

# Cornell Picks Judicial Administrators

The appointment of Joseph B. Bugliari as Cornell University's first judicial administrator was announced today by Cornell President Dale R. Corson. He also announced the appointment of Hartwig E. (Harry) Kisker as deputy judicial administrator.

The judicial administrator is charged with enforcing the University's Regulations for the Maintenance of Public Order. The regulations were adopted by the University Board of Trustees July 21 in compliance with a section of the New York State Education Law. In addition, the judicial administrator is the administrator of the Student Code as authorized by the University Faculty Sept. 4.

In this dual capacity, the administrator will be responsible for receiving and investigating complaints of violations of either the Regulations or the Code. He also will be responsible for initiating investigation of possible violations where there has been no formal complaint.

Bugliari said the new office will not be directly associated with any existing administrative body to assure complete autonomy of action. New offices have been established in Room 270, Olin Hall (the chemical engineering building) and anyone having judicial problems should report there, Bugliari said.

After receiving reports of investigations, the judicial administrator will determine if

there is cause to take disciplinary action. Cases of student Code violations will be referred to the Student-Faculty Board on Student Conduct. In cases of minor Code violations, with the consent of the accused student, the judicial administrator may impose a penalty himself.

In case of violations of the Regulations, he will refer the matter to the University Hearing Board. When violations involve both the Regulations and the Code, he will refer the matter to the University Hearing Board, also.

In any case involving violation of State or Federal penal law, the matter may be referred to the appropriate prosecuting attorney whether or not University action

is taken under the Regulations or the Code.

The judicial administrator also may counsel persons or refer them to appropriate University counseling services. Records will be kept of all complaints and other matters investigated by him.

Bugliari, a native of Plainfield, N.J. is associate professor in the Department of Agricultural Economics and in the Graduate School of Business and Public Administration. He earned a bachelor of arts degree from Hamilton College in 1953 and a bachelor of law degree from Cornell in 1959. From 1959 to 1961 he was with a New York City law firm.

He left the law firm to be a

confidential law assistant to Walter B. Reynolds, associate justice of the Appellate Division of the New York State Supreme Court. While in this capacity, he taught at Cornell's Graduate School of Business and Public Administration.

He came to Cornell full time in 1967. He will continue his teaching duties at Cornell.

Kisker has been assistant dean of students and student code administrator. A native of Bielefeld, Germany, he came to this country in 1949. He earned a bachelor of arts degree at Colgate in 1967 and did graduate work at Cornell in the 1967-1968 term. He was appointed assistant dean of students in the fall of 1968.



## CORNELL CHRONICLE

The official weekly of record for Cornell University

Vol. 1 No. 1

Thursday, September 25, 1969

## President Plans Student, Faculty Crisis Committees

Cornell President Dale R. Corson will appoint two committees, one representing students and the other faculty, to advise the administration in the event of campus disruptions involving public order.

Corson said the committees will be developed "to meet quickly when a crisis is pending or has developed in order to provide the administration with assessments of student and faculty sentiment regarding both

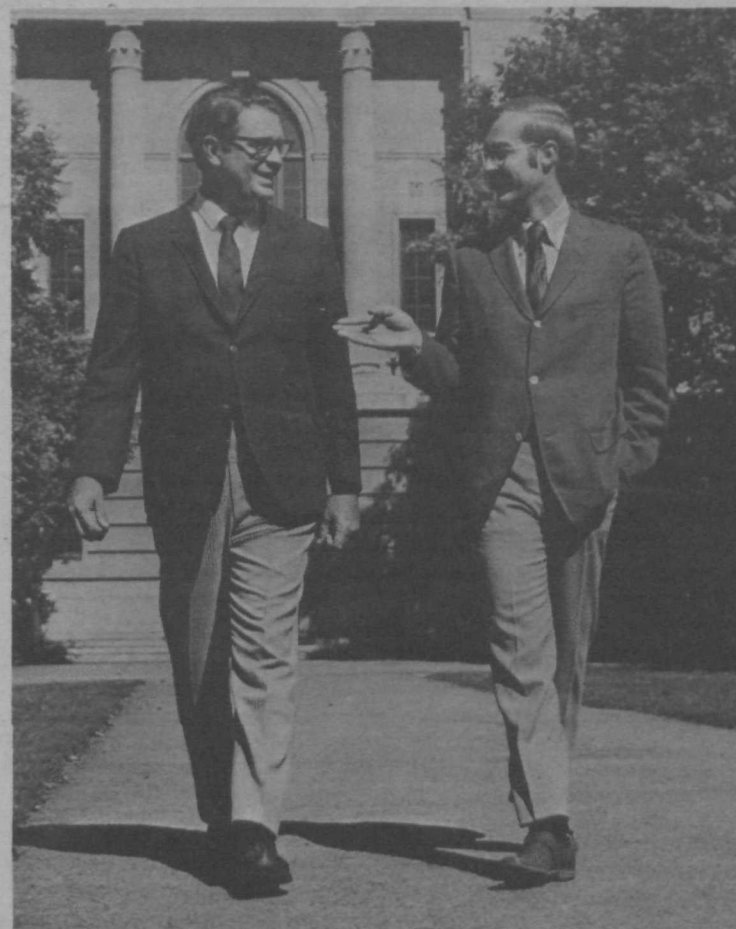
the situation confronting the University and the various courses of action which could be pursued at such times."

The student advisory committee chairman is Vice President for Student Affairs Mark Barlow Jr. Co-chairman is Dean of the Graduate School W. Donald Cooke. Chairman of the faculty advisory committee is Vice President for Academic Affairs Stuart M. Brown Jr. Co-chairman is Dean of the Faculty Robert D. Miller.

Corson said the selection of the members of each committee was the responsibility of the chairmen but he had asked that the groups "be truly representative while small enough in numbers to be assembled quickly."

He explained that the committees would necessarily be asked to serve "only in an advisory role because the new 'Regulations for the Maintenance of Public Order' specify as required by law that the responsibility for final decisions on actions to be pursued at such times rest with the administration."

Corson said the committees, after holding preliminary meetings, would be called together when a situation affecting public order was imminent or a reality. At such times the committee chairmen would be asked to determine the attitudes of their membership and the attitudes of their various constituencies, regarding the



**JUDICIAL ADMINISTRATORS** — Joseph B. Bugliari, left, newly-appointed judicial administrator at Cornell, listens while Hartwig E. (Harry) Kisker, the new deputy judicial administrator, makes a point during a walk on the campus. The two men are charged with enforcing the University's Regulations for the Maintenance of Public Order and will also administer the Student Code. The judicial administrators' offices will be in 270 Olin Hall.

## Cornell Chronicle Statement of Purpose

The Cornell Chronicle, the official weekly newspaper of record for the University was delivered across campus early today. Copies of the Chronicle were printed for distribution to students, members of the faculty, employees and staff.

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.

Each issue of the Chronicle will include at least one page devoted to the activities of the University faculty. Responsibility for the contents of the faculty section has been delegated to the Secretary of the Faculty.

The Chronicle is *not* intended 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.

Published by the Office of Public Information, the Chronicle will be distributed across campus each Thursday morning while the University is in regular session. Copies of the Cornell Chronicle will be available at some fifty locations. Additional copies are available at any time in the Office of Public Information, 114 Day Hall.

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 EDITOR

## Assembly May Vote Tonight On Henderson Law Proposal

The controversial "Matlack proposal," which condemns the Henderson Act of New York State's Education Law and calls on Cornell to question the constitutionality of the act through a lawsuit, will be a main topic at tonight's Constituent Assembly meeting at 7:30 in Bailey Hall.

This meeting is scheduled in the midst of a week of open discussions on each of the Constituent Assembly's summer research reports.

The proposal, presented by James Matlack, assistant professor of English, protests that the "Regulations for the Maintenance of Public Order," adopted July 15 by Cornell, were filed without community participation. It also calls the act

a dangerous political intervention in the affairs of the university and calls on the assembly to "deplore the manner of Cornell's compliance with this legislation, going beyond the minimum required by the law to impose excessively sweeping and restrictive rules on the university community."

The proposal finally insists that Cornell join in a lawsuit sponsored by the New York Civil Liberties Union to challenge the constitutionality of the Henderson Act.

Friday, the detailed discussions of summer reports will resume with "Problems of Racism and Minority Groups on Campus," to be presented at 7:30 p.m. in G-1 Stimson Hall.

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# Bulletin Of the Faculty

(Publication of this Bulletin is supervised by the Secretary of the University Faculty, Ernest F. Roberts Jr., 304 Day Hall, 256-4843.)

The Faculty Council has undertaken the responsibility for the regular publication of this Faculty Bulletin, whose content will be supervised by the Secretary of the Faculty. The Bulletin will include calls to University Faculty meetings, reports of actions taken at such meetings as well as at meetings of the Faculty Council, reports or abstracts of reports of standing and ad-hoc committees of the Faculty, and significant announcements of interest to the University Faculty including pertinent actions of the General Committee of the Graduate School, the Graduate Faculty, and the various School and College Faculties.

The Bulletin will also provide space for brief statements of faculty opinion on appropriate issues. Faculty members should address their letters to the Secretary of the Faculty. Letters longer than 250 words may be returned to their authors with a request that they be shortened before resubmission.

Deadline for letters is 6 p.m. each Monday prior to publication of the Bulletin of the Faculty.

## Academic Responsibilities of the Faculty

The major obligations of a free university are to communicate and extend knowledge, to subject to continuous critical scrutiny and transmit man's intellectual and cultural inheritance, and to provide conditions in which students are stimulated to explore, to challenge, and to learn. The effective conduct of these enterprises are only possible in a climate of understanding, good-will, and the toleration of diverse views. Such a climate requires general consent about the distribution of the main areas of responsibility among faculty, students, and administration and the determination on the part of all of these groups to maintain the conditions essential to a free university.

The elemental relationship within a university is that between teachers and students, and this distinction in role indicates the appropriate division of responsibilities between these two constituencies. To the students belongs a major voice in determining and applying the rules of community order and in planning the broad spectrum of facilities and activities which determine the quality of social and cultural life on the campus. The major responsibility of the teachers, on the other hand, lies in the academic province: to set and maintain the highest possible educational and scholarly standards and levels of achievement, to embody these values in their teaching and counseling, and to uphold the conditions of free enquiry both for their students and for their colleagues.

All essential operations of the university, however, are of importance to all members of the community. While the particular aim of this report is to define the academic responsibilities of the faculty, it must be understood that students also have a legitimate concern in this province, and that it is the obligation of the faculty to remain sensitive and responsive to their needs. A major task of the university, at this point in Cornell history, is to develop procedures which will promote full and free communication between faculty, students, and administration, and will ensure to students adequate procedures for voicing their considered judgment, both on academic policies and on academic practices.

The Bylaws of Cornell University allocate academic duties to the separate faculties of the various units, but reserve matters bearing on overall educational policy to the university faculty as a whole. Article XIV, Section 3 (as of 1963):

Subject to the authority of the University Faculty on all matters affecting general educational policy, it shall be the duty of each separate college or school to determine the entrance requirements for its own students; to prescribe and define courses of study for them; to determine the requirements for such degrees as are offered to students under its jurisdiction; to recommend to the Board such candidates for degrees as may have fulfilled the requirements therefor; to enact and enforce rules for the guidance and supervision of its students in their academic work; and in general to exercise jurisdiction over all other educational matters in the particular college or school.

Following is a more detailed description of the various functions which must fall within the responsibility of the teachers and investigators who constitute the faculty:

### 1. Faculty Appointments

The primary decision on the appointment or promotion of faculty members, both to junior and tenure positions, is to be made by an appropriate group of the faculty, subject to approval by the University administrative officers concerned, and by the Board of Trustees where applicable.

#### Comments:

a) It is the responsibility of each department to determine considered student opinions about faculty members who are

eligible for promotion to tenure. These opinions should be available to the body of the faculty responsible for the primary decision, and should be transmitted in writing to the Dean, the ad hoc committee, and the Provost.

b) We consider highly desirable the democratic procedure for faculty appointments or promotion to tenure now in use in many parts of the University. Initial recommendation is made by a small group of faculty members in the immediate area of the candidate's interest. The major decision is made by the faculty members of the department involved (or, in the case of small schools, of the whole school) who have the same or higher rank as that to which the candidate is to be appointed. Tenure appointments are then scrutinized by an ad hoc committee, and must be approved by Dean, Provost and Board of Trustees.

c) It is a continuing responsibility of each department to maintain the highest possible standards of teaching and counseling, among all ranks of the teaching staff.

### 2. Admissions

The determination of admissions policy, and the supervision of procedures for admitting students to Cornell, are the responsibility of the faculties of the various colleges and schools within the university.

#### Comments:

a) The Bylaws of Cornell University (Article XIV.3) defines an area of responsibility in admissions for the University Faculty as a whole, as well as for the faculties of the separate units, by specifying that "the duty of each separate college or school faculty to determine the entrance requirements for its own students" is "subject to the authority of the University Faculty on all matters affecting general educational policy."

b) The various faculties may choose to delegate the actual procedures in recruiting and admitting students to committees which include non-faculty members.

c) The faculty encourages methods for discovering and recruiting able students who have been disadvantaged by their social circumstances, or by the inadequacy of the schools they have attended. These methods include: (1) facilitating the admission of students who have demonstrated their abilities in two-year community and junior colleges; (2) making reasonable allowances in admitting first-year students, to take into account deficiencies in their preparation; (3) conducting remedial and tutorial programs to compensate for deficiencies in preparation.

d) Advice and guidance on admissions policies, as well as on the procedures for administering both standard and special admissions programs, should be sought from all qualified sources, including students already on campus. Procedures need to be established to ensure ready access to student judgment on these matters.

### 3. Academic Standards

Subject to applicable curricular or sequential constraints, the content and academic level on which a given course is taught is set by the professor teaching it. In the case of sequential courses, prerequisites may be set by the department.

The University Faculty devises and adopts university-wide systems of grading the students' scholastic achievement. Within this framework the methods of rating student performance in a given course are set by the professor teaching it.

#### Comments:

a) High standards of teaching cannot be maintained without high levels of student performance. Procedures for rating scholastic achievement should contribute to student motivation and self-evaluation in the interest of promoting academic excellence.

b) Grading systems must be sufficiently specific to permit differentiated ratings, yet sufficiently flexible to allow experimentation by student and teacher. They should also be adaptable to the evaluation of students in non-standard study situations, such as independent study, group efforts of the discussion or project type, or instruction in residential colleges.

c) In any given course the particular ways of rating student achievement in that course and the content and academic level of that course should be clearly explained at the start.

d) The faculty should be open to student opinion on alterations and improvements in the conduct of courses.

### 4. Curricula, Degree Requirements, and Programs of Study

The faculty of each college, school, or separate academic department, division, or center, is responsible for and shall approve curricula, degree programs, and, where relevant, requirements for a departmental major.

#### Comments:

a) Where more than one college, school, department, division, or center are concerned, such responsibility and authority shall be jointly exercised. Where general educational policy is involved, such responsibility and authority shall be exercised by the University Faculty.

b) The faculty recognizes the importance of keeping and bringing the appropriate courses in contact with the conditions and problems of the contemporary world. Accordingly, it must be alert to desirable changes in material, to the possibility of new courses, and to innovations in teaching methods.

c) Students have an important role in curriculum planning and should participate in the work of curriculum committees.

d) Experimentation with courses and seminars conducted primarily by students is encouraged. The question of credit for such courses remains a faculty responsibility.

e) It is anticipated that degree programs, or requirements for a departmental major, will remain reasonably well defined, especially in professional and semi-professional areas. So far as the nature of a subject permits, however, students should, in consultation with their faculty advisors, have flexibility in developing their own programs of study.

f) The faculty recognizes its obligation to counsel students as individuals.

### 5. Research

Original work is an integral part of the activity of a faculty member. Subject only to the broad constraints of departmental and over-all university policies, the topic of research or the area of creative endeavor should be the free choice of the individual, or of groups of cooperating faculty members.

a) Support for research should be sought, or unsolicited grants accepted, only for subjects which are of interest to faculty members, or which fall under the recognized obligations of particular faculty members.

b) Increased efforts should be made, wherever faculty interest allows, to obtain support for research directly concerned with social and environmental problems.

c) Wherever feasible, research should be of a nature which generates appropriate topics for graduate students' theses and for undergraduate projects.

d) All research contracted for by the University, or done by individuals as part of their university duties, must be unclassified.

e) Consultation work, whether for government or industry, is restricted by Cornell regulations to an average of one day a week during term time. This regulation should also apply to consultant agreements of faculty with any industry that may move to the Industrial Park.

### 6. Allocation of Resources

The faculty should have an effective role, in cooperation with the administration, in the planning of major academic changes and the initiation of new programs. Environmental values and planning that affects those values are a legitimate concern of faculty as well as students and administration.

#### Comments:

a) The faculty should share in any decision affecting the academic character of the University directly or indirectly. Any major change or new program — or even the cumulative effect of normal growth or contraction — can be of major academic importance because of the complex interrelation of the various parts of the University and the virtual autonomy of many of its units.

b) The faculty should have a voice strong enough to guard against any undue diversion of resources to non-academic purposes.

c) Students have a valid interest in both academic and non-academic changes and new developments. They should be given a formal role in planning facilities or programs affecting the quality of student life; for example, housing, dining, community relationships and extracurricular activities.

This is the report of a committee of the faculty including M.H. Abrams, William L. Brown Jr., Howard Evans, Vernon H. Jensen, Robert S. Pasley, George Winter, and Hans A. Bethe, chairman.

At their meeting on September 24, 1969, the University Faculty decisively approved the Bethe Committee Report as a statement of the sense of the faculty.

They did so after two amendments were made in the text of the report.

(All the changes are reflected in the full text of the Bethe Report carried elsewhere.)



# Corson: Current And Future Goals

(In response to many requests for the complete text of University President Dale R. Corson's address to the Constituent Assembly on September 14, Cornell Chronicle reprints the text in its entirety.)

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.

## 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

This soul searching is a helathy 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 committees 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

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 4th and accepted by the Trustees September 5th, provides the following: which will remain in place until a better system has been proposed and adopted.

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.

## JUDICIAL ADMINISTRATION

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



DALE R. CORSON  
Cornell's 8th President

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.

## NEW PROCEDURES

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.

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.

## COMMUNICATIONS NETWORK

The urgent need now is to tie the entire 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 communications 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.

## OMBUDSMAN SYSTEM

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 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, the confidentiality of records, and, if requested, 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.

## 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 further to 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.

## PURPOSE OF CENTER

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 Mr. 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."

## MAJOR THRUST

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.

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.

## HOLDOVER PROBLEM

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

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## Corson Speech

*Continued from Page 3*

infinitely more than it is likely to preserve, and 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 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

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 material 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.

### SIMPLE FACT

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.

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.

### ACADEMIC FREEDOM

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 University 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 you we must maintain these precious characteristics of education in a democracy.

### DIVERGENT VIEWS

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

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, 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.

### CARTER APPOINTMENT

On September 16, I shall recommend to our Board of Trustees the appointment of Professor Lisle C. 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 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.

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.

### CONTEMPORARY PROBLEMS

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 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 this 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.

I have emphasized the need for change in the University in response to modern day social problems. I 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.

### OUR BUSINESS

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?

### REQUIRE DARING

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.

## Res Colleges A Year Away

Residential colleges — combining coeducational living units with academic programs — are being considered by the administration for the 1970-71 academic year.

President Dale R. Corson said the basic proposals contained in the report of the Committee on Residential Colleges will be recommended to the University Board of Trustees for action "after there has been adequate discussion by students and faculty."

The report of the committee, chaired by Alain Seznec, associate professor of Romance Studies, is reprinted in this issue of the Cornell Chronicle, starting on page 5.

The committee report, submitted to the administration last spring, recommended that Balch Hall be converted to a coeducational residential college for the current academic year.

### 'Tax Shelter' Deadline Near

All faculty and exempt employees participating in the TIAA-CREF retirement program as a tax sheltered annuity are reminded that they can change the amount of their tax sheltered premium once each year.

The next effective date for such changes is October 1. Those interested in changing the amount of their tax sheltered premiums should contact the Personnel Department.

"This was not feasible," Corson said, "because the original Balch gift included a covenant, to which Cornell agreed, that the building would be used only to house female students."

Corson said the restriction on Balch was "still legally binding on the University but there are other dormitories — including the new residential complex — that are not restricted and could be used for such purposes."

If there is adequate support among students and faculty for the residential college plan, Corson said, "it will be recommended to the Board of Trustees for action so that an experimental program can be underway by the next academic year."

## Radio Series Features CU

Inside Cornell, WHCU-FM's weekly radio series about Cornell University, is heard each Monday at 7:30 p.m. This Monday, Sept. 29, host Jay Levine talks with Lisle Carter Jr., newly-appointed vice president for social and environmental studies. Also, Brian T. O'Leary of the Center for Radiophysics and Space Research, a former scientist-astronaut, gives a critical view of the U.S. space program.

Tune in WHCU-FM each Monday at 7:30 p.m. for Inside Cornell.



# Seznec Group Proposes Residential Colleges

(Reprinted here is the text of the report of the Committee on Residential Colleges, a joint-student-faculty-administration committee chaired by Alain Seznec, associate professor of Romance studies and associate dean of the College of Arts and Sciences.)

## GENERAL INTRODUCTION

The Committee on Residential Colleges was given a rather broad charge since it was asked to propose models using existing or soon to exist buildings as well as models for as yet unplanned structures. The committee decided quite early in its deliberations that it would address itself to the most immediate task, i.e., making suggestions which could be incorporated by the Fall of 1969 and report as early in the Fall Term of 1968 as possible on these proposals, allowing more time for further reports on long range projects. The present report, therefore, is incomplete, as it will restrict itself to immediate possibilities. The committee hopes to complete the rest of its proposals during the Spring of 1969.

We must begin with three fundamental and related facts:

First, there is a considerable recent history of reports on Cornell's residential environment. This committee has read something like a dozen written between the early '50s and last year. They are mostly intelligent and responsible, bland and general, and they all deplore the general state of Cornell housing. Yet not very much has happened, really, to fulfill the recommendations of these reports, to mitigate the shortcomings of that housing.

The problems, apparently, are not so much analytic and conceptual as educational, political, and financial. The mandate of this committee is not to report once again about the housing situation. We took our task to be rather more particular and immediate: to propose a few concrete models; to make some suggestions about implementing them; and to urge that they be operating as soon as possible.

It then becomes the more difficult task of the administration and the faculty to judge our proposals, we hope to support them, to fund them, to recruit the necessary personnel, and to convince the Cornell community to effect them.

The second fact is that the character and reputation of the undergraduate part of a university, in many ways of the entire university, depends upon its student body. It is fashionable these days to assume otherwise. One of those earlier reports began with what it considered the characteristic paradox and dilemma of Cornell. The quality and prestige of a university, it said, depends upon its faculty; and a first-rate faculty is not primarily concerned with the undergraduate and is not at all interested in his extra-curricular

life. Hence the very factors that make an institution pre-eminent also make it indifferent to many aspects of student life.

We feel this is an overly simplistic and pessimistic view. We do not observe—among our most serious, talented and promising colleagues—such indifference. It is clear to anyone who has been involved with admissions and recruiting or who has talked to freshmen, that a young person's interest in Cornell does not usually depend upon any specific knowledge of the faculty.

It depends, more often than not, upon what he is told by Cornell undergraduates and, less frequently, graduates. It depends upon his sense, vague but often acute, of what it is like to be an undergraduate at Cornell. It depends upon the atmosphere and commitment of the institution much more decisively than it does upon the bibliographies of its faculty or the style of its administrators—which is to say that it depends very significantly upon the kind and quality of its undergraduate housing.

The third fact is that a University generally gets the kind of students it deserves. The "take" (the percentage of students accepted by us who do matriculate) of the College of Arts and Sciences, for example, is appreciably lower than that of its major competitors (Harvard gets about 85 per cent of the men it accepts; we get about 30 per cent and do less well among the most able and promising students.). This is surely no accident, nor is it only the oedipal drama that sends many bright faculty children elsewhere for their education. Yet the opportunities for a serious student at Cornell are manifest and diverse, certainly more impressive, we think, than those at most of our sister institutions.

Cornell's residential environment is clearly one of the reasons for this kind of relative failure. It is often cramped and monotonous, frequently seedy and depressing. It separates men from women, educational from social concerns, teachers from students in ways that are both artificial and destructive. It must be improved, and eventually it must be transformed. It is going to take a major investment by the University, an investment of time and talent and money. This report is a small promissory note towards that investment.

Your committee should make it clear from the outset that we are not talking about *residential colleges* in any commonly accepted sense of the phrase. A residential college has, among other things, its own faculty, some of whom live on the premises; its own curriculum and classrooms; its own administration, principles and

conventions; its own centers of activity and service.

We think there could be a very real place for such colleges at Cornell, and it may be that with some modifications the high-rise dormitories scheduled to be completed in 1970 could house them. But such colleges demand



ALAIN SEZNEC  
Committee Chairman

curricular, staffing and budgetary decisions beyond the purview of this committee. We decided to concentrate on the residential possibilities of buildings that would be available in the Fall of 1969, which means existing dormitories and at least three of the five low-rise buildings now under construction.

It was not an easy task. The new buildings, for example, seem to have been designed to exclude the qualities of the residential college: no separate dining facilities; no space for faculty in residence, or even office space, no libraries or classrooms. So we are here concerned with what to make out of some of Cornell's dormitories or, to use the less intimidating word that we will adopt henceforth, houses.

Houses must be, at very least, convenient and pleasant. They should mitigate the loneliness of students, bridge the gap between the social and educational functions of the University, help to bring students and teachers closer together.

Students of both sexes and all colleges and classes should naturally join each other for the ordinary activities of each day. A house should insure privacy, but it should also be a community. That community must have some particular character, some kind of definition.

In American and British universities that definition usually derives from the nature of the plant, the quality of the food and atmosphere of the dining room, the personality and predilections of the master, and the accumulation of tradition.

That means time and money, and Cornell is apparently short on both. So in many ways the traditional definitions of a house are neither available nor appropriate to us. Our students

seem to prefer not to eat in the same place, all the time. Our best teachers are probably not those who would want to spend thirty years in a given house. The buildings under construction or anticipated are not designed to imitate a house in Cambridge or New Haven. But they are in many ways excellent, and they contribute to Cornell's situation and to our challenge to conceive and establish suitable houses.

It is sometimes argued that each and every unit should be a microcosm of the University. That seems to us a ghastly mistake (one biologist, one Jew, one blond from Montana, one athlete, etc.) based upon an anachronistic notion of the University rather than upon a plan to improve student living. We are convinced that the definition of a house must depend upon intellectual talents and interests. But those talents and interests are to be very broadly considered. "Intellectual" has nothing to do with SAT scores and grades but with the kind of activities to which a student would attend and commit himself, which would excite him and liberate him. They may be extra-curricular activities such as the arts (see the report on Balch which follows); they may be loosely and experimentally curricular (see the report on the new dormitories).

In short, while the committee anticipates debate, recommendations and some rejection of the plan it proposes, it does feel that there are essential criteria which must be kept in mind in any college housing situation and without which the following proposals would be seriously damaged. We feel these criteria ought also be applied to existing units and even more to any new program of construction:

1. The first and most important criterion is *privacy*, i.e., the possibility for a student to isolate himself, be himself and find quiet and peace when he needs it.

2. *Space*—Sufficient space (and appropriate equipment and furnishings) to make possible all kinds of activities: lounges, projection rooms, libraries, typing rooms, rehearsal rooms, stages, places to dance, to smoke, to relax, to put on plays, to hold meetings, lectures, seminars, parties, etc.

3. *Maximum independence*—Students should be given as much responsibility as possible for running their individual or collective lives. Self government, minimum parietal rules, minimum interference, are essential to a healthy residential situation. The committee must emphasize its opinion that student residents of houses be given the greatest possible role in the management of their own affairs, both educational and social. The success of any house plan will depend on the degree

to which the students are able to shape it and make it their own. All educational decisions, after the first year, should be made by a committee consisting of the Master, some of his staff and an elected group of student residents. All social and extra-curricular decisions should be made by an elected committee of students in consultation with the Master.

The criteria above are *sine qua non*s, they essentially allow for and even encourage students' independence and initiative, they make it possible for him to link his academic experience and his social experience, they make it possible for him to lead a richer life at Cornell. We would add two more elements (each of which will obviously vary according to the particular circumstances of the living unit) that make this richer experience more likely:

4. *Opportunities* for encounters in normal, informal every day ways with other segments of the community, i.e., living units which group boys and girls, freshmen and graduate students, engineers and art and science students, majors in biology and majors in architecture, etc. And naturally living units which have some common activities, dances, parties, teams in the intramural program, etc.

5. *Faculty participation*—It must not be paternalistic nor should it be perfunctory. It surely must not be imposed (on either party). It must above all be natural, informal and yet continuous, that is, the faculty member must not be merely an occasional visitor from a distant planet but simply a friend and member of the house.

In order to establish a promising house system, to say nothing of sustaining it, we must have both good will and determination from the faculty, particularly the departments, and from the administration, particularly the president. And we have to be willing to spend quite a bit of money in places where we have heretofore been reluctant.

One bit of comparative accounting might serve to make our point. The annual budget for student productions and periodicals at Stiles College, Yale, is \$10,000. That serves 240 undergraduates. The budget this year for Cornell's University Committee on the Arts, which serves much the same function for all the undergraduates at Cornell, is \$3,500.

We do not propose opulence for our houses. We do think that we must rearrange our priorities to make good our clear recognition that quality education is expensive as well as demanding. We are, then, like everybody else, relying on the president for money. We are also, again like everybody else, relying upon him for personal and institutional support, most

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## Seznec Report

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especially perhaps in selecting and recruiting the house masters. The entire enterprise ultimately depends upon them, and their position must be made personally, professionally and financially attractive.

We recommend that, at least for its organizational year, a member of the dean of student's staff be detached to serve as a special assistant dean for residential colleges, working as liaison between the central administration of Cornell and the masters of the individual houses. We further recommend that each master (whether resident or non-resident) have full-time secretarial help. We also strongly urge that the master's (and house's) relationship to Housing and Dining be clearly spelled out so that the former may play a useful role in shaping the policies of housing and dining as it relates to them.

\* \* \*

Both in the case of project I and project II the committee has tried to be sufficiently specific so that if these projects are accepted they may be put into operation relatively quickly. We are, however, fully aware that once started these residential colleges will evolve in ways which we cannot foresee. Indeed, the committee hopes that it has left a great deal of room for such an evolution.

The committee also feels that these projects are to be seen as experiments (it is in part because of this that there are some very different features in these projects, despite a common spirit). Experiment implies that these projects are not to be seen as immutable, quite the contrary. If they are adopted the committee recommends that after a proper period of observation an evaluation be made of the relative merits of each of these projects. The Center for Educational Research would be well suited to make such an evaluation.

\* \* \*

In closing this introduction, the committee reiterates that it is only making a very modest proposal at this time. It has neither tackled long range problems of on-campus housing nor dealt with off-campus housing. Yet both of these are as are going to need considerable improvement in the very near future. In particular, on-campus housing will obviously have to grow in a significant way.

Enlargement of present facilities and construction of new ones seems an absolute necessity. As to off-campus housing, we know that a large proportion of our juniors and seniors will continue to live in Collegetown and elsewhere in Ithaca. We wish to state, as forcefully as possible, that the University must do more than it has been doing about off-campus housing. It must seek to

## Tea for Two



**SOCIALIZING AND DINING**—Residential college concept calls for house dining facilities which afford opportunities for socializing among students and faculty. Seznec Report stresses need for bringing together in houses students from all colleges and classes at Cornell.

provide safer and more sanitary buildings for its students to live in, and at more reasonable rates.

This would have the incidental but salutary effect of mitigating the inflation caused by groups of students getting an apartment, the profiteering of the landlords, and the unhappiness of everybody else. The University must, in short, become an off-campus as well as an on-campus landlord; it must build apartment houses and co-operatives and see that they are properly administered. There are ample precedents for such initiative, and it must be taken very soon.

### PROJECT I BALCH HOUSE Principles

The principle common to both projects is that in a very large and often impersonal constituency it would seem useful to create some islands of communal life which would not only bring people together in a physical sense but might offer them opportunities for exchanges, discussions, common activities. The bonds thus formed, particularly if they do not merely depend on narrow academic similarities (such as majors), would seem to strengthen the whole fabric of the University.

In the case of project number one (Balch House) that commonality resides in what can be broadly defined as extra-curricular activities. What we have in mind is the establishment of a residential unit which will house students from all disciplines and colleges, but who will have in common a real interest in and some talent for the arts.

Our rationale here is that theater, painting, ballet, films and

film making, music, etc., are interests generally shared beyond and even outside of any field or college, that they are an invaluable extension of intellectual life, though they need not be tied to academic pursuits. Further "performance" whether a jam session or an elaborate play production is by definition a communal activity which makes for mutual understanding and collaboration of an invaluable sort.

We might add that these are also the areas in which the most natural unselfconscious team work and spirit can exist between people of greatly varying ages, in which for example the usual barriers between professors and students tend to disappear. The reason, finally, for situating such a "college" in Balch is obvious. It already has a great deal of "extra-curricular" space (lounges, ball rooms, etc.) and, with a minimum of intelligently selected equipment, can be used for a great variety of activities.

\* \* \*

Let us add a caveat: it is the furthest thing from our mind to gather together in one place all the "artists" at Cornell; even if this could be done (a most unlikely project) we would find it a catastrophic notion; so, too, for the idea that this house is in some way a "pre-professional artistic" house. It is also clear that we do not see artistic activities in the house as part of an institutional program; we are on the contrary talking about student initiative. Finally, we do not mean to imply that the house will restrict itself to artistic activities. Clearly this must first of all be a house, that is, a unit in which all kinds of activities, social, sporting, etc. will take

place. In short, what we have in mind is not an "Art House" still less an "Artsy-Craftsy College" but simply a good house where with a little bit of luck the arts may flourish.

The committee recommends that Balch Hall be opened in the Fall of 1969 as Balch House and that it have the following features:

### I. Student Population

a) Approximately 350 (The number will vary according to the lesser or greater reallocation of rooms to office and apartment spaces—see III, 3 of this report.)

### b) Apportionment

1. Men and Women. (Sub-committee members vary in suggested ratio between an exact 50/50 and a 60/40 proportion, the latter reflecting more accurately the overall Cornell ratio.)

2. Classes. 20 graduate students, men and women, to 330 undergraduates. The latter being divided as follows: 66 (20%) freshmen, 66 (20%) sophomores, 66 (20%) juniors, 99 (30%) seniors and fifth year students, with 33 (10%) to be reserved for discretionary assignment.

3. Colleges. The aim is that all colleges and schools at Cornell will have students living in Balch and that, if necessary, maximum quotas be set so that no college ever represent more than 50% of the population of the house.

### c) Recruitment

When applicants for this house are selected (see section IV of this report), interest in the arts should be stressed. By this we do not mean expertise nor professional interest and competence but simply avocation. It should be made clear, for example, that the house would not be looking for a major in music, although it would not necessarily exclude one, but rather an engineer (say) who likes music, possibly knows something about it, plays an instrument, etc. We feel this will create strong bonds between students otherwise divided by fields, departments, etc. It will also tend to encourage the kind of extra-curricular activities (film making, jam sessions, theatre of all type, etc.) which can greatly enhance communal life.

### II. Organization

a) We stress the maximum autonomy of such a project and the hope for the greatest amount of student self-government.

b) We recommend the appointment of a master of Balch House, if possible (see part III, 3) living in the house. The master should be a distinguished member of the faculty, with interests in the arts. His stipend should be \$5000 per annum.

c) The master would have as his main assistant a senior tutor (a younger member of the faculty) who would also be a resident of the house. If the tutor were married, his wife could be part of the staff. If he were single, one could consider having two senior tutors, one male and one female. The stipend of the senior tutors should be \$3000 per annum.

d) The graduate students living in the house will also serve as counselors, tutors, etc. but with varying degrees of involvement. Some might be "full-time" counselors, while others, although living in the house and therefore members of the house, would nevertheless wish to restrict themselves to a lesser activity. Each would make an arrangement with the master as to stipend. We would recommend a flexible plan of compensation which would include free room for all graduates and no free board, partial free board, full free board, depending on the amount of work required.

e) Non-resident tutors. The members of the house, master, tutors, students will invite a number of faculty members to become non-resident tutors. The latter will have office spaces in Balch where students can consult them; they will participate in the social and extra-curricular activities of the house, have a certain number of meals there (as guests) and, of course, be considered full-fledged members of the house.

f) General policies. Some continuity should be built into the house so that the senior members of the house (master, tutors) would serve for a period of at least three years and possibly more. While student members would be free to change on a year-to-year basis, priority would be given to those already in residence. It is possible to envisage associate membership to the house for ex-residents who would wish to remain connected to the house and even for students (particularly undergraduates) on a waiting list for full membership to the house.

### III. Physical and Technical Organization

a) The committee recommends that beyond his stipend the master be given discretionary funds for (1) entertainment and (2) contributions to student activities in the house.

b) While it is hoped that the quality and quantity of equipment in the house will increase (a great deal of which can be purchased over the years thanks to the activities of the house itself) the committee recommends that certain purchases of equipment be made along with some structural changes.

1. Mirrors and bars for a small dance practice studio, basic art-studio equipment, portable platforms (similar to those in use in Drummond studio), a few single projectors for stage and some darkroom equipment. The committee further recommends that some of the small rooms be adapted so as to be usable as dark room, music practice room, and possibly a rehearsal room.

2. A larger project which seems to the committee most desirable is the establishment of a small library in the house.

c) The basic structural changes or adaptations necessary to the

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# Seznec Report

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functioning of the house must include:

1. At least five offices for the graduate advisers, non-resident tutors, etc.

2. Offices for the master and for the senior tutor and the master's secretary.

3. Some minor structural changes for graduate students' quarters.

4. Apartments for the master and senior tutor (see accompanying suggestions index II).

## IV. Admissions

For the first year, selection of student members of the house will be made by a small committee made up of the master of the house, the senior tutor, a member of the dean of students' office, plus a small number (three or four) of faculty and students having already elicited a strong interest in the house and, presumably, prospective members of the house. Thereafter, the residents of the house will evolve their own processes of selection, keeping in mind the broad suggestions made in part I of this report.

## PROJECT II NEW DORMS

### Principles

If the defining interest of Balch House is extra-curricular, the definition of the new low-rise houses should be in some way curricular. This assumption creates a problem. We could simply move a conventional course or a number of them, say in intermediate economics and political science, into the new buildings, limit the enrollment and give house members preference. Then people who wanted to take that course would live in that house.

This might work well for a year, but there would be no reason for a student to remain in that house to repeat the course next year, and no assurance that he would want to take a new course were it offered. Yet we want continuity and hope undergraduates will remain in a house for three or even four years.

So we cannot tightly attach membership to any particular course or discipline. Yet there must be some real connection between the curriculum and membership or the entire definition of the house evaporates.

\* \* \*

To avoid the Scylla of narrowness and the Charybdis of vagueness the committee suggests the following terms for the management of each set of courses in each of the houses: Eight different semester courses should be offered each year; all will confer University, College and departmental credit. Two will be taught by the Master and two by each of the Senior Tutors; Graduate Fellows will assist the teachers in the various, normal ways.

The courses should fall within the general interest of the house but otherwise should be quite varied in subject, perspective, and sophistication. They ought to be experimental and interdisciplinary; they may well be about particular and concrete matters, but should have a general resonance and larger implications (the relationship between literature and politics during the Irish rebellion and civil war would do; Douglas Hyde's translations from Gaelic would not). They should go a long way towards determining the intellectual atmosphere of the house. We should assume that each resident will take at least one of these courses per year, recruit and select on that assumption, but not absolutely require it.

Courses should be limited to a maximum of eighteen students apiece (this is partly determined by space) and should be conducted by discussion rather than lecture. They would be open to non-residents by invitation of the instructor, as space permits. Generally four would be offered each semester.

\* \* \*

The character of each house, we have suggested, will be determined by a broad curricular interest. We want to be very clear that the interests suggested below are only points of departure. Nothing could be worse, from our point of view, than, for one building to be known as "Geology House" and another as "Child Development House."

The crucial determinant, of course, is the selection of the master and the curriculum he develops. After the first year, residents, staff and master will determine the following year's courses, and so forth. With that vital caveat, let us suggest four rubrics, or organizing perspectives; four topics for master, staff and eventually students to develop and refine.

1. *American Studies.* In our view such a perspective would be most valuable in a house where half the students came from foreign countries. Their interest in America is sometimes professional, often acute, always instructive. The other half would be U.S. students interested (but not necessarily majoring) in American studies (who might come from such diverse fields as rural sociology, child development, labor relations).

2. *Language and Literature.* Students would have fairly good command of one language other than English and a serious interest in literature. This is not a language lab, though hopefully it would be a house of several tongues, but a place where more than one literature and culture is encountered and compared.

3. *Science, Technology and Society.* This would interest the engineer, the physicist, the biologist, the economist, the sociologist, the city planner—all these engaged in human and natural ecology and the complex ways in which they intersect. We dare not be too particular for the

possibilities are immense.

4. *Modernism.* For those who are trying, more or less systematically, to confront the origins, shape, and dilemma of the modern situation and its modes of consciousness and communication. We assume that the curriculum and its resonance would be historical and theoretical, as well as empirical and activist.

\* \* \*

The committee is not altogether sanguine about these categories. At this stage of planning, they clearly must be somewhat arbitrary. We can only repeat that they are heuristic, perspectives for good men to expand and make concrete. The selection of a total of four themes is itself a compromise.

We are not sure whether there will be three or five new buildings ready by the Fall of 1969. If there are three we can postpone one and develop another; if there are five, one could be for the overflow, could temporarily be incorporated into that house for which the demand was greatest. Certainly as the implementation develops, the proposed themes could be modified or replaced.

The committee agrees, after some debate and much reflection, that a house should not be the exclusive preserve of any special program, such as the Six-year PhDs, the College Scholars, or the Greek Civilization students. While there is some merit in getting our brightest students off together, it is finally too hermetic and inevitably status conscious.

The "special" students have, in fact, plenty of opportunity to meet and talk; neither they nor the community finally gains from such segregation. (The committee includes three teachers closely and happily connected with the three programs mentioned, so our decision was not reached lightly or informally.)

We do not think it necessary to enter into other aspects of the intellectual life of the houses. There should obviously be visiting teachers and speakers. Space permitting, regular courses might well be taught on the premises, especially sections of the large introductory courses which a number of residents are taking.

We are chagrined that there appears to be no possibility of separate libraries for each house; but there will be some facilities in the Commons building, and perhaps each curriculum could have its own shelf space there. These and similar matters are best left, we feel, to the initiative of the staff and students.

### I. The Faculty of the House

Each house should have a Master, who will be a senior member of the faculty, three Senior Tutors, who will be faculty members, and five Graduate Fellows, who will be graduate students in an appropriate field. The University must be able to attract able people for these positions. If they are to perform a vital and creative function in the

education and social life of the house, they must want to spend a reasonable amount of their time there. Their position must be made physically, financially, and professionally attractive.

A. *The Master.* The Master should be an established and respected member of the faculty whose own work is consistent with the educational interests of the house. He should be a good teacher and scholar who enjoys and profits from working with undergraduates. He should have a roomy and pleasant office where he would spend at least several hours, several days each week. He will need a secretary to assist him in his formal work, to help with the curriculum; and to take up much of the burden of the general management of the house. He will recruit and select the Senior Tutors and help in the selection of residents. He will be available for consultation and assistance on all affairs of the house. All this will require time and dedication.

The master should therefore be relieved of some of his other University responsibilities; his course in the house should be part of his normal teaching load; his stipend should be \$5,000 a year. Terms of office for the Master should probably be flexible; we suggest at least three years, renewable at the request of the President or the Faculty Council.

B. *The Senior Tutors.* Senior Tutors should be members of the faculty whose interests are relevant to the theme of the house. After the first year they should be recruited and selected by the Master in consultation with the residents.

Each will teach two classes in the house and should have an office there where he can meet students, conduct tutorials and do his own work. His surroundings should be convenient and pleasant so that he would spend a good deal of time on the premises and become a regular part of the life of the house. He should be relieved of other University responsibilities and his teaching should count as part of his normal load. His stipend should be \$3,000. Terms of office will naturally vary, but should probably not be less than two years, and could be extended.

C. *The Graduate Fellows.* Graduate Fellows should be graduate students in a relevant field, recruited and selected by the students, Master, and Senior Tutors. They will live in the house and participate in its courses—conducting tutorials, leading discussion groups, grading papers, etc. As residents who are both students and teachers they can perform a most valuable function, helping to shape the intellectual and social life, and providing counsel of a general and personal; as well as academic, nature. We must provide some real compensation to attract able Graduate Fellows; they should be given two rooms, or a double room, so that they have both office and living space; their stipend should be at least

as great as that of a Teaching Assistant in their field. It is particularly desirable that the Graduate Fellows be both men and women.

## II. The Selection of Students

A. *Principles.* We believe that each house should contain students of both sexes, all classes and all colleges. Obviously residence in each house will reflect demand, and no rigid plan can or should be adhered to, yet some guidelines are useful to indicate our intentions.

We are working on the assumption that there will be 134 beds available in each house, 129 for undergraduates and 5 for the Graduate Fellows. We believe that half of these should be for men and the other half for women. The room assignments should insure privacy without rigid separation (either alternate floors of 12 men and 12 women, or six men and six women on opposite sides of one floor; the new buildings can accommodate either arrangement.).

B. *Distribution by Class.* We suggest that each house accept approximately thirty (22%) freshmen, forty (30%) sophomores and forty (30%) juniors, nineteen (14%) seniors, and the five (4%) Graduate Fellows. Freshmen, particularly men, ought to be liberated from the freshmen forms and made partners in campus life as soon as possible, and their number might well be increased. We have suggested thirty because we feel that most students will be better able to decide which house interests them after being in Ithaca for a year; some will be able to make that choice from the outset.

We have suggested fewer seniors than juniors and sophomores because of Cornell's characteristic migration patterns, whereby seniors are likely to prefer living off campus. We think this is a sensible preference; we also think it is more important for the underclassmen and juniors to get involved in the kind of house we envisage. There is no reason why seniors, or juniors, could not be non-resident members of a house, take its courses and participate in its social life, and we hope this will in fact occur.

C. *Future Development.* We recognize that these figures will vary from year to year and from house to house. After the first year selection should be in the hands of the students and staff, and their freedom to change the proportions should be encouraged.

Only experiment can determine the best disposition of sexes, colleges, and classes. Nevertheless we strongly recommend that each house try to achieve as much diversity as it can (especially regarding colleges, which is likely to be the biggest problem) within the boundaries of its own educational emphasis.

D. *Selection Procedure.* We suggest that for the first year the Master of each house and his

Continued on Page 8



## Crisis Committees

*Continued from Page 1*

situation, and the possible courses of action available to the administration.

In explaining the decision to establish the advisory groups, Corson said that "one of the lessons learned during the crisis last April was the need for established groups that could be quickly assembled to provide a reliable cross-section of student and faculty opinion on matters confronting the administration."

He said that existing faculty bodies and committees "did not provide the necessary breadth of opinion since election or appointment to those bodies is not made on a representational basis." He further noted that the absence of a student government at Cornell meant that the University lacked a representative student organization and that the Constituent Assembly was too large a body to serve in a crisis advisory role. He expressed the hope that the Constituent Assembly will provide the appropriate advisory mechanisms for the future.

## Constituent Assembly

*Continued from Page 1*

Reports of the committees on "Academic Freedom," and "Quality of the Campus Environment," will be discussed Monday (Sept. 29) in the Edwards Room, Anabel Tylor Hall. The first report will be at 7:30; The second, at 9 p.m.

"Elack Studies" will be the report presented Tuesday (Sept. 30) in G-1 Stimson Hall. Wednesday (Oct. 1), the report of "University Code and Adjudicatory Systems" will be presented at 7:30 p.m. in G-1 Stimson, followed at 9:30 by "Relationship of the University to the Military-Industrial Complex."

The final reports will be discussed Thursday, Oct. 2, in the Edwards Room, Anabel Taylor Hall. They will be "Crisis and Changes at Cornell and Other Universities," at 7:30 p.m., and "Academic Matters," at 9 p.m.

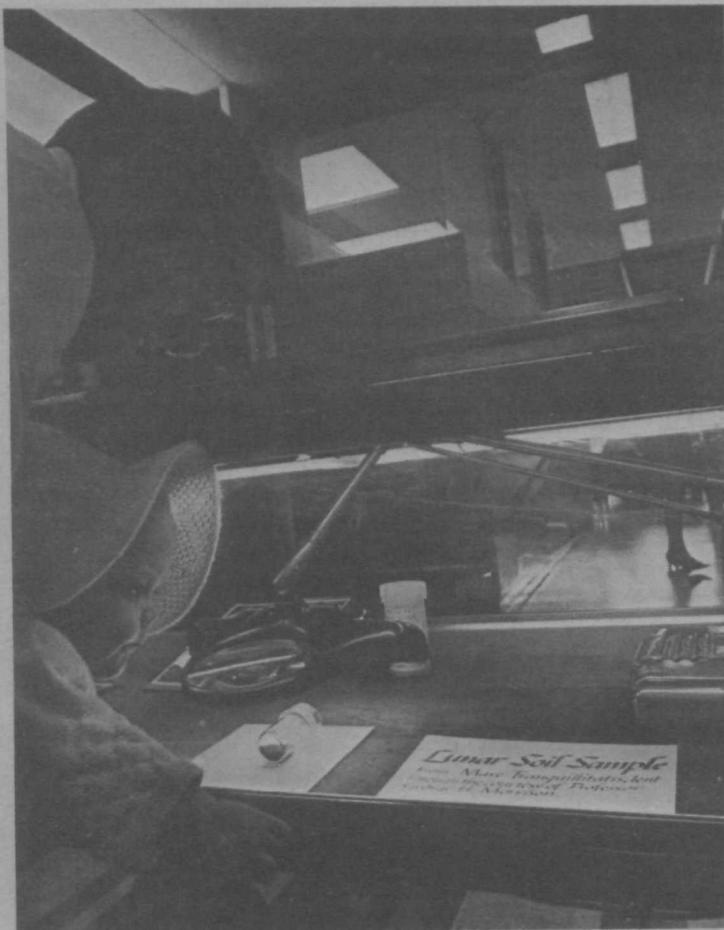
## Early Buses

An "early bird" bus schedule is now operating from the B lot. Buses leave the lot for the central campus every 15 minutes from 4:45 a.m. to 6:00 a.m. All other regular bus schedules remain in effect. For additional information call ext. 3782.

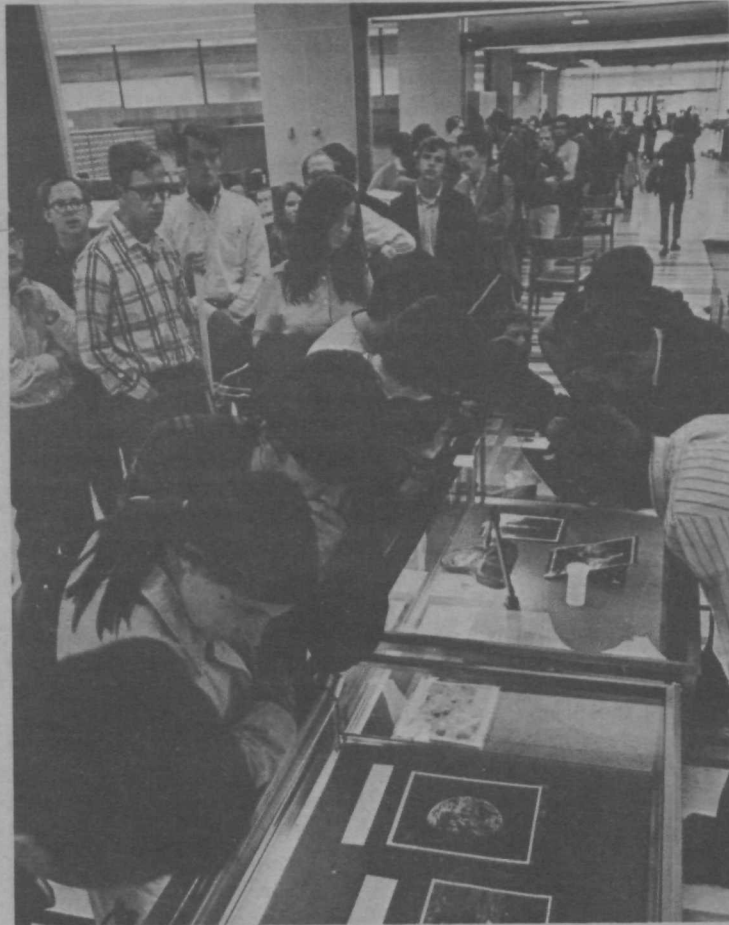


Published weekly by the Office of Public Information of Cornell University and distributed free of charge to faculty, students, staff and employees. Editorial Office, 110 Day Hall, Ithaca, N.Y. 14850. Editor, Arthur W. Brodeur.

## Cornell Enters The Moon Age



**LUNAR SAMPLE LOOK** — Of all ages and in great numbers, they flocked to Olin Library over the weekend to look at lunar soil samples and related displays. Thomas Gold, director of Cornell University's Center for Radiophysics and Space Research, and George H. Morrison, chemistry professor, both were commissioned by the National Aeronautics and Space Administration among 142 scientists in the U.S. and eight foreign countries to receive samples. All told, some 8,000 persons from throughout the area saw the exhibit during its four-day stay at Olin.



## Seznec Report

*Continued from Page 7*

Senior Tutors, along with a representative from the Dean of Students and several students selected by this group, form a selection committee. Thereafter the new students will be selected by the residents and the staff. It should be made very clear that admission to each house will not be based on grades, test scores or other formal criteria.

The chief considerations should be the motives and interests of the applicants and the determination to achieve some real diversity. There will plainly be a large random element in any selection process. We will have to be ready to publish, sometime early this winter, an announcement or brochure explaining the nature of the new houses, their staff and curriculum, the procedures for application, and the standards and methods of acceptance.

### III. Physical Requirements

A. *Principles.* It is obvious by now that we have lessened the under-graduate bed space available in each of the new buildings. We have taken four rooms for faculty offices, one for a secretary, and five more to provide the Graduate Fellows with an extra room—or ten more if these Fellows do not pay rent, as we recommend.

We have thus reduced the occupancy from 144 to 134, of which 129 would be paying undergraduates. We know this is expensive and we know that (even discounting the money) beds are at a premium. We have not done it lightly or without considering many alternatives. We can only say that any

legitimate house system is indeed expensive, as is any first-rate education, that we are not suggesting anything like the luxury of New Haven or Cambridge, and that we feel strongly that Cornell should make this attempt properly or not at all.

B. *Dining.* A separate dining room in each house, however desirable, is out of the question for all the dining facilities are to be located in the Commons building. Even so, it may be possible to achieve some of the unifying effect of dining together. We recommend that the dining area in Commons be divided to provide private dining rooms of 100-120 seats at dinner Monday through Friday for each of the five new houses. Each resident would be required to take dinner in "his" dining room at least three times a week and would, of course, be invited to bring guests.

The staff would be urged to come and bring their families as often as possible. Dinners would have as much or as little ceremony and formality as the residents determined. (A separate, more ample report of the Commons will become part of this report when we have acquired and discussed the necessary information.)

C. *Common Rooms.* There are four common rooms in each house; at least two of these should be so constructed and furnished that they can serve as seminar rooms. Four classes per semester, at specified times, would not put an undue strain upon the general availability of these rooms.

D. *The Role of "Commons" in the Residential Housing Plan.* The basic principle governing the use of the facilities in the central

Commons building of the new dormitory complex is that all extra-curricular and social activities using the Commons shall be planned by a group which represents all of the houses in the complex.

This means that the members of each house shall choose, probably by election, representatives to a central council. This central council will establish programs and priorities in the use of Commons facilities.

It is not the intent of this arrangement to associate with the council routine administration of the facilities, such as hiring of dining room personnel, librarians, janitorial staff, etc. Rather the council will be involved in the substantive activities which are associated with the Commons. These could include the following:

(1) Scheduling and special arrangements whereby specific houses employ the dining facilities for their members at assigned times.

(2) Planning for the library, such as selection of books, arrangement of special shelves, etc.

(3) Scheduling of programs such as films, lectures, happenings, social affairs, which

require more space, or perhaps require special needs not accommodated in the individual houses. Hopefully this would apply in those instances where the particular function involves an overlap of interests of the separate houses. This interhouse aspect, of course, is not strictly necessary.

(4) Intramural athletic activities such as ping pong, chess, checkers, bridge, basketball, squash (if there is to be a gymnasium in Commons), etc.

In short, the activities in the Commons are to reflect the concerted and individual interests of the different houses. To make certain that this aim is achieved, the activities of the Commons will be governed by a body representing all the houses. Use of the facilities by external groups will be given lesser priority as determined by the governing council.

### COMMITTEE MEMBERS

Douglas Archibald  
Herbert Carlin  
George Ecker  
Walter Galenson  
Paul Irwin  
Donald Kagan  
Alain Seznec (Chairman)  
Kathy Smyth (Secretary)

## Chronicle to Publish Employee Information

All changes in employee programs and policies affecting faculty and academic employees as well as exempt and non-exempt personnel will be reported in the Chronicle.

The broad range of employee-relations matters to be covered by the Chronicle include wage and salary administration, health

insurance, retirement plans, Social Security, workmen's compensation, disability plans, educational programs and other fringe benefits. Suggestions of topics for Chronicle coverage are welcome and should be directed to Mrs. E.V. Corrigan, B-12 Ives, ext. 3974.