, Jr., stated that although testimony had indicated that the three were in the gun cage area in Barton Hall, no evidence had been presented to establish that they intentionally entered or remained there and refused to leave when ordered to do so.

Criminal trespass charges are still pending in City Court against 17 students allegedly involved in the seizure of Willard Straight Hall last April. Their cases may come to trial later this month or in February.

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# President Looks At Current Goals, Accomplishments

As the fall term, and 1969, drew to a close, Cornell Reports interviewed President Dale R. Corson on a variety of University matters varying from educational goals to problems of the budget. Following are his comments.

## Educational Goals

Q: Mr. Corson, when you were appointed President of Cornell, you said that you are basically an educator and the focus of your efforts would be on education. Is that still your goal?

Yes, indeed. However, I'm sure you understand that these days I'm on the sidelines as far as detailed, day-to-day direct involvement is concerned. The educational needs of the country or of a society change with time. They've certainly changed here. The university is in the process of change, there are many more things that need to be changed. There are many people working on changes to improve the quality of an educational program that's already high quality.

Before getting down to some of the details, I would like to define three different goals in our educational program. The first purpose or goal is to develop the individual capacities of our students, to teach them to think clearly, to reason logically, to develop their own resources, their own capacities to the maximum extent possible.

The second purpose is to develop understanding of the world and its peoples and its problems in our students so that when they leave here they have a background against which they can live the remainder of their lives.

And finally, we teach people to solve problems. This is particularly the function of a large part of the Graduate School where the mission is to teach people how to solve difficult, novel problems, and to advance the frontiers in a variety of scholarly disciplines.

This means doing research in which the students engage. One learns to solve difficult novel problems by working on such problems under the guidance of people who themselves are skilled in such matters. Our product, after all, is people.

## Individual Programs

Q: What are some of the educational changes being made at Cornell?

A: One feature of the current educational scene—it's not just Cornell, it's all over—is the trend toward curricular flexibility.

There's a sound base for this, and the substantially higher quality of secondary school education that students are getting these days. They come to us qualified, many of them, at a level that was unheard of in previous years. And students come with variable background. Some students come with completely sophomore standing. Some come highly qualified in one subject but not in others. And this has led to the creation of individual programs.

The Arts College now has an individual majors program which is just getting underway where the

student works out with his adviser an individual major program building a curricular pattern appropriate to him and his interests and his background. Another place where this curricular flexibility is taking hold, and which I applaud, is the College of Engineering. In engineering and in a number of other professions as well, we're moving away from the concept of a professional education at the undergraduate level. We're going more and more to the undergraduate years as a pre-professional program with the professional education coming at the post-baccalaureate, at the graduate level. We now have in the College of Engineering an individually structured program, where a student can bridge the engineering disciplines, work out a program that fits him and his background and his interests.

## Experimental Courses

We have experimental courses in a number of areas. One interesting one that started this year is a course concerned with the limits of human freedom. It doesn't make much difference what the subject matter is that a student sharpens his wits on, but if the subject he sharpens his wits on has to do with some of the critical issues that are before the world today, it goes a long way toward what the students are demanding and what we want in the way of so-called relevance.

We decided a few years ago to abandon the traditional freshman English course in composition and



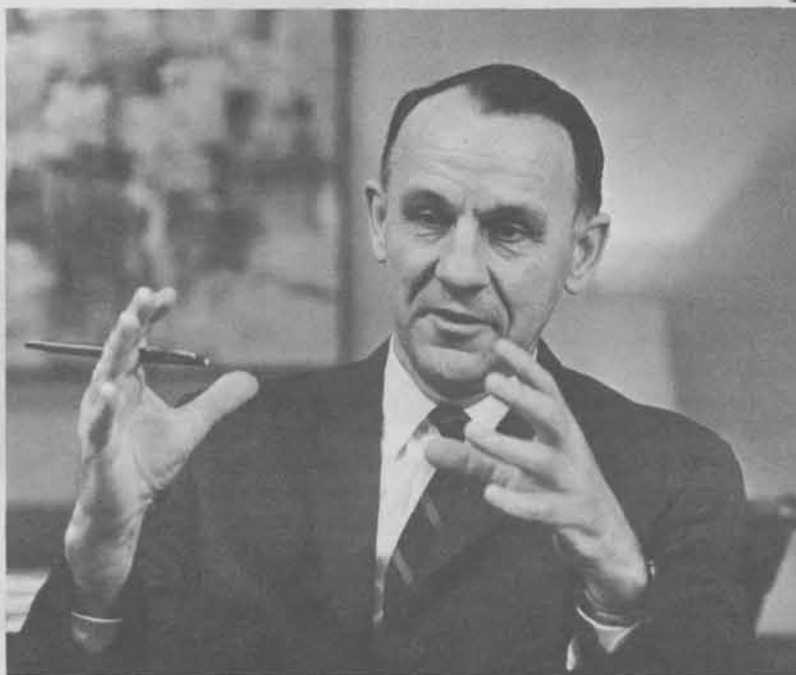
*"I think it is inevitable that there will be more state and federal aid coming to private universities . . ."*

substitute for it a system of freshman humanities seminars. We have a large number of those now. Too many of them are still taught by the English Department, but we have branched out into other areas. We have one this fall on novels about Africa. This branching out in the freshman program is a good move in my opinion in the area of developing individual student capacities.

## Keeping Current

Q: What about the second objective you mentioned, teaching students to understand today's world?

A: One of the significant moves we've made has been in the College of Home Economics where we've changed the name, among other things, to Human Ecology. The whole structure of the College has been changed to build it around the problems that the students are going to deal with, whether in economics or in nutrition or in social relations.



*"The university is in the process of change, there are many more things that need to be changed."*

Another example is the program on Science, Technology and Society developed by former Vice President Long, who is now the Henry Luce Professor of Science and Society. With the cooperation of his group and interest in other quarters as well, we have eleven courses on the campus this fall that are concerned with the problems, such as air and water pollution, that technology has caused. These courses are given in five colleges, and they're being given to standing-room-only audiences in some cases.

We have our black studies program in the Africana Studies and Research Center which is devoted to studying black people and their problems and looking toward work on development of solutions to those problems. This is a program which I believe is going well. I can tell you that there are many people who are working hard on this program.

## Educational Problems

Q: What, in your opinion are some of the major educational problems facing the University?

A: One of the big problems that we have to work with is the problem of the very large course. We're now teaching a number of courses in Bailey Hall, and Bailey Hall is not a good place to teach courses. In spite of the fact that we have some courses of this size we have overall about a ten to one student-professor ratio in this University, which is certainly one of the best in the country.

Another unhappy fact that we live with is the large support which the sciences have enjoyed during the last two decades, while the support for the humanities has been meager. This poses formidable problems for us in developing and supporting programs in the humanities—problems that we're in the process of paying a great deal of attention to.

## Budget

Q: How does the current budget situation look for the University?

A: It doesn't look very good. We've ended up each of the last four academic years with a deficit in our operation. It started out relatively small. I think it was about \$250,000 the first year and each of

the next two years it was about \$500,000 and last year we ended up with a \$1.8 million deficit. We've met these deficits from reserves which were built up in previous years for just such an eventuality. This year, however, we will likely exhaust those reserves and should we continue with a deficit operation in the future, the only way to pay the bills is by spending the unrestricted funds which are in the University's endowment.

Q: What are the expectations for the year's end?

A: Right now we are anticipating about a \$2.7 million deficit for the current year. If it does come out that way, we will use up all our reserves. There are some bright spots, however. The gifts to the University are running substantially ahead of last year's gifts and we just made an announcement a few days ago about a million dollar challenge gift from an anonymous donor; a gift to the University provided other people will match it by giving more than they have given in the past. Should we be able to realize the full impact of this large challenge gift, we will finish the year in somewhat better shape than we had anticipated although still with a substantial deficit.

Q: How does the University's 1970-71 budget look at this stage?

A: It's undoubtedly going to be the tightest budget year that anyone has seen at the University for a long time. We will have a substantial tuition and fee increase and we will undoubtedly end up with a substantial budgeted deficit for the year. But, even to make the ends meet under those conditions, we will have to have some cutback in program. The statutory colleges operating with New York State support have already had savings factors imposed on them in the last year or two which have resulted in some cutback in program. In planning for the next year, however, there is one principle that we're going to maintain—the principle that the quality of the educational program we have is going to remain intact. Since some things must be reduced, those will have to be the lower priority areas

and programs in the University. And, since we must be able to go into the new programs, it puts an even higher pressure on identifying lower priority items and eliminating them from the budget. The deans are in the middle of that kind of consideration at the moment.

## State And Federal Aid

Q: What are the prospects of increased state and federal aid to the University?

A: I think it is inevitable that there will be more state and federal aid coming to private universities in the future. We have a good example of that in New York State this year with the so-called "Bundy Bill" which provides state aid to private institutions of higher education. There is a formula in which the amount of state aid going to each private university is based on the number of degrees awarded with more support for advanced degrees and less support for bachelor degrees. This means about \$1.3 million or \$1.4 to Cornell, which is a big boost indeed. For New York State as a whole, I believe that this is a \$30 million dollar program. At the federal level, there is also new legislation before Congress to deal with the problem. We have, of course, had substantial federal aid for a long time through support of research programs and more recently through support of U.S. Office of Education programs for new ventures or for expansion of old ventures. Most of the Office of Education money has gone to new or expanding colleges and, until recently, Cornell had none of that kind of money at all. The new federal legislation I refer to is the so-called "Miller Bill" which is now before Congress. This provides for a national program of institutional grants to institutions of higher education. The authorization presumably would be for several hundred million dollars per year. I don't know what the formula would be in the end. When and if this legislation is approved (it has been killed in committee in the present session of Congress) the appropriation might well be delayed until some still later year.

## Demonstrations

Q: What are your comments regarding some of the recent demonstrations on the campus?

A: My concept of the University does not embrace the use of obstruction and disruption of scheduled events as a means of achieving the purposes of any group. I have, however, always supported non-disruptive demonstrations. I spoke to that end in a speech I made to the Constituent Assembly in September. We have a judicial system to deal with the latest violations of the student code and of the Regulations for the Maintenance of Public Order and I want to make that judicial system work as effectively as possible.

## ROTC

Q: Mr. Corson, what's your reaction to the faculty recommendations regarding ROTC?

*continued on page 6*





"Mom" and "Pop" Bertrand are called on to do a lot of counseling in their jobs as house parents at George Junior Republic, near Ithaca. From talking with the entire group before they scatter for the Christmas holidays (top) to a kitchen consultation with two boys (center) to a man-to-man talk with one boy (lower left) to helping a couple of boys with their studies (lower right) the Bertrands' "spare" hours are busy ones. They feel their lives have been enriched by the experience.



For Dick Bertrand, Toronto become a sparkling reality work with kids, and the

## Cornell Ho

If your name is Dick Bertrand and you're a young, recently married patrolman on the Toronto, Ontario, police force, and taking a course at York University at night, chances are you aren't sure where Cornell University and Ithaca, N.Y., are located.

And if one of the firemen, who is housed right next door to the Toronto Police Station, happens also to be the York hockey coach, you tell him as much when he suggests that you suit up with his team and come down to Ithaca to play Cornell University in a pre-season exhibition game.

That was the situation in late 1965 when Bertrand first saw the Cornell campus and was part of a York team that was beaten 15-0 in Lynah Rink by the Fergusons-Orr-Doran-Stanowski aggregation that would win a national title for Cornell the following season.

"I picked up a program between periods, and saw that a lot of guys on Cornell were from right around my own area in Canada, and I began to think," Bertrand says.

"I asked the York coach, Bill Purcell, if he would talk with Cornell Coach Ned Harkness about me. He did, and told me Ned wanted me to write him."

Bertrand's wife, Ainslie, whom he had met a year before in Toronto, remembers the next few days well. "He kept waking me up at night to talk about the campus and about Lynah Rink and the crowd."

Dick and Harkness exchanged correspondence, application forms and catalogs. A few months later, Dick received his acceptance at Cornell. "It was the greatest thing that ever happened to me," he says.

"Up to that time, I had bounced around for about five years since high school, knowing that I wanted to do something but just not finding it," Dick recalls.

He grew up in the north-central Ontario community of Connaught, population 150, as the oldest of nine children in a French-Canadian family. His father runs a tavern-hotel there, and his mother is postmistress. It is in the heart of a gold-mining and logging area.

The Bertrand kids rode a bus 25 miles each way to South Porcupine High School, where he played football, basketball and hockey. After graduation in 1961, he went down to Toronto to look for work.

For the next five years he worked for an insurance office, went to teacher's college for almost a full school year, went back to the insurance office for another year, and was a



This year's hockey tri-captains talk with Coach Rink before a workout. From left are Dan L

policeman for two years.

Then fireman-hockey coach Purcell invited him to come down and skate with his troops in Ithaca, N.Y., and things began to turn around for Dick Bertrand.

Finances were still the big obstacle after his acceptance at Cornell. Harkness called him to tell him of a possible job for him and Ainslie as house parents at George Junior Republic, a private school near Ithaca for high-school-age problem children. They drove down, looked and decided to take it.

For the past four years, they have been "Mom" and "Pop" to the 20 residents of Newburger House, a modern cottage with two dormitory wings for the boys and an apartment for the house parents.

"It's been ideal for us," Dick says. "We get our apartment and a salary, and I have a half-tuition scholarship. And, we've really enjoyed our work with the kids, even though it has been rugged at times—especially getting up at 6 a.m. to get the boys started on their chores, and particularly when we got back from a hockey trip only a couple hours earlier."

Both Dick and Ainslie agree that they have benefited from those four years.

"Many of these kids come from homes where they have had no real father image, or mother image," Dick says. "For us, this job has been something of a means to an end, but we have certainly become more aware of people's feelings. You should see these boys respond to having a man around





*Alone in a statistics lab, Bertrand makes up some work after a hockey trip.*

o pot man, Cornell was only a dream. But it has with a solid education for business, a chance to realization that under Ned Harkness...

## Hockey Is A Way of Life



*Harkness in the Memorial Room of Lynab, Harkness, Bertrand and John Hughes.*

who has the time and takes the time to talk with them—to hear them out. Of course, Ainslie has to do a lot of it on her own when I'm away on hockey trips.

By the time the Bertrands leave Newburger house in June, when Dick is graduated from the State College of Agriculture at Cornell, they will have been "Mom" and "Pop" to some 70 youngsters.

While the Bertrands have been trying to broaden the outlooks of the boys in their house, Dick was also broadening his own at Cornell.

"I can't say enough about the education in the Agriculture College. Lots of people have the wrong idea. They think you just pick up a shovel and a hoe and dig dirt to plant things.

"What they don't realize is that you learn the business world completely—all the way from the producer to the consumer, and all the steps along the way. For anyone going into the business world anywhere, the undergraduate education in the Ag College tops anything that can be offered at that same level anywhere at Cornell."

Finding time for studies, with his responsibilities at the Republic, and particularly during hockey season, has been tough.

In spite of the rugged schedule, members of the hockey team have consistently ranked above average in academics. Harkness has lost only three boys for scholastic reasons in his time at Cornell. This year, in one class of 40 in food distribution, the top four stu-

dents are members of the hockey team.

"Practice is rough; Ned works us hard," Dick says. "Games aren't that much easier, because he's on you all the time, striving for you to win, striving for you to give your best.

"He instills the desire in you to do everything right. He'll take the time in practice to correct every error, no matter how small. And, he keeps after us all the time on the fundamentals—'forecheck! backcheck! skate!' He knows that if we keep the puck in our offensive zone we'll get it in the net; if we backcheck we'll keep it away from our's and, if we skate hard all the time, we'll get our breakaways.

"Ned is more than just a taskmaster on the ice, though. He is interested in all of us as human beings. He maintains a unity on the team—we all like each other and do everything together. He is interested in every aspect of our lives—academic and personal as well as athletic. He always has time to talk with you, and always gives you his undivided attention when he does.

"A little bit of Ned goes out of Cornell with every guy who plays for him. We know we want to continue to compete, but compete with integrity. That's the key to Ned's philosophy."

When Dick Berrand, North Country boy, ex-cop, ex-house "pop" and ex-hockey tri-captain leaves Cornell in June, he will be ready to make his choice on a career. In the meantime, he will be interviewing often and considering carefully. He wants to do something in personnel work and public relations for business or industry.

And, he'll never forget the fundamentals—"Forecheck! Backcheck! Skate!" and the man who taught them to him.



*"Togetherness" is part of Cornell hockey. Ainslie Bertrand and one of the perpetual Cornell pups join the team at the training table.*



*Always in the thick of things, Bertrand celebrates as his line scores a goal over Yale.*



*Team members, wives and girl friends party together after a victory (left) but all of them are doing some serious thinking about their futures, too. Bertrand talks (above) with Lloyd W. Moseley, a retired vice president of Grand Union Co., who is visiting lecturer at Cornell this year, about job possibilities. Dick hopes to get into personnel and public relations work in business.*



# Cornell Revisited—Campus Troubled But Calm

Alumni frequently question Cornell officials about the current state of affairs on campus. Therefore, Cornell Reports here reprints in its entirety an article which appeared in the December 15 issue of the Rochester Times-Union. It was written by the newspaper's city editor after he visited Ithaca for several days and talked with students, faculty and administrators. Your editors feel his views should be of interest to many Cornellians.

The article was written before the Constituent Assembly's approval of a proposal for a University Senate, which is dealt with in a page 1 story in this issue.

**TIMES-UNION—Dec. 15**

*When black students took over the Student Union at Cornell University and emerged with rifles last April the event attracted nationwide attention and concern. Times-Union City Editor Kingsbury was there that week when several thousand students also took over the gymnasium, and was in the faculty meeting when amnesty for the black students was granted.*

*He went back later to work with a Gannett team to write a series about the Cornell crisis, and again to talk with President James A. Perkins after he resigned.*

*Last week he went back once more and here reports on the atmosphere of the campus today.*

**By READ KINGSBURY**  
*Times-Union City Editor*

Ithaca—The news from the Cornell campus is that students are in the libraries.

At Uris Library they have to look for empty seats; the place is busy. The students quietly turn pages and doze and go out to smoke and come back to read some more.

Does turmoil lurk under this placid scene? Some say yes; some say no. The answer may lie beyond the campus, in the attitudes of young people in America today.

Of course, studying is not all Cornell students are doing. Last week several hundred attended a lecture in a weekly series attempting to link biology and society. Efforts to evaluate the impact of science on mankind rank at the top of campus concerns these days. A formal science, technology and society program has been established. The

*continued from page 3*

social implications of practically everything are considered in new courses or programs. The university has a new vice president for social and environmental studies, Lisle C. Carter, who is black.

But some traditional concerns remain—7,000-8,000 students turned out in Barton Hall, the big drill hall-gymnasium, for the Oct. 15 war moratorium observance and many went to Washington for the Nov. 15 moratorium march.

There was much interest as Ed Marinaro broke the school's football ground-gaining record, and about 1,000 lined up and waited many hours to get tickets to see the championship Big Red hockey team play.

And there have been some disruptions. Four girls splashed paint on three Marine recruiters Sept. 25 and one girl, a graduate, was indicted by a Tompkins County grand jury for criminal mischief.

About 60 persons blocked a Navy Reserve Officer Training Corps drill in Barton Hall Nov. 13. As a result, four non-Cornell persons face City Court charges; seven have received reprimands from a new University Hearing Board and nine cases are to be heard.

Demonstrators estimated at 60 to 100 tried to get into Carpenter Hall Nov. 14 when General Electric Co. recruiters were meeting students. University Safety Division men locked the door and prevented several persons from entering through windows. Because the demonstration prevented one student from keeping an appointment, Cornell President Dale R. Corson declared

the incident a disruption and several persons face university discipline.

On Nov. 19 about 75 persons badgered Army and Navy recruiters in Barton Hall.

But the biggest "violent" episode on campus this fall was a panty raid. On Sept. 19, about 50 boys entered a coed dormitory and seized underwear from dresser drawers. Then about 30 girls raided a men's dorm, but all they got, the Safety Division reported, was their faces smeared with shaving cream. Nine boys received warnings.

## Pressures Relieved

Where, in these minor skirmishes amid a studious scene, are the great issues that so divided the campus last spring?

What happened to the black students' impatience that led them to seize Willard Straight Hall, the student union, and emerge under an agreement of amnesty and flourishing guns for which they had sent, they said, because they were scared?

What was the effect of the communitywide and nationwide shock that followed the picture of those students holding those guns on the peaceful lakeside campus?

And what happened to the white students' concern that led them, after the faculty rejected the amnesty for the black students, to sit down, several thousand strong, in Barton Hall and demand some basic changes in the way Cornell operates?

The issues haven't gone away; new ones have surfaced. And there is skepticism that solutions will be found, or that there is a will to find them.

But there have been bits of action that together have relieved some pressures, drained some fevers:

A new Africana Studies and Research Center, the demand for which brought about the disruptive episodes by black students last year and which led ultimately to the

April confrontation, was born and is growing to the temporary satisfaction of most persons.

The Constituent Assembly, which grew out of the April confrontation to "restructure" the governing of the university and which has so far produced so little and fallen into such disrepute that its meeting today to wrestle with a final document is considered its do-or-die effort, has for all its failures soaked up the energy of a significant number of activists.

The new Cornell Chronicle, published weekly by the university, prints every last word of the reports, documents, statements and letters bearing on campus flaps and feuds and thus leaves little room for misunderstanding. Four-page issues were planned, but due to the professorial propensity for prolixity they run eight and 12 pages.

The radical left is "turning people off by their methods," says Dean of Students Elmer Meyer Jr. "Voices heard last year are quiet this year," says Douglas F. Dowd, economics professor and adviser to the Students for a Democratic Society, radical student organization.

The anti-war moratorium effort is using up faculty and student effort that might otherwise go into campus protest.

An ombudsman who doesn't flinch at the prospect of treading on professors' toes has been named. Mrs. Alice Cook, professor in the School of Industrial and Labor Relations, says most of the two or three problems filed each day so far reflect routine frustrations, but she expects and will handle student charges against professors about unfair assignments and grades.

President Corson seems to please the faculty more than James A. Perkins, who resigned May 31, and also seems able to avoid offending students.

## Bridling Issues

But some matters "are still bridling people," admits Mark Barlow Jr., vice president for student affairs. He mentions:

"We still haven't decided how black political protest should be handled in our university judiciary system," which was the exact problem that led to the Straight Hall seizure.

The future of ROTC—Students said in a survey that some basic changes should be made but the faculty, which had asked for the survey, recommended little real change.

Racial tensions in dormitories—It continues, several sources said, although Barlow hopes that the opportunities for group living in units of from six to 144 persons in new student housing will please black students and many other groups that would like to live together.

The rules that may be needed to fill this housing, 1,080 new units by September—Barlow fears it may be necessary to require sophomores to take university housing and doubts that would be a popular new rule.

To Barlow's list might be added:

The continuing uneasiness over the lack of a university government responsive to teachers, student and staff.

A new judiciary system made up of boards named by the administration enforcing rules laid down by the trustees.

A proposal to disassociate the university and withdraw some \$85,000 in support from the Cornell United Religious Work, which some feel to be an attempt by the administration to rid itself of the embarrassment of supporting a home for radicals and activists, the most prominent of whom is Jesuit Rev. Daniel Berrigan, CURW associate director, convicted for burning draft records in Maryland.

## Outlook For Peace

Does all this add up to another blowup soon, or continued but restless peace? Most guesses are for peace. An outsider who is inside offers what may be the most comprehensive reason.

Pat Nordheimer, campus reporter for the Gannett-owned Ithaca Journal, thinks back to the week she spent at freshman orientation and the autumn events and says:

"These kids are basically very serious students. They had a lot of trouble getting in here and they know about the sacrifice their parents, some of them, make to keep them here. They were serious last spring about some important matters and they're serious this fall about another important matter, which is to get the quality education they came here for."

Among the professors not on campus now are government professors Walter F. Berns and Allan P. Sindler, who resigned last spring saying they felt their academic freedom had been threatened by student action and administration response. Berns is visiting professor at the University of Toronto now and will be visiting professor at Colgate University next semester. Sindler, on sabbatical leave, will go in mid-January to the Graduate School of Public Affairs of the University of California at Berkeley.

Further notes on the aftermath of April and May:

Edward L. Whitfield, leader of the Afro-American Society last Spring, is back and at his studies. Eric Evans, one of the leaders of the rifle-brandishing group, a senior last spring, apparently is not on campus. Tom Jones, whose threats on radio disturbed many faculty members, has resumed his studies.

Trespass charges in City Court against 17 black youths who seized Straight Hall are pending, awaiting the filing of briefs.

Of 10 persons charged with trespassing in an anti-ROTC demonstration May 1, three have pleaded guilty, been fined \$50 and have left town to work in the West, three cases have been dismissed and four are pending. (See story on page 2—Editor).

Alumni giving to the Cornell  
*continued on page 7*

## President Looks At Current Goals, Accomplishments

A: The faculty has expressed its position, firmly, that officer education is an appropriate part of the Cornell educational scene so that the program will continue.

Q: As President, were you involved in discussions with the Department of Defense or other governmental agencies on this question?

A: Let me begin by stating my own beliefs about officer education. In the first place, I believe that there is going to continue to be a military force in this country and that it is important to have as much civilian influence, at all levels, on that force as possible. This civilian influence can be exerted, in part at least, through officer education in universities. But I also believe that the role which the university should play should be through normal academic

programs, the kind of academic program that the University knows how to do. In looking to the future of ROTC on this campus or other campuses, there are several considerations. In the first place, from the random selection of student opinion that was supplied, before the faculty acted, 67 per cent of the students indicated they believed officer education should continue in some form. But only 16 per cent indicated that ROTC should continue just as it is at present. The second consideration is the rapid decline in student interest in ROTC all over the country. For example, with the Army ROTC nationally, the number of new freshmen cadets, this year, is somewhere around 27 per cent fewer than last year and I think that if the military continues to rely on officer education in the

universities as they certainly want to do, they are going to have to think about modifying the program to make it more attractive to students. It seems to me that the draft lottery system will only accelerate the decline in student interest. Those who feel safe from the draft will probably, by and large, not be interested in ROTC. So, with all these considerations in mind, it seems to me that there is going to be a great deal more consideration of officer education in the future, consideration, not just at Cornell and in other universities, but also in the military services. I propose to explore the possibilities. I've had some correspondence with Department of Defense officials concerning the problem. I have attended two meetings at which it was discussed. I don't know what will come of these discussions.



# Cornell Revisited—

Fund went \$27,000 over the \$2.5 million goal, but the record of giving in previous years and of pledges up to April had given hope of even greater giving. A \$3 million goal has been set this year and pledges are running 30 per cent better than at this time last year, says Steven Muller, vice president for public affairs. However, the university spent \$1.8 million more than it received last year, the fourth year of deficit financing out of a reserve fund, and a \$2.5 million deficit is feared this year.

## Hopeful Future

But Muller remains hopeful for the future, as to campus peace and also as to alumni relations. "Most alumni," he said, "see the change of administration as a symbol there will be no repetition of our difficulties."

The feeling is shared by the faculty. Dr. Frederick Marcham, professor with the longest tenure, spoke last spring of how the faculty felt that the administration had encroached on its responsibilities. Now, he says, "the faculty is very well satisfied with the way inner affairs of the university have been handled. The tone is one of calm and confidence."

Corson, president after long service in physics and the College of Engineering and as provost, is reported to govern largely through the deans of colleges, which pleases the faculty.

Also, Corson knows what the trustees expect of him because they established rules about handling disorders last spring.

A black student who helped seize Straight Hall, interviewed this fall by the Sun, the campus newspaper, said: "I think there'll be more honesty under Corson . . . Perkins was really a big politician."

He also said: "As Muller was signing that (amnesty) agreement (with the blacks who seized Straight), I was thinking of how that picture would look on the front page of the New York Times—us holding the guns, and him signing the agreement. I think it was poor planning on our part."

## Blacks Quiet

Little has been heard from black students this fall. After all, they won what they wanted, an independent center for black history and culture studies, even before the spring upheaval.

Dr. James Turner, a quiet, studious man from Northwestern University, heads the Africana Center at 310 Wait Ave. and has a staff of five lecturers and professors with impressive academic and/or experience credentials.

They teach 10 courses, such as comparative studies of black resistance and black movements in South Africa and North America, black political thought in the U.S. since 1850, education in black urban communities, psychological aspects of the black experience.

The center has 160 students, a few of them white, out of 250 applicants. It's a "good firm begin-

ning," says Turner, who sees its purpose as training scholars in the field of black studies and also training professional technicians "to deal effectively with the problems facing blacks," to offer not only studies in black history and culture but also to relate technology and science to the conditions of black people.

By next fall, he expects the center will have a master's program. Corson has said it may "in time" grant degrees.

Chandler Morse, economics professor who headed a committee last fall to establish a black studies program, said in the spring that the goal was seen by some as "doing something for the black students to keep them quiet."

Now, he says, "people still don't understand. The faculty still thinks that black students should come here and blend into the woodwork. They don't understand what the black movement is all about."

Vance Christian, School of Hotel Administration professor, last spring detected an "atmosphere of progress." Now, he says Cornell is "slowly grinding forward, but many people still are not convinced of the dilemma . . . The attitude of many is that we have given the blacks their center. But it's not well financed."

The university allotted \$215,000 to start the center and \$25,000 to plan an urban extension center. Turner says the city hasn't been chosen yet but "we're inclined to the New York City area."

## Improvements Slow

Conditions of black life on white Cornell campus have not improved, Christian says, "to the extent you would have thought after the Willard Straight incident . . . People are more aware, more willing to believe the problems are there, but of course now the black students want to see some solutions."

Charisse Cannady, senior last year and now acting director of the Committee on Special Educational Projects (COSEP) program which Perkins started to bring more black students to the campus, says, "The university is now aware that black students will have to be listened to and responded to in a positive manner . . . There hasn't been any action but steps are being taken . . ."

To Muller, the addition of black adults on campus is important. Last year there were three black faculty members. Now there are the teachers at the Africana Center and Turner, a black admissions officer, and Carter, the vice president who has had positions in the Urban League, Department of Health, Education and Welfare and Urban Coalition.

"Black students are not just talking to themselves now, but to adults, too," Muller says.

COSEP continues to grow, but not rapidly, in its effort to enroll black students who would not ordinarily apply or who would not be eligible by the usual standards of scholarship. Since 1965, COSEP freshman enrollment has grown this way: 37, 49, 67, 94, 103.

The introduction of black COSEP students so unlike other Cornell students in color, means, background

and attitudes, brought friction, particularly after the picture of the guns. Perkins in a Sun interview this fall said he had not been willing to "pay the price" to remain and part of the price was to ax COSEP. Corson quickly affirmed a commitment to COSEP and plans to strengthen it.

## Student Involvement

The other part of the "price," Perkins told the Sun, (he touched on neither of these in a searching June interview by this writer and others) was that he must publicly oppose the "notion of student involvement in academic affairs." Corson said this also was no condition of his being made president.

It's no notion any more. Students sit with professors to make decisions and recommendations in many university units.

John C. Engelbrecht, a junior agricultural engineer from Oriskany, is on the College of Agriculture committee on educational policy with two other students and six faculty members. "We're deciding changes in degree requirements, helping to set standards, deciding what courses can be offered. I'm definitely on an equal footing with other members. In my opinion, the faculty members are glad to have our opinions."

Jerry Blum, sophomore from Matawan, N.J., said he has "no inhibitions about speaking up" in the similar 6-3 College of Arts and Sciences committee.

The trustees may control budgets and establish priorities about the use of university resources, he said, but "the things I'm interested in, that affect my education, the faculty controls."

As long as the faculty has the final decisions, he said, the student voice will be "negligible."

## Frustrating Exercise

Finding the source of real power at Cornell and trying to "restructure" it under a government more responsive to all has been an exercise in frustration for the 385-member Constituent Assembly elected by all elements of the campus community after the Barton Hall April showdown.

Eleven task forces spent the summer and \$45,000 to produce bulky reports which have been largely unread as the Assembly has fought parliamentary battles, mostly between those who want to get on with the government-making process and those who want the Assembly to comment on the ills of society and the campus.

Five proposals for a senate have been made, ranging from weak to radical. The radical proposal was turned down Nov. 6 by a 91-120 vote after bitter debate.

The bitterness and the deep split over that proposal evidently exhausted the Assembly. The next meeting was a long, fruitless wait for a quorum. The hopes of the Barton Hall atmosphere of cooperation among all university groups seem dashed.

"If they were historians," says Professor Marcham, whose field is English history, "they would look at their books and know that any significant government progress

takes years."

While faculty and staff members can measure progress in years, students measure it in weeks. So Dr. Paul Olum, mathematics professor, pulled together a committee to draw up a compromise proposal. "We know we've got to produce, to recapture momentum," Dr. Olum said.

Failure to compromise on CURW or ROTC or such issues may not reach far down to touch raw nerve; failure to compromise on an effective government or an effectively-financed Africana Center may.

"The question is," says Morse, "whether enough students have enough frustrations to all get together in a blowup on some future minor incident."

Morse doesn't think it'll happen,

soon anyway. The danger Dowd sees lies beyond the campus: "If the war doesn't seem as if it's going to end, students will think it's up to them to end the thing."

When Perkins spoke to almost the entire campus community in Barton Hall April 23 he staked the future of Cornell on the "readiness of every single one of you" to put aside the guns and the spirit of retribution and anger and "to act in a spirit of reason and mutual respect."

The guns and anger have gone; the atmosphere of purposeful study has returned. Cornell seems to be making progress, but still unclear is the price each person may have to pay for a "spirit of reason and mutual respect."

# Weekly 'Chronicle' Fills Need

A new weekly publication on the Cornell campus has been making strides through the fall semester to plug part of a "communications gap" that has existed in the past among students, faculty, staff and employees.

The Cornell Chronicle, a tabloid-size official newspaper of record that is distributed free of charge each Thursday morning throughout the campus, began publication September 25 and has ranged from 8 to 16 pages since.

Its birth is the result of recognition by many members of the community that at least some of the problems of last spring resulted from inadequate information flowing to all segments of the campus. This need for increased internal communication was reinforced in the fall by the recommendations of the Report of the Special Trustee Committee on Campus Unrest at Cornell, and one of his first acts as President was Dale R. Corson's decision to assign to the Office of Public Information the additional responsibility for internal communication. The Chronicle was developed by the Office to meet this need.

On page one of the first issue of Cornell Chronicle, an issue which incidentally has become somewhat of a collector's item among Cornellians and college public relations professionals alike, there was a two-column box outlining the Chronicle's statement of purpose. It read, in part: "The purpose of the Chronicle is to provide official information, important to its readers as members of the University, but not readily available through existing communications channels."

"The Chronicle is not intended," the statement continued, "to compete with local communications media reporting on University activities. It is intended to supplement their efforts by providing more comprehensive information than the media can devote to University matters due to limitations of space and time."

The statement concluded, "The Chronicle is an experimental venture at this stage. Many aspects of the newspaper such as content, number of pages and distribution will be refined in the weeks ahead. Suggestions and comments from readers

are welcome."

The first issue carried, among other stories, the appointment of the University's first judicial administrators, the complete text of President Corson's address to the Constituent Assembly on the University's current and future goals, the complete text of the report of the student-faculty-administration Committee on Residential Colleges and a "Bulletin of the Faculty."

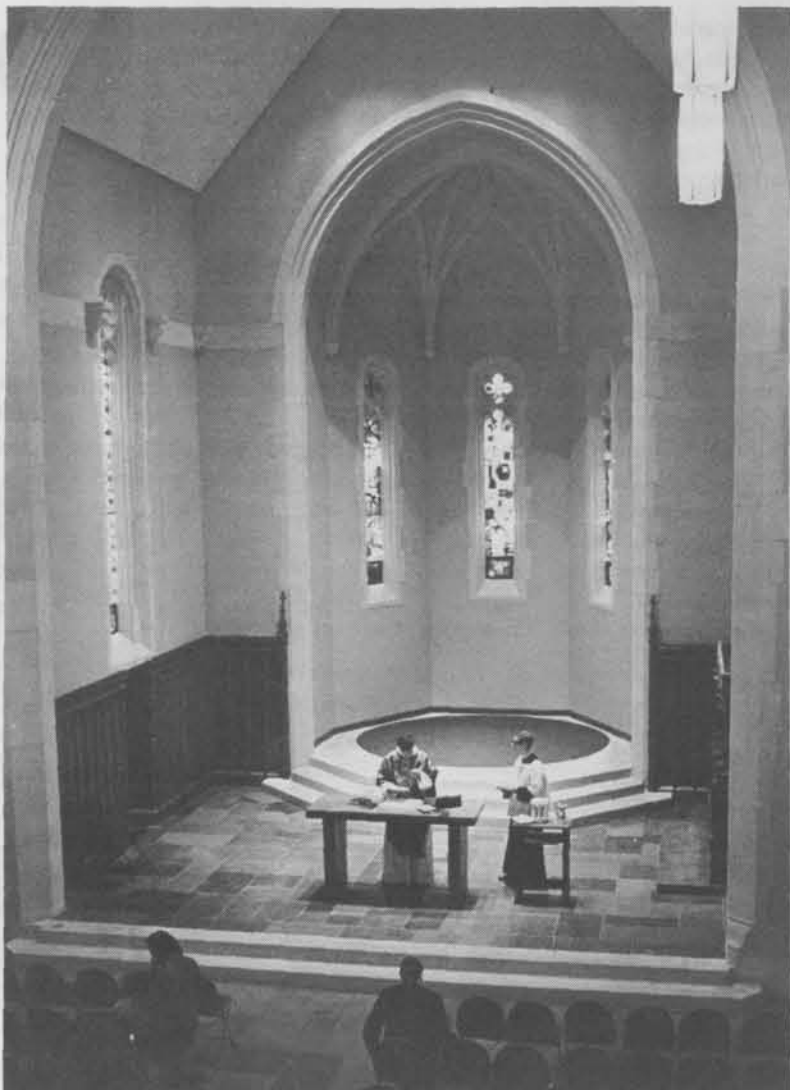
Each issue of the Chronicle has at least one page devoted to activities of the University faculty. This page is edited by the Secretary of the Faculty, currently William T. Keeton, professor of neurobiology and behavior. The remainder of the Chronicle is edited by Arthur W. Brodeur, associate director of public information.

The offset publication contains, in addition to the faculty page, news concerning students, news about personnel matters, University policy statements, texts of reports, summaries of reports, miscellaneous news, photo features, a calendar of University events and featurettes such as "Sage Notes," a column for graduate students and "Chronicle Comment," a forum of opinion.

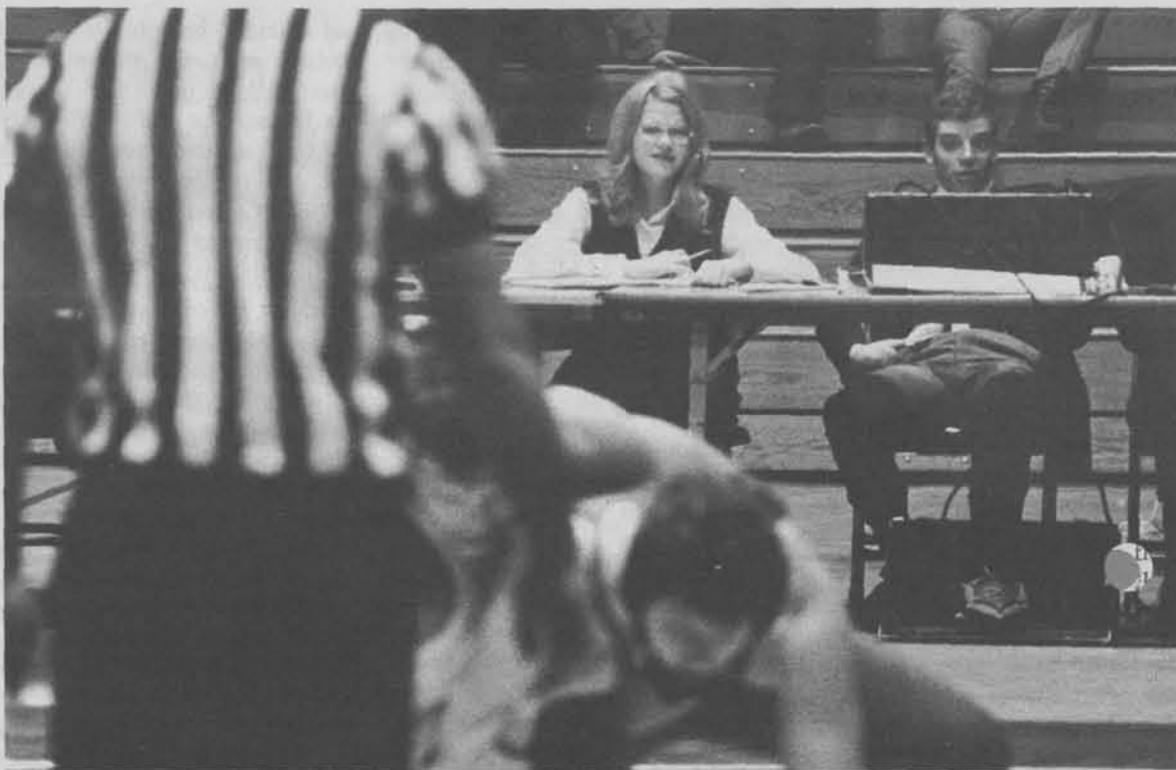
"Cornell Chronicle," according to Editor Brodeur, "communicates by putting everything in one bag. It doesn't create artificial communication barriers for its readership such as a personnel newsletter or a publication directed only to the faculty would."

Currently 15,000 copies of the Chronicle are distributed each week. The majority of the distribution is accomplished by bulk drops throughout the Ithaca campus at places like the Willard Straight desk, Stocking Dairy bar, Noyes Lodge, dormitory offices, college and school offices, a total of nearly 50 locations. Other copies are shipped to the Agricultural Experiment Station at Geneva, the Cornell Medical College and the Cornell Club in New York City. Requests for the Chronicle from individuals outside the distribution area have resulted in the establishment of a ten-dollar annual mail subscription which enables Chronicle to get to those who wish to receive it quickly and maintain its effectiveness as a current chronicle of University events.





FROM THE ASHES: University Episcopal Chaplain J. Gurdon Brewster prepares to hold service in the recently rebuilt Anabel Taylor Chapel. The chapel's original interior was destroyed by fire last year.



WRESTLING WITH THE SCORE: Sarah (Sari) Elder, Arts '73, keeps score at Cornell wrestling matches. She became a wrestling fan while at high school in Oil City, Pa. At Cornell, Sari asked wrestling coach E. Jimmy Miller if she could be scorekeeper. "He was so shocked, he couldn't say no," Sari reports.

## Far Above...



HOCKEY ATTRACTION: For Big Red hockey fans, watching the bear skate around the ice and tossing up balloons have been traditional between-period diversions at Lynah Rink for years. Appropriately enough, the current occupant of the bear suit is Jeffrey B. Baer '70, a Hotel School student.



CHESTNUT VENDORS: To finance field trips and other activities, the Conservation Club sells freshly roasted chestnuts at the Straight. Members are students in College of Agriculture's Conservation Dept.

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