



Booters Tie Hartwick	Page 2
Fall Fashions	Page 2
Mental Health Clinic	Page 4
HEW Correspondence	Page 5
Student 'Hears' Asteroid	Page 17

Corson Releases Correspondence Between University and HEW

Cornell President Dale R. Corson yesterday released the full texts of a six-month-long exchange of correspondence between the University and the U.S. Department of Health, Education and Welfare (HEW) concerning the Cornell's compliance with Title VI of the Civil Rights Act of 1964.

(A special section containing complete texts of this correspondence, plus a preface by Corson, begins on Page 5 of today's Chronicle.)

There are four letters in the exchange — the first from HEW on April 3, the Cornell response of May 23, a second HEW letter on August 16 and the Cornell response of Sept. 19.

Corson says in his preface that the HEW-Cornell correspondence has been kept confidential to this date "to avoid any adverse effects on negotiations."

In a telegram received Monday, HEW said it will reply in detail to the University's latest (Sept. 19) response as soon as possible and that preliminary review indicates unresolved issues. However, Corson said, despite this latest communication, "I believe the areas of concern have been limited sufficiently to enable me to release the correspondence at this time."

Among items covered in the exchange are student housing, curriculum, faculty and retirement, admission and financial aid, and two issues relating to Asian-American students.

In the housing area, special attention is paid to special project units, such as Ujamaa, and to procedures for assigning freshman roommates.

In the curriculum area, particular attention is paid to the Africana Studies and Research Center and the access of white students to the center's program. There is also attention paid to requests for courses on the culture and history of American Indians and of Hispanics.

In the employment area, Corson emphasizes again the University's commitment to affirmative action and to

equal opportunity.

In the admissions and financial aid area, a key point of discussion is the COSEP program and whom it is intended to serve. The Corson preface treats this area in some detail. He points out that COSEP and its services are now at the option of the minority applicant and that COSEP serves more than the "educationally disadvantaged" student. Corson therefore emphasized that students participating in special opportunity programs should not be considered "educationally disadvantaged."

The President emphasizes that Cornell's goals of minority representation are based on the New York State population, but that these goals are not limitations nor quotas restricting applicants from minority groups not substantially represented in New York State.

Corson concludes in his preface, "I hope that this statement and public disclosure of the HEW-Cornell correspondence resolves any misunderstandings within the Cornell community concerning our programs to provide equal educational opportunities."

Cornell Plantations Sets Third Annual 'Fall-In'

This year's "Fall-In" at the Cornell Plantations, the third annual one, will feature many new exhibits and demonstrations, plus the most popular attractions from the first two autumn events.

Sunday, Oct. 7, from 2 to 5 p.m., horse-drawn and tractor-drawn wagons will carry visitors back and forth along Plantations Road from the intersection of Caldwell Road to the Test Gardens.

Along the way, they will see demonstrations ranging from dried flower arranging and nature photography to folk dancing and learn about the trees and plants that make up the Plantations. In all, some 20 exhibits and demonstrations are planned.

Last year's "Fall-In" attracted some 2,700 persons. Plantations director Richard M. Lewis describes the area as a series of "outdoor laboratories — a place for education, research and enjoyment."

The Plantations includes more than 1,500 acres of University land used for arboretum collections and natural areas including gorges, ponds and lakes, bogs and woodlands.

Shuttle buses will leave from Willard Straight Hall, Risley Hall and the North Campus Union at approximately 20-minute intervals during the afternoon. Parking will be available at the B lot on Route 366, and buses will shuttle from there down Caldwell Road to the Plantations area.

Among new attractions will be serenading by East Hill School pupils, an exhibit of apparatus and a horse skeleton by the New York State Veterinary College, demonstrations of natural dyes and natural dye plants and an exhibit of edible wild foods.

The Cornell Folk Dancers will be back this year to give a demonstration, and presentations will be made by the Forest Home Community Association, the Cornell University Press, Cayuga Trails Club,

Pomology Club and Cornell Plantations.

One popular event carried over from past "Fall-Ins" will be an exhibition of pumpkin-carving, with an opportunity for novice carvers to try their hands.

Also on the program are presentations of architectural sculpture, garden mammals, edible nuts and landscape sketching.

The two horse-drawn wagons are being provided by Mr. and Mrs. David Flinn of Lansing and Mr. and Mrs. E. Jimmy Miller of Danby.

Steve Shauger, a graduate student, is coordinating the event again this year.



FALL FESTIVITIES — Folk dancing (bottom photo) and rides in a horse-drawn wagon (top photo) are two of the features to be repeated at the Cornell Plantations' third annual Fall-In Oct. 7.

Fall Fashions



Some wear short skirts ... and some wear 'em long.



While some wear no skirts at all.



Very chic, the "threadbare" remains most popular.



The ankle breaker.



The high riser.



The broken-in loafer.



The toe-jammer.



The natural.

Ivy League Presidents Name Exec. Director

The presidents of the Ivy League Universities have selected Ricardo A. Mestres of Princeton, N.J., for the newly created post of executive director of the Council of Ivy League Presidents. The announcement was made by President John G. Kemeny of Dartmouth, current chairman of the group.

The post was created in support of the presidents' aim for greater coordination of the athletic interests of the eight institutions. Members of the Ivy League — Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton and Yale — are competitors in all major sports.

Mestres retired more than a year ago after two decades as Princeton University's principal business and financial officer.

He has been charged by the presidents to serve the collective interests of the institutions in:

- Maintaining vigorous athletic programs that conform to the academic philosophies and standards of the member institutions

- Controlling the mounting costs of athletic programs to the maximum degree without diminishing the value and the vitality of these programs.

Season's First Soccer Game Exciting, Though Scoreless

A tie is supposed to be as exciting as kissing your sister, but there was plenty of excitement for the Cornell soccer team when it played to a 0-0 tie with Hartwick Tuesday night, even though the result was not totally satisfying.

"Anytime you can hold a team like Hartwick scoreless you have to be happy, but we would have liked to have won the game," Cornell coach Dan Wood said. "The tie certainly won't hurt us in the rankings; how much it will help us remains to be seen."

After coming through the season's opener with perennial power Hartwick in good shape, the Big Red booters must immediately turn their attention to another nationally ranked team, Brockport.

The Golden Eagles, ranked No. 1 in New York State and in the top 10 nationally, visit Cornell at 7:30 p.m. Saturday on Schoellkopf Field. Brockport expects to bring a crowd of some 300 and Wood is hoping the Cornell turnout can match the 1,000 who saw the Hartwick

game. Admission is \$1.

Wood, who last week called the Hartwick and Brockport games "the two biggest in our history," will need more strong defense on Saturday. Brockport has scored a total of 17 goals in winning scrimmage games over Oneonta, Army and St. Lawrence.

"They have a high-scoring forward line led by Mal Roche, probably the best center forward in the state," Wood said. In addition to Roche, Brockport boasts four players who have made All-America either at Brockport or in junior college.

The pressure will once again be on Jon Ross, the junior goalie from Stamford, Conn. Ross, who was in the nets for the Hartwick shutout, has the extraordinary record of having played in seven games over the last two seasons and never having giving up a goal.

Ross had "a great game" against Hartwick, Wood said. He recorded 16 saves, only three of them in the first half. Ross had to make most of the stops in the last 15 minutes when his mates let down a bit.

"We tired some near the end and when their fullback, Dave D'Erico, moved up, we panicked

Continued on Page 20

Frosh Gridders Begin Schedule

Cornell football fans staying in Ithaca this Saturday will have an opportunity to watch the Cornell freshman football team open its six-game schedule against Montclair State.

While the varsity is at Colgate, the Cornell freshmen will host Montclair at 1:30 p.m. at Schoellkopf Field. Admission is \$1.

The game will mark the debut of John Young as head freshman coach. Young, an assistant freshman coach since 1970, took over as head coach from Ted Thoren, who is devoting fulltime to varsity baseball.

The Cornell frosh will have two more home games — against Colgate at 5 p.m. on Oct. 12 and against Milford Academy at 7:30 p.m. on Oct. 26. The frosh will play at Cortland on Oct. 6, at Syracuse on Oct. 19, and at Army on Nov. 9.

CORNELL CHRONICLE
Published weekly and distributed free of charge to Cornell University faculty, students, staff and employes by the Office of Public Information. Arthur W. Brodeur, director. Mail subscriptions \$12 per year. Make checks payable to Cornell Chronicle. Editorial office 110 Day Hall, Ithaca, N.Y. 14850. Telephone 256-4206. Editor, Randall E. Shew. Managing editor, Kal M. Lindenberg. Photo editor, Russell C. Hamilton.



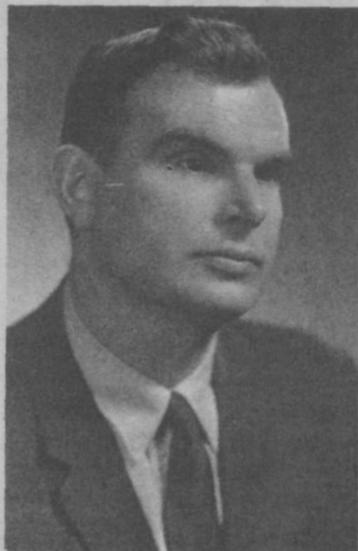
For Excellent Teaching Sisler Wins Chancellor's Award

Daniel G. Sisler, professor of agricultural economics, has been honored as one of the first 76 teachers within the State University system to receive the Chancellor's Award for Excellence in teaching.

The award, announced in Albany recently, recognizes excellence in undergraduate instruction and carries a \$500 honorarium. The recognition of superior teaching fulfills an objective Chancellor Ernest L. Boyer identified in his inaugural address in 1971.

Sisler's reputation as a superb teacher has been passed from one class of students to the next over the past decade. Although no student is required to take his introductory course, "The Economics of Agricultural Geography," 350 to 400 students register for it each year. He also offers a graduate level course entitled, "Seminar on the Economics of Agricultural Development."

The Chancellor's Award marks



Daniel G. Sisler

the second time that Sisler has been commended for his teaching. In 1964 he received the Professor of Merit Award, the most coveted award of the New York State College of Agriculture and Life Sciences. Students selected Sisler for this award

after only three years of teaching. Others who have been honored usually have had a decade or two of experience.

One student wrote of Sisler's abilities: "He was interested in the individual, and that is really something when you consider that his course has nearly 400 students in it. Although it has been said many times before, his personal approach is what freshmen need. He is truly willing to put himself out for a student. A student feels this very fast, and it is so important, and yet so often lacking in a large university."

In addition to his teaching responsibilities, Sisler conducts research in the fields of agricultural policy, international trade and agricultural development. In September 1970, he presented a paper on his field of interest at the International Conference of Agricultural Economists in Minsk, USSR.

Sisler joined the College faculty in 1962.

Morgenthau Bequest Aids Cornell Schools

Cornell has announced the receipt of a \$300,000 gift in memory of the late Henry P. Morgenthau.

The money was a gift of the estate of Morgenthau's wife, the late Marcelle Puthon Morgenthau.

Speaking at a luncheon Monday to honor the Morgenthaus, represented by their son Robert, an attorney in New York City, Dean W. Keith Kennedy of the New York State College of Agriculture and Life Sciences, said that income from \$200,000 of the endowment will be used to support a graduate program in agricultural and rural finance, and to provide funds for graduate research in those areas.

In addition, he said, a portion of that income will be used to provide a number of scholarships for undergraduate students who express an interest in agricultural finance, farm management, conservation, or agricultural production.

Dean H. Justin Davidson, speaking for the School of Business and Public Administration which will receive \$100,000 of the gift, said the funds will be used to provide revolving scholarship funds for graduate students planning to enter public service.

Both deans indicated that these uses of the funds are a particularly fitting memorial to Morgenthau, recognizing his interests in agriculture and business.

A native of New York City, Morgenthau served as Secretary of the Treasury under President Roosevelt from 1934 until the President's death in 1945.

Promoting interest in conservation and modern farming methods, Morgenthau owned and published the American Agriculturist from 1922 to 1933. The owner and operator of a 1,700-acre farm in Dutchess County for most of his life, Morgenthau first studied and developed an interest in agriculture at Cornell in 1912 and 1913.

Peace Studies Program Receives \$400,000 Grant

Cornell's Peace Studies Program has received a \$400,000 Ford Foundation grant for research on means of regulating the future international strategic system, according to George H. Quester, director of the program and professor of government at Cornell.

The Peace Studies Program, now in its fourth year, sponsors teaching and research on the moderation and avoidance of war, and on the political, economic, technological and social implications of progress towards peace. Jointly sponsored by Cornell's Center for International Studies and the Program on Science, Technology and Society, it is an interdisciplinary program which includes both social and physical scientists.

Funds from the Ford Foundation, Quester said, will enable the program to expand the scope of its research, increase its support of graduate students, and involve a greater number of foreign scholars and visiting specialists in its activities.

Of particular research interest to the program will be new arrangements that may reduce the likelihood of war in the 1970s and 1980s, Quester said. Such arrangements will include disarmament and arms control, but may have to move beyond such approaches in light of technological and economic trends.

Topics to be studied range from guerrilla warfare to the spread of nuclear weapons; from strategic and political aspects of the energy crisis to the bureaucratic politics of how large countries, such as the United States, procure weapons systems.

Quester said he hopes the program will involve a wide range of disciplines, including law, economics, physics, chemistry, psychology, history and political science.

American Graffiti?



DRAWING CONCLUSIONS ON THE WALL — Two students pause to glance at the notices posted on the bulletin board in front of Olin Library. The board was a gift of the Cornell Class of 1972.

Researchers Study Birth Defects

Three medical research teams at Cornell University Medical College and the New York Hospital-Cornell Medical Center have been awarded a total of \$104,087 in March of Dimes research grants for 1973-74, it was announced last week by Dr. J. Robert Buchanan, dean of the Medical College, and Joseph F. Nee, president of the National Foundation March of Dimes.

The investigators are trying to discover causes and means of preventing or curing certain major birth defects.

In cystic fibrosis (CF), the most common inherited disease of Caucasians, abnormal glandular secretions lead to severe difficulties in digestion and breathing. Many victims die in childhood. Dr. Berry Shannon Danes, associate professor of medicine, is studying cultures of blood, skin and amniotic fluid cells from CF patients and their families. She is trying to find the cellular and biochemical markers which can be used to identify

healthy carriers of the CF gene and to diagnose the disease at or before birth.

A similar study by Dr. Danes' group focuses on a group of inherited connective tissue diseases known as mucopolysaccharidoses (MPS), which causes skeletal deformities, dwarfism and mental retardation. Clarification of the underlying biochemical defects in CF and MPS is essential to further efforts in prevention or cure.

Cystic disease of the kidney is a relatively common birth defect often leading to kidney failure and death. Some forms appear in infancy, others in later life. Dr. John Lewy, director of pediatric nephrology, is using ultrasound instead of X-rays to visualize kidneys.

Sexual malformations caused by hereditary hormone disorders cannot yet be diagnosed in an unborn child. Dr. Maria I. New, professor of pediatrics is developing a system for detecting such conditions in cultured skin and amniotic fluid cells,

Sage Notes

Many graduate students have or soon will drop a course, or will change from credit to audit. Such changes should be made on the course change form available in the Graduate School Office. Please record these changes when they are fresh in your mind. Every year some students forget and end up with F's on their transcripts. The last date for making course registration changes is Nov. 9, 1973.

The Center for International Studies awards funds on a competitive basis (\$500 maximum) for research related expenses to graduate students for work with direct relevance to international or comparative studies. Similar competitive awards for Cornell faculty with the rank of assistant professor or below (maximum of \$2,500) are also available. The deadline for application is Nov. 28, 1973. For further information contact Bryant Robey, 256-6370.

Fellowships from \$500-\$3,000 are available for doctoral candidates (male or female) doing research on: (1) the participation of women in political life and community action, (2) new approaches for counseling for women and girl students, and (3) women in management. For further information write the Business and Professional Women's Foundation, 2012 Massachusetts Ave. N.W., Washington, D.C. 20036. The deadline is Jan. 1, 1974.

Mental Health Section

Clinic Takes Crisis Approach

"The clinic is oriented toward a crisis approach as a matter of necessity."

This is how Dr. Neil Taylor, a psychiatrist and director of Cornell University's Mental Health Section, describes the clinic, part of University Health Services. The section, located in Gannett Clinic, serves the University's students as part of the compulsory health plan.

Dr. Taylor feels "many students come to the clinic with a personal crisis and become stronger as a result of working it through." During the past academic year, 900 freshmen through graduate students paid about 4,000 visits to the division. Dr. Taylor estimates the demand for services has increased in proportion to the growth in Cornell's student population, currently 15,300, over the past 10 years.

Most frequently cited problems include interpersonal difficulties and academic or sexual problems. The most common symptoms, Dr. Taylor said, are anxiety, depression and feelings of inadequacy.

"Freshmen tend to complain of problems with their parents. Seniors are more likely to complain of sexual problems and problems with their peer group in general. Graduate students are apt to have somewhat different problems, such as those connected with the early years of marriage," said Dr. Taylor. "In addition, graduate students are more apt to feel isolated than undergraduates and have different academic pressures."

The majority of the clinic's patients are self-referred. The remainder are referred by Gannett Clinic physicians, faculty and administrators and other sources. A student may visit the clinic for only one interview or may come for a series of appointments, Dr. Taylor said, noting "there is not a set limit on the number of visits per student." The average patient comes in three to five times. Others come in periodically in times of crisis.

The clinic staff — two psychiatrists, three psychologists and a psychiatric social worker — accept patients on the same basis, Dr. Taylor said, as do five graduate student trainees.

"If a student feels it is an emergency, he can usually see someone within the hour or the day by walking in or telephoning for an appointment. Everyone can be seen within a week. We do not use a screening process now although this was done in the past. Now everybody does therapy on pretty much the same basis. If a student wants to request a certain therapist, he may do so if the therapist has time. Otherwise, the patient sees whoever has time soonest."

Patients requiring longer term therapy have several alternatives, including private therapy locally while remaining in school, group therapy either locally or at the clinic, or taking a leave of absence and seeking treatment elsewhere.

Group therapy has become part of the clinic's operation during the past few years and there are now several ongoing groups, each with about eight students.

"There is some turnover within the groups, but in general," Dr. Taylor said, "people are likely to remain for the duration of the group which may be up to a year." He would like to increase the number of patients seen in group therapy but the structure of the academic year makes it difficult, he said.

Few students take medical leaves of absence and the number is declining, said Dr. Taylor. "We try to help them remain on campus or take personal leaves granted by their individual colleges."

Dr. Taylor noted that student anxiety over the draft, formerly a serious problem, has of course disappeared. Potential student alcoholism is also less of a problem.

On the other hand, Dr. Taylor expects complaints of sexual problems to increase due to increased sexual activity on campus and the acceptability of

its discussion. Drug or drug-reaction problems rarely are brought to the clinic, he said, suggesting students may fear lack of confidentiality. The clinic, however, does not report any drug abuse cases and all files are confidential unless release of information through the therapist is authorized by the patient.

Vietnam-era veterans have not made use of the clinic for problems related to their military experiences, Dr. Taylor said.

About 6 or 7 per cent of the student population visits the clinic each year. Patient visits increase before examination periods and new cases frequently come in the fall, Dr. Taylor noted.

Slightly more than half the patients are males, although a female student is about twice as likely as her male counterpart to visit the clinic. Dr. Taylor attributed this to the fact that more women seem to know about the clinic and that males generally are less likely to perceive themselves as needing counseling than women.

A student's academic year, from freshman to graduate student, does not affect his likelihood of seeking counseling.

Slightly over 90 per cent of the patients are white, the remaining group being black or other racial minorities, approximately reflecting the racial composition of Cornell's student body, he said.

In discussing changes in the clinic's view of its role within the Cornell and local community, Dr. Taylor noted the clinic "has maintained a low profile on campus" in the past and "hasn't gone in for active community-wide programs." On campus, Dr. Taylor is concerned with broadening clinic contact with the college academic and counseling offices and with the various other agencies which do counseling.

"It's an open question as to whether the clinic itself will get more involved in 'outreach' programs," he said, "and it may depend partly on the plans of other departments such as the Office of the Dean of Students."

As part of the University Health Services compulsory health plan for students, "the clinic is already a convenient, pre-paid mental health center serving the student community," Dr. Taylor said. "We should like to be as accessible as possible to the emotionally troubled student so that we can offer effective treatment at an early stage."

Autumn



Traffic Bureau Closed

The Traffic Bureau will be closed today and tomorrow to facilitate processing of office records.

Job Opportunities At Cornell University

The following are regular continuing full-time positions unless otherwise specified. For information about these positions, contact the Personnel Department, B 12 Ives Hall, N.W. Please do not inquire at individual departments until you have contacted Personnel. An equal opportunity employer.

POSITION	DEPARTMENT
Senior Administrative Secretary, A-17	Africana Studies & Research Center
Administrative Secretary, A-15	Applied and Engineering Physics
Administrative Secretary, A-15	Dean's Office - Arts and Sciences
Administrative Secretary, A-15	Vice Provost
Administrative Secretary, A-15	Physics
Administrative Secretary, A-15	Law School
Administrative Secretary, A-15	COSEP
Department Secretary, A-13	Economics
Department Secretary, A-13	University Press
Department Secretary, A-13	Physical Education & Athletics
Department Secretary, A-13	Chemical Engineering
Department Secretary, A-13	Applied and Engineering Physics
Department Secretary, A-13	Public Information
Department Secretary, A-13	LASSP
Steno II, NP-6	Rural Sociology
Steno III, NP-9	Agricultural Economics
Clerk I, NP-3	Office of Resident Instruction
Library Assistant II, A-12	Library
Sr. Assistant Archivist	Library
Assistant Librarian	Library
Senior Auditor	Auditor's Office
Assistant Counsel	University Counsel
Associate Director	OCS
Statutory Facilities Engineer	Controller's Office
Director, Southwest Regional Office	University Development
Area Manager	Dining Services
Assistant	Affirmative Action
Main-Line Coordinator	Office of the Dean of Students
Assistant to the Dean (Special Program Coordinator)	Summer Sessions and Extramural Courses
Assistant Director (State Programs & Admissions Officer)	COSEP
Chief of Plant Operations	B & P
Superintendent of Utilities	B & P
Cooperative Extension Specialist	Extension Administration 445
Executive Director	ILR
Manager - User Services	Computer Services
Director	University Relations
Assistant to the Director (Director of the Northeast Regional Center for Rural Development)	Experiment Station
Personnel Officer, P-20	NAIC (Arecibo Observatory)
Credit and Collection Manager	Treasurer's Office
Lab Technician I, NP-8	Food Science
Lab Technician II, NP-11	LAMOS (Kingston, N.Y.)
Research Technician II, NP-10	Agronomy and Agricultural Engineering
Research Technician III, NP-12	Plant Pathology
Research Technician, A-21	Chemistry
Extension Aide	Plant Pathology
Research Associate	Plant Pathology (Geneva)
Research Associate	Sociology
Research Associate	Agricultural Economics
Research Associate	Nuclear Studies
Research Specialist	Agricultural Engineering
Research Manager, A-26 (Drafting & Design)	Lab of Nuclear Studies
Patrolman, A-18	Safety Division
Building Guard, A-15	Safety Division
Computer Operator A, A-16	Student Information Systems
Computer Operator I, A-17 (2)	Computer Services
Computer Operator II, A-19	Computing Services
Programmer I, A-19	Personnel Services
Programmer B, NP-15	Physical Biology
Custodian, A-13 (2)	Housing
Custodian, A-13	University Unions
Custodian, A-13 (2)	Student Housing
Experimental Feeder, NP-7	Animal Science
Senior Animal Caretaker, A-17	Neurobiology & Behavior

Continued on Page 18



CORNELL CHRONICLE

Special Supplement

Correspondence Between Cornell University and the U.S. Department of Health, Education and Welfare (HEW)

Concerning Cornell's Compliance With Title VI
of the Civil Rights Act of 1964

Accompanying Exhibits Available

There are 20 exhibits attached to the Cornell responses to HEW, three which accompanied the May 23 response and 17 which were part of the September 19 response. These exhibits total considerably more than 50 pages of typescript. This extensive amount of material precludes the printing of the exhibits in Cornell Chronicle.

To enable the Cornell community to have access to the exhibits, full copies of the correspondence, including exhibits, have been placed in the following locations for community access: University Senate study (124 Day Hall), Uris Library and Mann Library.

Preface: Statement by President Corson

The following is a statement issued yesterday by Cornell University President Dale R. Corson:

I am releasing today the text of correspondence between Cornell University and the U.S. Department of Health, Education, and Welfare (HEW) concerning the University's compliance with Title VI of the Civil Rights Act of 1964. Title VI provides that "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

This correspondence includes the initial April 3 letter from HEW, which followed visits by personnel of the HEW Office for Civil Rights to Cornell in April and October of 1972, the Cornell response of May 23, the second HEW letter of August 16 and the Cornell response of September 19. The visits were in response to complaints and to a request by Cornell officials made in February 1972 for informal discussions of the concepts and policies concerning special project residential units. On June 22 a team from Cornell met with HEW officials in New York to discuss issues which were unresolved at that time.

I received a telegram from HEW late Monday which stated that I can expect HEW to reply in detail to my September 19 response as soon as possible. HEW said their preliminary review indicates unresolved issues of compliance. The nature of the unresolved issues was not clarified in conversation with the HEW Regional Office late Tuesday.

I have kept the HEW-Cornell correspondence confidential to avoid any adverse effects on negotiations. Despite the latest HEW communication, I believe the areas of concern have been limited sufficiently to enable me to release the correspondence at this time.

The HEW compliance review covered a wide variety of Cornell policies and procedures. The review and correspondence considers the broad categories of student housing, curriculum, faculty, and recruitment, admission and financial aid. The August 16 letter raised two new issues relating to Asian-American students. During the course of the compliance review, HEW requested that I clarify certain matters for the Cornell community. This I agreed to do.

For example, during the compliance review of student housing, HEW paid particular attention to our special project units. They found Ujamaa's general purpose to be basically compatible with Title VI, yet felt that the community must be made aware that white and other non-black applicants to Ujamaa will be treated no differently from black applicants. Throughout discussions it was stressed that the University's policy that no student residential unit may discriminate on the basis of race, color, or national origin applies to all student housing, including the special project units. At this time, it is appropriate for me to reemphasize this Cornell policy of nondiscrimination in student housing.

In another area of student housing, HEW addressed itself to room assignments for minority students. They contended that current Cornell procedure of assigning freshmen minority students to rooms with other freshmen minority students "deprives students of the opportunity for individual choice solely by virtue of their race..." and that all entering freshmen should have the same opportunity as upperclassmen to select roommates of their own choosing. My response advised HEW that such an opportunity has always been a part of Cornell housing procedures. All students, including entering minority freshmen, have the opportunity to select a roommate of their own choosing as well as to indicate a desire to live in a special project unit or request residence in a specific dormitory. In an effort to resolve the room assignment issue and to increase further the options available to entering minority students electing special opportunity program assistance (COSEP), I proposed that the University institute a new procedure for the fall of 1974. This procedure will enable these students to indicate a preference to room with another entering minority student electing the special opportunity option.

The second major topic area in the HEW-Cornell discussion was that of curriculum with particular attention paid to the Africana Studies and Research Center. I explained to HEW that any existing belief that white students are not free to participate in Center course offerings should be dispelled by the actions taken by the Carter Committee which conducted the Trustee-mandated review of the Center and its program. The

report of this committee, chaired by Lisle C. Carter, former vice president for social and environmental studies and now professor of public policy in the Graduate School of Business and Public Administration (B&PA), discussed this issue and found that "white students in increasing numbers are attending classes at the center..." The report was widely disseminated to the Cornell community and has been publicly endorsed by Center director James Turner. The Executive Committee of the University Board of Trustees acted, after being presented the report, to maintain the Center as a separate center through 1975-76.

HEW was concerned about counseling toward participation in Center courses, although they did not find that any student has actually been refused such participation on the basis of race. I have assured HEW that the misinterpreted practice of Center faculty counseling non-black students on the match of a course to a student's interest has been eliminated. The question of the so-called "experiential" requirement as it relates to course requirements throughout the University is now being considered by the Faculty Committee on Freedom of Teaching and Learning. Discussions with that committee indicate that both academic and experiential requirements are used throughout the University and that these requirements should not be racially motivated. In this area the University recognizes its obligation to prevent action by one acting officially for the University, as advisor or course counselor, to make decisions upon the racial identifiability of the Center's faculty or students.

HEW also expressed concern about the University's response to requests seeking aid in establishing courses focusing on the culture and history of American Indians and of people of Spanish descent in the Western Hemisphere. My September 19 response sets forth actions taken by the administration in response to these requests.

The April 3 HEW letter discussed Cornell's and the Africana Center's employment practices. A report on the Center's employment of faculty for the period 1971 to 1973 was provided to HEW with my May 23 letter. In my September 19 response I emphasized Cornell's commitment to affirmative action and to equal opportunity. The commitment to these goals has been restated by me in the past, independent of the HEW compliance review.

The next area of HEW-Cornell discussion was titled "recruitment, admission and financial aid." A question about Cornell's policy of actively supporting equality of educational opportunity was raised because of omission of the policy statement in two University Announcements. I have assured HEW that the policy statement is printed in all 1973-74 University Announcements printed since March, 1973 and in the Guide for 1974 Candidates.

A central point of discussion in this area was the COSEP program, whom it is intended to serve and the implication that participants may be "educationally disadvantaged." I have attempted to clarify these questions for HEW and it is appropriate to emphasize these for the community at this time.

Special opportunity programs at Cornell exist to provide assistance to low-income students, minority

students, and others meeting program guidelines. COSEP is that component of the programs which assists historically underrepresented minority students, particularly from minority groups in New York State. Beginning with this year's entering class, applicants who believed they qualified and wished to be considered for COSEP aid and services requested such consideration on the admissions application form. This procedure is explained fully in the "Guide for 1974 Candidates" issued by the Office of Admissions which describes Cornell special opportunity programs.

The Guide also explains that in addition to providing financial aid to minority students, COSEP, in conjunction with the individual schools and colleges at the University, "provides services designed to promote a favorable initial campus adjustment which has been found to be a principal determinant of college success." The new Guide states what services are available to the student electing COSEP assistance and in which services the student is expected to participate.

Under the new special opportunity program application procedure, not all enrolled minority students have elected to participate in these programs. Nor is a student participating in a special opportunity program necessarily "educationally disadvantaged." I therefore emphasize that students participating in special opportunity programs should not be considered "educationally disadvantaged." All students compete on the same academic basis once enrolled.

HEW expressed concern about our practice of not offering admission without financial aid to a minority student electing special opportunity program assistance. I have carefully considered this point and concluded that this practice does not constitute denial of an educational opportunity to qualified applicants and have so advised HEW.

I have stated previously that Cornell's goal of minority representation will be based on the New York State population. I wish to emphasize that these New York State-based goals are not limitations nor are they quotas restricting applicants from minority groups not substantially represented in New York State. To reinforce this, University admissions personnel responsible for recruitment have been informed that central admissions staff, individual college recruiters and alumni recruiters must be especially sensitive to the Cornell policy of equal educational opportunity. Cornell recruitment efforts must include minority groups within the geographic areas visited. They have been advised that while Cornell's primary affirmative action emphasis remains in New York State, this is not to exclude recruitment of minority students from outside New York State.

In response to a complaint from an Asian-American student that this minority group has been underrepresented and discriminated against, HEW requested data concerning Asian-American students. I have provided available information which, I think, tends to show that these concerns are unfounded.

I hope that this statement and public disclosure of the HEW-Cornell correspondence resolves any misunderstandings within the Cornell community concerning our programs to provide equal educational opportunities.

Identification of Persons Mentioned

Here are the full names and titles of individuals referred to in the text of correspondence between Cornell and the U.S. Department of Health, Education and Welfare (HEW). Please note that the titles listed are those titles held by the individuals at the time of the specific mention in the correspondence and are not necessarily the titles or positions they now hold.

J. Robert Barlow, assistant to the president (federal relations), Cornell.

Thomas A. Barnette, civil rights specialist, Office for Civil Rights, HEW, Region II, New York City.

Phillip M. Bisselle, associate director of the Office of Scholarships and Financial Aid, Cornell.

Susan Blumenson, equal opportunity specialist, Office for Civil Rights, HEW, Region II, New York City.

Lisle C. Carter, professor of public policy, Graduate School of Business and Public Administration (B&PA), and chairman of the committee which conducted the Trustee-mandated review of the Africana Studies and Research Center, Cornell.

Dale R. Corson, president, Cornell.

Ruth W. Darling, associate dean (housing), Office of the Dean of Students, Cornell.

Jacquelyn L. Haskins, assistant to the director, Africana Studies and Research Center, Cornell.

William D. Jones, assistant to the provost, Cornell.

Alfredo Mathew Jr., regional director, Office for Civil Rights, HEW, Region II, New York City.

Jeffrey H. Orleans, attorney, Office of the General Counsel, Civil Rights Division, HEW, Washington, D.C.

Robert A. Plane, provost and acting president, Cornell.

Robert F. Risley, vice provost, Cornell.

Ramon E. Rivera, University affirmative action officer, Cornell.

Neal R. Stamp, University counsel, Cornell.

Robert W. Storandt, director of admissions, Cornell.

Burton Taylor, director, Higher Education Branch, Office for Civil Rights, HEW, Washington.

James E. Turner, director, Africana Studies and Research Center, Cornell.

William R. Valentine, acting regional director, Office for Civil Rights, HEW, Region II, New York City.

Barge Varmer, regional attorney, HEW, Region II, New York City.

Michael I. Wolfson, assistant University counsel, Cornell.

Byron Yaffe, University ombudsman, Cornell.

Text of the Cornell-HEW Correspondence

Text of April 3 Letter From HEW

April 3, 1973

Dr. Dale R. Corson
President
Cornell University
300 Day Hall
Ithaca, New York 14850

Dear President Corson:

I am writing to communicate findings made in consequence of a review of Cornell University's compliance with Title VI of the Civil Rights Act of 1964, which included visits to the University by members of this office in April and October 1972. The review was made in response to a request by Mr. J. Robert Barlow of your staff concerning the Ujamaa Residential College, to complaints that white students had suffered discrimination based on their race in attempting to enroll in a course at the Africana Studies and Research Center, and to a request by student groups concerning the Committee on Special Education Programs (COSEP). We have also considered information supplied by Mr. Ramon Rivera, University Affirmative Action Officer, in a letter dated October 17, 1972, in response to our letter to you of October 3, 1972. Although other specific aspects of the University's operations as they relate to Title VI are also discussed below, the review was limited in scope, and therefore our findings should also be considered limited. On behalf of the staff which visited Cornell, I would again like to express my appreciation for the cooperation afforded to them by all concerned.

I. Student Housing

Title VI requires that all student housing owned or supported by Cornell must be available to all students, and that all assignments to such housing must be made, without regard to race, color, or national origin. By letter to you of July 9, 1969, we indicated that when a student body includes substantial representation of more than one race, and students of only one race apply for and occupy a University-sponsored housing facility, the lack of participation of students of any other race "would, as a minimum, constitute an inference that they do not feel free to apply. The University would then have the obligation to show among other things, that race was not a factor in the exclusion of students from such housing."

Please note that only the University housing referred to in the following discussion was considered during the review.

A. Ujamaa

1. Findings

We find Ujamaa's general purpose, as stated below, to be basically compatible with Title VI: "(to be) a community of people committed to analyzing the problems of underdeveloped communities and devoted to finding solutions to these problems" (Ujamaa application solicitation, Spring 1972).

Unlike other special project dormitories at Cornell of which we are aware, however, Ujamaa holds itself out as partially concerned with people of a particular racial descent, and presently all its students and resident advisers are of that descent. Specifically, material distributed by both Cornell (press release: February 24, 1972) and Ujamaa (application solicitation, Spring 1972; information sheet to OCR review team, October 1972) states that the "problems of underdeveloped communities" with which Ujamaa is particularly concerned are those involving "people of African descent." All applicants to Ujamaa in the Spring and Summer of 1972 were, and all those accepted and currently residing in Ujamaa are, black.

We found no indication that Ujamaa is not officially open to students without regard to their race, color, or national origin. However, during this past summer Cornell, through Ujamaa and COSEP, extended an invitation to apply to Ujamaa to only those members of the Class of 1976 who had been identified by Cornell as being members of minority groups; 20 places in Ujamaa were reserved for such students. Knowledge of this exclusive invitation was highly susceptible to interpretation by the Cornell community that white students were not welcome at or would not be solicited by Ujamaa. Because it excluded incoming white

freshmen from access to the places reserved in Ujamaa, the invitation constituted a violation of Title VI.

2. Action Required

In order for Cornell to comply with Title VI, specific steps must be taken by those directly responsible for the administration of Ujamaa to assure that its nondiscriminatory policy is made clear to the Cornell community, and to seek to assure that white students are not deterred from participation in Ujamaa.

Recruitment, invitation, and selection of students for residences owned or supported by Cornell must be accomplished without regard to race, color, or national origin, and related processes, criteria, and materials must implement this policy. Materials must be distributed to potential applicants without regard to their race; if special solicitation is made of a particular Cornell class, as happened with the Class of 1976, the same materials must be used for all members of that class. Those directly responsible for the administration of Ujamaa must issue a public statement that applicants will be considered nondiscriminatorily, particularly with regard to the nature of their desire for residence in Ujamaa, and that white and other non-black applicants will be treated no differently from black applicants. This policy statement must be included in all Ujamaa application forms, and must be publicized during spring and fall selection processes by publication in the "Sun" and "Cornell Chronicle," and by other appropriate means. In order for the University to be in compliance with Title VI, Ujamaa must undertake positive steps with regard to its admissions, in view of the substantial likelihood that, without such steps, only black students will apply to Ujamaa.

3. Reports Required

In your response to this letter you are requested to include a full report concerning selection of any individuals who began residence in Ujamaa this semester, including the number of students of each race or national origin applying and accepted, the procedures and criteria used in selection, and the names and positions of those making selection decisions. (A similar report on the fall process is requested by June 15, 1973.) Additionally, please furnish copies of: the COSEP-Ujamaa letter used to recruit minority students of the Class of 1976; any plans submitted to the Regents of the University of the State of New York Pursuant to Section VI-I of the Regents' Statement, "Minority Access to and Participation in Post-Secondary Education" (May 1972); any public report prepared by the University in response to the Regents which concerns Ujamaa; and Ujamaa recruitment and application materials when they are distributed.

B. Room Assignment for COSEP Enrollees

Enclosure "K" of the University's materials dated October 17, 1972, and the OCR review team's interview with Dean Darling on October 25, 1972, indicate that freshmen (and perhaps upperclassmen) identified by the University as members of minority groups are assigned by the Dean of Housing only roommates who are also identified as minority students. Such a practice constitutes a violation of Title VI and must be discontinued. Please state in your response what actions will be taken to correct this noncompliance.

C. Other Housing Concerned with Minority Groups

We understand that members of one or more other minority groups at Cornell have requested or may request that living quarters be set aside for the use only of members of their particular groups. Granting such a request would violate Title VI. Further, the experience of Ujamaa indicates that when the cultural or historical focus desired for a residential unit is closely identifiable with a particular racial or ethnic group, special care is necessary to assure that selection for that unit is made without regard to race, color, or national origin, and that the University community understands this to be true. Accordingly, in your response please indicate the date and status of any requests for housing made by or centering upon the interest of a particular minority group, as well as the procedures which the Dean of Housing will use to assure that race or ethnicity are not factors in selecting students for any such housing.

II. Curriculum

Title VI requires that all academic courses and other activities at Cornell be available without regard to a participant's race, color, or national origin, and that students and faculty members be selected for and participate in such activities without discrimination in that regard.

A. Africana Studies and Research Center

1. Findings

Although we have not found that any student has actually been refused participation in Center Courses on the basis of race, and are so informing the complainant who so alleged, we have found certain aspects of the Center's operations to be incompatible with Title VI. We believe these findings are compatible with those of the Carter Committee as reported in the Cornell "Chronicle" of February 15, 1973.

Professor James Turner, Director of the Center, states in the opening paragraph of the University's Announcement for the Center that "our program is African-centered as an academic discipline. Our concentration is on the African world. Our premise is that we are an African people, and that the Africana (*sic*) world extends to and encompasses all areas where Black people are in significant numbers" (page five).

The information provided our review team indicates that both white and black students are enrolled in freshman, language, and graduate courses in the Center, as well as independent study, but that all upperclass undergraduate students enrolled in non-language courses are black. Professor Turner emphasized to the review team that all Center activities are available nondiscriminatorily. We find, however, a substantial likelihood that the procedure used in the academic year 1971-72, by which instructors inquired of applicants to certain courses concerning their commitment to African studies, placed a heavier burden of proof upon white applicants than upon blacks, solely on the basis of race. Creating such a burden violates Title VI, and Prof. Turner states to the review team that those practices have been discontinued and will not be re-instituted.

Additionally, the University Ombudsman's Memorandum to you of October 13, 1972, Enclosure "B" of the University's response to us of October 17, states at page three that complaints have been filed with the Ombudsman concerning exclusion of non-minority students from Center courses, and that in some instances "students were dissuaded from taking the courses." Such dissuasion also violated Title VI, if related to the student's race or to the racial composition of Center classes.

2. Actions and Reports Required

In order for the operation of the Center to comply with Title VI under these circumstances, those directly responsible for its administration must take all steps necessary to implement a nondiscriminatory enrollment policy, to assure that it is known and credible within the Cornell community, and, insofar as the Center has the power to do so, to eliminate impressions that white students are not welcome in courses at the Center. As part of whatever materials are distributed to inform students of courses and registration for the 1973 fall semester, the Director must include a statement setting forth the Center's nondiscriminatory policy; this statement should be directed to dispelling any existing belief that white students are not free to participate fully in all Center course offerings and other activities, and should be included in such materials for at least the next three years. The Center should continue its recently adopted policy of carrying out registration at the same time and places, and in the same manner, as do departments in the College of Arts and Sciences. Finally, because the University Announcement for the Center suggests at various points that the Center is intended only for black students (see, for example page five and pages 11 through 18), it must be modified to conform to the nondiscriminatory policy, or withdrawn from circulation. We would appreciate your response to this letter including copies of each of these statements or modifications.

The Ombudsman stated in his October 13 Memorandum, and to the OCR review team on October 24, that he "will intervene to assure that the problem (of dissuasion of white participation in the Center) is not permitted to reoccur" (page 3), in the event that the Carter Committee report does not respond to this circumstance. You should, therefore, provide a statement from the Ombudsman as to whether he believes his further action in this regard to be necessary, and as to the possible scope of such action.

B. Status of Center Courses within the University

Interviews by the review team in April and October with Messrs. Yaffe, Turner, Rivera and William Jones, and with Ms. Jacquelyn Haskins, indicate that some faculty members outside the Center may be discouraging both

white and minority students from enrolling in Center courses, although all undergraduate schools and colleges at Cornell have approved the Center's courses. To the extent that any such discouragement is based upon racial identifiability of the Center's faculty or students, it violates Title VI. The University should emphasize this to the Cornell community, and should attempt to identify and eliminate any such actions.

C. Complaints

Effective University Procedures for resolving questions of possible exclusion or discrimination will of course facilitate compliance with Title VI, and demonstration of compliance to this Office. In regard to the issues discussed in Paragraph A and B above, the University should by June 15 summarize for us any related complaints of exclusion or discrimination which are made to the Ombudsman or the Affirmative Action Officer between our October review and June 1, 1973, as well as their resolution and the procedures used in resolving them. For purposes of this report, you should not include details which might serve to identify individual complainants, or individuals who are the subject of complaints, unless the meaning of the complaint is thereby lost.

D. Curriculum Development

Cornell has received requests to aid in establishing courses focusing on the culture and history of American Indians and of people of Spanish descent in the Western Hemisphere. These requests have come from members of the groups mentioned, which like blacks, continue to bear the effects of traditional exclusion from the mainstream of American higher education. Cornell has facilitated development of similar courses focusing on black people, through the Africana Center.

We have received allegations from students that these requests have been treated by the University in the same manner as are expressions of student interest for most new courses of study. It is alleged that, in contrast to development of the Center, responsibility has been placed upon students to define the scope of curricula, identify potential student interest and available faculty, compensate for financial constraints, and define appropriate placement in the University structure. It is also alleged that the University has failed to respond to specific student requests with commitment of its own resources.

It is not our intent to require that the University offer any particular curricula, or teach any particular courses. The circumstances alleged above, however, if true, would indicate a lack of spirit to comply with Federal Law. We believe Title VI requires that, in responding to the requests summarized above, the University make available services and resources comparable to those provided students in the development of curricula focusing on African and Afro-American concerns. A report on the status of any such requests should be provided this office by June 15, 1973.

III. Faculty

Title VI requires Cornell not to discriminate on the basis of race, color, or national origin in any employment practice which may affect students, or in any employment financed in any part through Federal financial assistance which has the provision of employment as a primary objective. Executive Order 11246 requires that Cornell, as a Federal contractor, not discriminate in any employment on the basis of race, color, national origin, religion, or sex, and that it take affirmative action to assure that all applicants and employees are treated without regard to these characteristics.

Because of the special character of the Africana Center, discussed in Section II-A of this letter, our letter to you of July 9, 1969, requested that you notify us immediately "should it develop that the Center's activities, course offering or facilities are utilized solely" by black students or faculty. Mr. Neal Stamp, University Counsel, agreed to this request by letter dated August 21, 1969, and again in a meeting with representatives of this Office on May 20, 1970. Although all Center faculty are black, the University has not honored this commitment. Our most recent review of Cornell's compliance with Executive Order 11246 disclosed that, outside the Center, "Cornell is deficient in minority group representation in all job classifications except those of a custodial nature." (Letter of findings to Dr. Robert Plane, Provost, from Mr. Thomas A. Barnette of this Office, March 5, 1971; page two). Low minority representation was found at all levels of faculty employment throughout the University.

Contrast between the Center's all-black staff and the overwhelmingly white composition of the remainder of Cornell's faculty encourages the inference that the Center is the aspect of Cornell in which black people are expected to participate, and consequently, the inference that the Center is provided for black people only. Cornell's

obligation to assure that the Center's nondiscriminatory enrollment policy is "known and credible" within the Cornell community, as set forth in Section II-A of this letter, is thus made more difficult. The University must assure that the Center's own employment procedures in fact are non-discriminatory. However, we believe the most effective way for Cornell to preclude adverse inferences about the Center is to increase minority representation among non-Center faculty, as Executive Order 11246 requires where underutilization exists, with the effect that the presence of a number of black faculty members at the Center will no longer seem unusual. We intend to review Cornell's compliance with Executive Order 11246 in the near future.

In light of Cornell's failure to honor its commitment with regard to the racial composition of the Center's faculty, and because that composition may affect student decisions regarding enrollment at the Center, the University's response to this letter should include a report on Center employment of faculty from August 21, 1969, the date of Mr. Stamp's initial commitment, until the present time. This report should include a list of all personnel changes in the Center's faculty during that period; and for each new hire during that period, should describe (A) the manner and criteria of selection, (B) the racial composition of the applicant group, (C) the individual selected and the reason for selection, and (D) the manner in which the opening was created (e.g., through departure of the incumbent, or creation of a new position).

IV. Recruitment, Admission, and Financial Aid

Title VI requires that Cornell's recruitment and admission of students, and its award of student financial aid must be free of discrimination on grounds of race, color, or national origin, although programs which are based on race or national origin may be consistent with Title VI if their purpose is to remedy the effects of past discrimination or exclusion. Programs such as COSEP must, therefore, provide nondiscriminatorily for all those minority groups which continue to bear the effects of exclusion from and discrimination in higher education, and which reside in the area from which the University accepts or recruits students: blacks, American Indians, and Spanish-surnamed Americans (including, among others persons of Mexican-American or Puerto Rican descent). Additionally, if a policy or practice effectively sets minority individuals apart or classifies or treats them differently from other individuals, the University must demonstrate that this result is necessary to the success of a remedial program, and that program has the resources necessary to accomplish its purposes.

Title VI also requires Cornell to assure that no minority individual is excluded or exposed to discrimination, however inadvertently, by the administration of COSEP or any other affirmative policy, and that COSEP gives no cause for minority individuals to be viewed as a group separate and distinct from the remainder of the University. Thus, it may not cause a minority individual to be treated in a particular manner for reasons inapplicable to him, to be viewed by others as possessing particular characteristics because of his race or national origin, or to be stigmatized in any way. Finally, because COSEP applies to minority individuals simply on account of their race or national origin, the University must assure that all minority individuals are fully and accurately informed of this separate treatment before it occurs, so that they may take full account of it in making their own individual decisions.

A. Statement of Equal Education Opportunity Policy

In our letter to you of July 9, 1969, we recommended that the University's equal education opportunity policy be communicated to and beyond the Cornell community through inclusion in the University's various Announcements. Although Mr. Stamp agreed to this by letter of October 20, 1969, no such statement appears in the 1972-73 Announcements of the College of Engineering or School of Hotel Administration, or in the "Guide for 1973 Candidates." The University is required to provide for such statements in the 1973-74 Announcements of these and all other Cornell schools or colleges, and in the 1974 "Guide."

B. COSEP

The Office for Civil Rights has reviewed the activities of COSEP following student complaints that COSEP treats members of non-black minority groups discriminatorily in regard to recruitment, admission, and the award of financial aid. Our findings also address Cornell's compliance with requirements of Title VI set forth in our 1969 correspondence with you and Mr. Stamp, concerning specific aspects of Cornell's policies toward minority students, as well as other issues which have arisen during the course of our 1972 reviews. Cornell's recruitment policies, including the role of COSEP in

recruiting students, are discussed separately in Section IV C of this letter.

1. Findings

A. Our original understanding of COSEP, as expressed in Mr. Stamp's letter to us of August 21, 1969, is as the "University-wide committee" in which "Cornell's efforts to bring in more culturally and economically disadvantaged students from minority groups have been centered." However, the Ombudsman's report on COSEP states ("Cornell Chronicle," February 17, 1972 page 21), and our interviews confirm, that the scope of COSEP's activities with regard to minority students is not limited in this matter. In each college, a representative of COSEP votes or makes a recommendation upon the application for admission of each individual whom Cornell identifies as a minority candidate, although there is no such COSEP participation regarding candidates not so identified. All financial aid to "identified minority students," as the University refers to them, is awarded from funds allocated to COSEP by the University, and administered by COSEP in conjunction with the various undergraduate schools and colleges and with the University Financial Aids Office. Aid for those not identified as minority students is administered by the Financial Aids Office alone. These processes have been successful in beginning to bring black students to Cornell in significant numbers, but much less so with regard to American Indians and Spanish-surnamed Americans.

The separate treatment based on race or national origin just described will be compatible with Title VI only so long as it remains necessary to overcome the absence of the above-named minorities, and is administered nondiscriminatorily with respect to all of them. Financial aid allocated to COSEP must be adequate to accomplish this task more effectively than could the award of aid to all students through a single process.

B. Admission Without Financial Aid

Although Cornell attempts to provide financial aid adequate to the needs of each student, our interview with Vice Provost Risley indicates that up to 300 needy candidates not "identified as minority individuals" are admitted each year but denied any financial aid, and up to one-half of them do matriculate under this "admit/deny" option. A needy "identified minority" applicant, however, who a college or school wishes to admit but whose needs cannot be met through the financial-aid budget allocated to COSEP, will be rejected, rather than given the opportunity to attend if he or she can develop additional adequate resources. This procedure constitutes a violation of Title VI. Every applicant for admission or financial aid receives individual consideration and an individual decision in both regards, and his or her ability to matriculate successfully with Cornell assistance can thus be evaluated individually. Minority applicants as a group, therefore, must be afforded the "admit/deny" option on the same basis as are non-minority students.

C. Admissions Decisions and Public Knowledge about COSEP

Participation by COSEP in admissions decisions for "identified minority" applicants can aid in determining whether the usual standards of admission accurately measure their ability to matriculate successfully at Cornell. But the University must avoid the implication that because all "identified minority" applicants are reviewed and passed upon by COSEP, those who are admitted are likely to be "educationally disadvantaged."

We first raised our concern in this regard in our letter to you of September 16, 1969. As stated above, COSEP was then portrayed to us as focusing upon "culturally and economically disadvantaged" minority students, and our letter indicated that "(b)ased on Mr. (Neal) Stamp's letter (to Mr. Valentine of August 21, 1969) and information made available to us during the compliance review (conducted in 1969), it is our impression that many elements of the University community consider all Negroes to be participants in the COSEP program and, therefore, to be culturally and economically disadvantaged. Including all Negro students at Cornell in COSEP has the effect of classifying all Negro students as lacking skills or training which many, in fact, possess, and by doing so conveys an incorrect image of Negroes. Therefore, we recommend that the University make it clear to the Cornell community by all possible means that all Negro students are not participating in COSEP."

Although Mr. Stamp agreed to this request by letter of October 20, 1969, it was not to our knowledge carried out. Students, Ombudsman Yaffe, and Prof. Turner indicated to our review team that COSEP continues to be equated with "disadvantage", and that because COSEP participates in all minority admissions decisions, both minority and non-minority individuals continue to stigmatize minority students as "disadvantaged."

It is incorrect to state at this time that COSEP exists only for the disadvantaged minority student. In fact, statements about COSEP and other aspects of Cornell's admission and aid of minority students do not clearly or consistently indicate what such University policies are.

The COSEP Handbook states that every minority student "is a member of two communities at Cornell, the COSEP community and the University community, and he is expected to adhere to the policies and live up to the expectations of both" (p. 2).

References to COSEP in Announcements of particular schools and colleges vary greatly, and those of the School of Industrial and Labor Relations and the College of Agriculture and Life Sciences omit any mention of it. In contrast to the COSEP Handbook, the current "General Information" Announcement states that COSEP exists for "minorities who might not otherwise attend Cornell" (page 33), an implication reinforced by your own "Statement on Minority Education" (1971). The Statement sets forth a University "goal of having minority groups represented in all educational areas at Cornell at levels comparable to the general population," but then defines that population to "encompass all sectors of the educationally disadvantaged" minority population therein" (emphasis added).

What we believe to be most accurate language is in the "Guide for 1973 Candidates": "COSEP assists minority students, particularly from minority groups which have historically been underrepresented in higher education" (p. 12). Together with the application forms now in use, however, the "Guide" implies that a minority applicant has discretion in choosing whether to identify himself as such, and therefore, whether to seek aid under COSEP. Our interviews with Messrs. Jones, Storandt, and Bisselle indicate instead that this new language will serve primarily to facilitate identification of minority applicants, as Mr. Rivera suggested to Mr. Burton Taylor of this Office in his letter of May 5, 1972, and that a representative of COSEP will continue to participate in the admissions decision for each identified minority applicant.

The University's failure to portray accurately and consistently which student admission and financial aid applications COSEP considers, and in what manner, constitutes a violation of Title VI. It continues to encourage those stigmatizing inferences described earlier, which Mr. Stamp committed Cornell to eliminate. Because most of the students enrolled in courses at the Africana Center are black, the University's failure in this regard may have contributed to the apparent lack of acceptance by some elements of the Cornell community. In addition, the University has not fulfilled its obligation to inform those whose race or national origin occasions them to separate treatment by COSEP, of what that treatment is and how it occurs.

Given the extent and duration of these problems, continued participation by COSEP in admissions decisions for all identified minority applicants will contribute significantly to the belief by students and faculty — both minority and non-minority — that minority students are educationally disadvantaged. The role of COSEP in this regard therefore, must be changed; Cornell must take all steps within its power to eliminate such beliefs, including clear and credible articulation of COSEP's role to applicants, students, and all other members of the Cornell community.

2. Actions Required

The University's intention and willingness to remedy the effects of any past discrimination are certainly compatible with Title VI. Any program to do so, however, may provide for separate treatment of all identifiable minority students, as does COSEP, only insofar as the University demonstrates that such treatment is necessary to its success. In light of the findings set forth in the preceding section, Cornell must take the following actions in order for COSEP's role in the admission of minority undergraduates, and the award of financial aid to them, to comply with Title VI.

The University's commitments and specific responses should be contained in your reply to this letter:

- a. Admission to needy minority applicants to whom financial aid is not awarded, and henceforth to offer this "admit/deny" option to minority applicants on the same basis as it is offered to non-minority applicants.
- b. Agree to restrict COSEP participation in admissions to those minority applicants whose educational disadvantage is such that they would not be admitted under the usual admission standards, or whose ability to matriculate successfully would not be measured accurately by such standards, and to define the criteria by which such students will be identified.
- c. Issue a clear, public statement, incorporating the policies developed under Paragraphs (a) and (b), and

making clear that all financial aid for identified minority students is awarded from an allocation of funds to COSEP. In view of your own past statements relating to minority admissions and financial aid, we believe the statement should come from the President. It should be sent to every school to which Cornell has distributed any announcement or any undergraduate admissions forms, and to all alumni currently engaged in recruiting or interviewing on behalf of Cornell. It should explain that its purpose is to make clear to the Cornell community, as well as to counselors and recruiters, the role of COSEP in providing assistance on an individual basis to those minority individuals who require it. Finally, it should state the University's policy with regard to the qualifications and potential for success at Cornell of minority applicants who are admitted after COSEP participation in their admissions decisions. A copy of this statement should be submitted to this Office and should be included in all future University announcements, including the "Guide for Candidates," and in COSEP handbooks.

d. Revise University and COSEP publications and procedures to assure widespread, credible knowledge that COSEP treats all minorities nondiscriminatorily, that participation in COSEP activities is purely voluntary and equally open to all minority students, and that minority and nonminority students are subject to the same academic performance and conduct.

C. Consideration and Recruitment of Minority Students

Title VI requires that students of all races and national origins be considered and recruited without discrimination and, as indicated in our letter of July 9, 1969, that comparable efforts be made to recruit students regardless of race or national origin. The purposes of Title VI can be furthered by voluntary specific efforts to recruit minorities which continue to be excluded from higher education — blacks, American Indians, and Spanish-speaking Americans, including those of both Mexican and Puerto Rican descent. In making such efforts, however, a University must comparably recruit members of each such minority residing in significant numbers in the areas from which it recruits and accepts freshmen or transfer students. If a university chooses to establish recruitment or admission goals as part of an effort, the presence of such minorities in those areas must be considered in formulating the goals.

1. Findings

Although recruiters from the University Admission Office and from all the undergraduate schools and colleges interview minority candidates, and in some cases seek them out specifically, the University's attempt to recruit minority students as such are carried out by the staff of COSEP. Interviews of our review team with students and with various University officials, including the Director of COSEP, indicates that COSEP's planning and activities for recruitment of non-black minorities are not comparable to those for blacks, even in light of different population proportions for these groups. Thus COSEP's recruitment schedule provides for contacting potential black applicants in disproportionately greater numbers than non-black applicants, and no provision has been made for selection of staff or extensive use of students who are particularly sensitive to the needs and backgrounds of non-black minorities, despite opportunities to do so. Title VI requires Cornell to devote such time, personnel, financial resources, and initiative, in contacting and encouraging non-black minorities, as promise to be effective when compared with efforts directed at blacks.

As stated above, the goal of proportionate minority representation in your "Statement on Minority Education" uses as a reference population "that of the State of New York, and encompass(es) all sectors of the educationally disadvantaged minority population therein." The 1973 "Guide" indicates that "New York State residents have some degree of preference" for COSEP assistance, and identifies as minority groups eligible for COSEP assistance students who are "Blacks, Native American, Puerto Ricans, etc." (p. 12)

Our interviews with Vice-Provost Risley and Messrs. Jones, Storandt, and Bisselle indicate that New York's population is used as a reference because certain of the undergraduate colleges are statutory units, in which State authorities require that between 80 and 85 per cent of the students be from New York, and because of Cornell's partial dependence upon funds from New York State's Higher Education Opportunity Program (HEOP) to fund COSEP. The 1972-73 Recruitment schedule, however, allocated 64 of 89 man-days outside New York State, and the COSEP schedule, 23 of 34. Roughly one-half of acceptances and matriculants from the freshman classes of 1974 and 1975 were not New York State residents; the out-of State proportion of COSEP students in each class, those "identified as minorities," was reflective of

the overall proportion. Further, in the academic year 1971-72 State HEOP money constituted less than one-fourth of Cornell scholarship funds allocated to COSEP, and less than one-seventh of total aid funds so allocated (approximately \$270,000 out of \$1.19 million and \$1.65 million, respectively). Cornell thus conducts itself, in the words of the "General Announcement", as a "national and international" University valuing geographical representation in its student body (page 32); and therefore Title VI requires that Cornell use the national and New York State proportions of blacks, American Indians, and Spanish-speaking people of both Puerto Rican and Mexican descent as the basis for Cornell's recruitment efforts, and for such admissions goals as the University may choose to use.

2. Actions Required

In order for Cornell to comply with Title VI with regard to the issues discussed in this section, the following actions must be taken:

- a. The national population must be used by Cornell as its reference for recruitment, and for goals if it chooses to continue their use, and its policies must consider the national groups of blacks, American Indians, Puerto Ricans, and Mexican Americans without regard to what portions of such groups may be "disadvantaged." The New York State populations of these groups may be used in recruiting for the statutory colleges to the extent that Cornell's recruitment efforts for these colleges occur within New York, and for goals established for these colleges to the extent that State Law or policy requires a certain proportion of matriculants to be New York residents.
- b. If the University continues to use representational goals, the goal set forth in your "Statement on Minority Education," and quoted earlier in this letter, must be amended to conform with the requirements of paragraph (a).
- c. Any Cornell undergraduate recruiting efforts, generally or for particular schools or colleges, must provide comparable opportunities for identifying, considering, and encouraging applicants of each of the groups identified in paragraph (a). To carry out this requirement, specific procedures must be established concerning, at least, selection of schools and geographical areas in which recruitment occurs, and use of non-black minority staff, students, and alumni where advantageous.
- d. A statement must be issued to the Cornell community, indicating the changes in University goals and recruitment practices made pursuant to paragraphs (a) - (c). In light of your past statements regarding these matters, we believe this statement should come from the President. Your response to this letter should include a copy of the statement, and tentative procedures for recruitment of non-black minority applicants during the coming academic year.
- e. University Announcements and other publications for the academic year 1973-74 should be changed appropriately (For example, the "Guide for Candidates" should no longer omit Mexican Americans from the enumeration of those groups eligible for COSEP assistance).

Because in the past there have been breakdowns in communication between this office and the University, and because this letter of findings addresses a wide range of issues, we request that you reply personally to this letter, within 30 days. We will subsequently report to the various complainants whose complaints we have considered, and the University's position will constitute a part of that report.

If there are any questions regarding the matters covered herein, please do not hesitate to contact this office.

Sincerely yours,
William R. Valentine
Regional Director
Office for Civil Rights



Text of May 23 Letter From Cornell

May 23, 1973

Mr. Alfredo Mathew, Jr.
Regional Director
Office for Civil Rights
Department of Health, Education, and Welfare
26 Federal Plaza
New York, New York 10007

Dear Mr. Mathew:

This letter is in response to Mr. Valentine's letter of April 3, 1973 which sets forth the report of the Office of Civil Rights' review of Cornell University's compliance with Title VI of the Civil Rights Act of 1964. It is my understanding that the review was limited in scope, and therefore I am prepared to respond to those specific aspects of the University's operations that were discussed in the report of April 3.

Many of the recommendations of action for compliance with Title VI made by Mr. Valentine and the site visitors from the Office of Civil Rights have been well received by the University and have already been adopted as matters of policy or are currently being implemented. Some of the findings and recommendations set forth in the report letter appear to be based on either an incomplete evaluation of a program, or in some cases a misunderstanding of the University's current operating policies and procedures. I shall attempt to set forth for your consideration the manner in which these specific programs are administered and request that you review your recommendations in light of these facts. Finally, a few of the recommendations relate to matters of internal educational policy, which in my best judgment and on my best advice are in compliance with or outside the scope of Title VI. In these cases, I welcome the opportunity to have my staff discuss further the matter of compliance with Title VI with the Office for Civil Rights.

As you know, Cornell University has long pursued a policy of equality of opportunity. It is one of the principles upon which the University was founded. However, during the past decade and even pre-dating the Civil Rights Act of 1964, Cornell initiated and has continued its effort to increase enrollment of minority students who have been historically underrepresented in higher education. For example, through these minority efforts we have been able to increase the minority population from a handful to some 800 students— with current annual expenditures related to these efforts exceeding \$3,000,000. Over two-thirds of this amount comes from the University's own unrestricted University funds.

The continuing development of many of the programs reviewed during the compliance review have helped us increase minority representation in all educational areas at Cornell. This developing and evolutionary process has been subject to frequent modifications associated with the changing needs of the new student population. As a result, Mr. Valentine may not have been presented with a sufficiently full explanation of our special opportunity program which sufficiently articulated these changing needs. I hope that my discussion of these programs below will help clarify any confusion or questions your office has concerning our special opportunity programs and their compliance with Title VI. I will respond to the report on an item by item basis in the order that the items are presented in the report.

I. Student Housing

A. Ujamaa

I was pleased to have confirmed by your office that Ujamaa's general purpose of studying problems of underdeveloped communities is compatible with Title VI. As you know, we are quite pleased with the continuing support of the participants in this special-interest unit, which is the fifth such student-run cocurricular program initiated at Cornell since 1970. As with all the special-interest units, Ujamaa is administered by the Department of the Student Housing of the Office of the Dean of Students. Establishment and operation of all special-interest units fall within the parameters set forth in the Guidelines for the Establishment and Operation of Residential Special Projects issued by the Department of Student Housing.

At page 2 of the report, your office requested that specific steps be taken by those responsible for the administration of Ujamaa to assure that its non-discriminatory policy is made clear to the Cornell

Community, and to assure that white students are not deterred from participation in Ujamaa. All University residence halls, including the special-interest units, are subject to standard University residential policies and are available to students on a non-discriminatory basis. All available housing, including the special-interest and small-living units, is listed in the Housing Information for Single Students guide and is subject to the same procedures as set forth in the Room Selection Procedures guide. All applicants must complete a Residence Application. When a preference for a special-interest or small-living unit is indicated, an application for that unit is sent by the Office of Student Housing (or the unit) to the applicant. In addition, application forms for these units are all available at the Dean of Students' office, and various other locations. Each contains the following statement (or slight modification): "This unit is subject to standard University residential policies. Additionally, it does not discriminate with respect to race, color, creed, or place of birth in selection of its members, in its operation, or in any other procedure."

Selection and membership of students for the special-interest units is based on interest in the unit's goal and is accomplished without regard to race, color or national origin. Materials and applications are distributed to all applicants who indicate a preference to apply. No special solicitations from any unit will be made to any future class, as occurred with the Class of 1976. No general advertising solicitations, other than the guides, are contemplated for any University housing, other than to publicize the room selection procedures. However, in an effort to disseminate further the standard University residential policy, I have instructed the Office of the Dean of Students to include the above statement in the Residence Application and in the Guide for 1974-75, as well as retaining it on the unit applications.

Reports Required

Membership applications for all special-interest and small-living units are solicited on an annual basis, rather than by semester. For the Fall of 1972 and the Fall of 1973, Ujamaa has accepted all those who applied. The act of submitting an application was considered evidence of the requisite interest and commitment. However, when selective admissions becomes necessary, the unit's selection committee will base selection on a further evaluation of interest and commitment in the unit's general purpose and activities.

None of the application forms for University Housing request information on race, color and/or national origin, since race is not a criterion for selection. I can see no justification for requiring this information; in fact, it has been suggested to me that such a requirement may in and of itself be a violation of Title VI. In order to obtain this information, it would be necessary to conduct a survey of all special-project units, requesting each individual to identify his race and national origin.

Current University housing policies permit selection committees of special-project units to be chosen by the units. The Ujamaa selection committee is composed of eight to ten students who volunteer to assume that particular responsibility. As stated above, however, all applicants to Ujamaa in 1972 and 1973 were accepted. The major task of the selection committee was the assignment of rooms and the preparation of a list of assignments for the Housing Office.

As you requested, a copy of the letter used to recruit students for Ujamaa from the Class of 1976 is annexed hereto. With respect to the response required by the Regents, it should be noted that the May 1972 Regents' Statement has been implemented by Guidelines dated March 1, 1973, a copy of which is enclosed for your perusal. These Guidelines require a response to Section 1 by June 1, 1973, which is now in preparation. I will forward a copy to you, upon completion.

B. Room Assignments for COSEP Enrollees

The report indicates that our practice of assigning "freshmen (and perhaps upperclassmen) identified by the University as members of minority groups are assigned by the Dean of Housing only roommates who are also identified as minority students" constitutes a violation of Title VI.

Identification of minority students in the past has been made by the University prior to admission. The practice has been discontinued for the Class entering in 1973. In its place we have instituted a system which enables applicants to indicate whether they wish to be considered for admission, support and study under our program designed to increase minority participation at Cornell. The procedures and policies concerning this identification process will be discussed more fully in Section IV of this response dealing with recruitment, admission and financial aid. Suffice it to say for now that students are no longer identified by the University as

members of minority groups. Their identification and participation in any such programs is now purely voluntary.

I should add that the above-mentioned assignment practice was limited to entering first-semester freshmen, and not upperclassmen. We believe that there is an important rationale for assigning entering minority students to rooms with one another at the present stage of program development. We have some evidence that social and academic adjustment to the Cornell community is easier and that racial tensions within residence halls are thereby reduced. Students voluntarily participating in the special opportunity programs, and for that matter all students residing in University housing have, and will continue to have, the option of making changes in their room assignment under the procedures established by the Office of Student Housing.

As the housing assignment process is essentially complete at this time, changes in room assignment practices cannot be implemented for the Fall of 1973. However, should you think that further changes in our procedures may be appropriate, I welcome the opportunity to discuss alternatives with you for implementation for the Fall of 1974. My staff has had an opportunity to discuss this policy briefly with students and faculty members, including members of minority groups, and there is wide acceptance of our current practices. However, all groups indicated a willingness to discuss alternatives in the Fall.

The review team may not have been aware of the fact that assignment of minority students in blocs is avoided. Minority corridors or wings are not established. The assigned rooms in a particular hall are purposely scattered to prevent grouping. Similarly, when a minority student is assigned a single room, effort is also made to avoid isolating the student, but at the same time an effort is made to avoid the clustering of minority students into blocs.

C. Other Housing Concerned with Minority Groups

Requests for special housing arrangements have been presented by the Native Americans.

In 1972-73, five single rooms on a corridor in Dickson Hall were set aside for Native Americans. The remainder of the corridor was occupied by freshmen students assigned according to the usual procedures. Actually, only three of the spaces held for Native Americans were occupied by members of that group.

For 1973-74, a similar request has been made by the same group except that a preference was expressed for a suite arrangement on North Campus. The only spaces available at the time the request was filed were two doubles in adjoining suites. These have been set aside for eight Native American students. The two remaining spaces in each suite will be occupied by students assigned under the usual procedures. The eight spaces will be assigned to Native Americans, only if they express a preference for this arrangement. Honoring this request makes considerable sense in view of the fact that retention of the small number of Native Americans to date has been low and is most often attributable to personal adjustment problems in the campus community.

A group of Puerto Rican students has been living in a North Campus suite for this current year and plans to continue the same arrangement for 1973-74. However, no special allocations were made. The space was obtained by the students through the regular group request procedures which apply to all students regardless of race, color, or national origin. Their location in a North Campus suite under these circumstances is no more noteworthy than many small groups of white or black students in the same area.

II. Curriculum

A. Africana Studies and Research Center

In discussing the Africana Studies and Research Center, the report emphasizes certain allegations made against the Center relating to access to courses in the Center. I note that the review team did not find that any student has actually been refused such admission. Nonetheless, the report states, at page 5, that we are to "take all steps necessary to implement a nondiscriminatory enrollment policy, to assure that it is known and credible within the Cornell community, and, insofar as the Center has the power to do so, eliminate impressions that white students are not welcome in courses at the Center."

I have been advised by James Turner, Director of the Center, that there is participation by white students in upper level, non-language courses. This appears to contradict some of the factual material upon which the above recommendation is based. In view of this, I think it is inappropriate at this time to request the Center to make further statements to the community of its availability to all students, regardless of race, color or national origin.

The Center, as an integral part of the University, is subject to the overall policy of Cornell of actively supporting equal opportunity for all.

I believe that the following facts go a long way to eliminate the need for any new statement on behalf of the Center at this time. The practice of carrying out registration at the same time, place and manner as other departments in the College of Arts and Sciences is being continued. The description of the program appearing in both the Graduate School and Arts College catalogs can in no way be interpreted to mean that any student is not welcome in courses at the Center. Further, the Arts College waiver of distribution requirements for students taking courses in the Center would tend to encourage, not discourage, students to enroll in courses at the Center. Finally, Mr. Turner states that faculty in the Center have virtually eliminated the practice of counseling non-black students on the match of a course to a student's interests and goals, simply because the practice can and has been subject to misinterpretation.

The report also bears heavily on the origin and description of the Center in what the report refers to as the University Announcement for the Center. This pamphlet, prepared by the Center over two years ago, has never been intended as a statement of exclusionary sentiment. The pamphlet is largely historical in nature, not what is commonly referred to as a catalog, and is in part intended as information for scholars in the Black Studies field and to other similar programs.

In addition to the above, the report of the Carter Committee, reviewing the progress of the Center from its inception in July 1969, was presented to the Executive Committee of the Board of Trustees on February 21, 1973. The Executive Committee voted to maintain the program as a separate center through 1975-76, and "to instruct the Administration to assist the Center in implementing the Carter Committee's administrative recommendations to enhance the Center's effectiveness." In carrying out this responsibility, my administration has been encouraged by the increased participation of non-Black students in the Center's activities. We do not believe that it is appropriate or necessary to reiterate, at this time, a position which has been amply and on many occasions disseminated to the Cornell Community.

The Ombudsman has stated that if the problem of dissuasion of white participation in the Center reoccurs, his office "would conduct an initial investigation to determine whether a prima facie case of discrimination existed, and if one is found to exist we would recommend to the Provost's Office that an ad hoc arbitration panel be established to fairly dispose of the alleged discrimination practice."

B. Status of Center Courses within the University

I am not aware of any faculty members outside the Center who are discouraging any student from enrolling in Center courses because of racial identifiability of the Center's faculty or students. I do not think that your review team found this to exist. However, I must express my faculty's considered opinion that advice and counsel as to the educational value of any particular course as it bears on an advisee's educational experience at Cornell, must remain inviolate.

C. Complaints

The Ombudsman and Affirmative Action Officer report that no complaints of exclusion or discrimination relating to the Africana Studies and Research Center have been made to their offices since your office's October 1972 review.

D. Curriculum Development

In your discussion, your office suggests that the University has not been responsive to requests for ethnic studies programs. Groups such as Native American, Asian American, and Hispanic American students have expressed a desire for various types of programs and have talked with a variety of University officers concerning them. However, the specific content and purposes of such programs require further definition before the appropriate faculty and administrative groups can exercise discretion on these requests.

I am doubtful whether Title VI can be interpreted in such a way as to allow the Federal Government to specify the kinds of academic programs which a university must offer. Within this University, as in most, curricular decisions rest with the appropriate faculty groups in the departments and colleges. Decisions on curriculum are based upon a variety of considerations, including not only student demand, but availability of faculty to provide course offerings at the requisite level of academic quality, and the costs which would be incurred by the development of new coursework and curricula.

We believe that it is important that these university prerogatives be maintained, and will give consideration

to proposals for various ethnic studies programs within the general context of University curriculum development processes.

III. Faculty

In discussing the establishment of the Africana Studies and Research Center in July of 1969, Mr. Valentine requested that: "should it develop that the Center's activities, course offerings or facilities are *utilized solely by Negro students and/or faculty*, we request that you inform us of this situation as soon as this becomes apparent." *emphasis added.* (Letter of July 9, 1969, page 3). Mr. Stamp, in his response on my behalf dated August 21, 1969 at page 5, agreed to advise your office "as requested in your letter."

The following facts demonstrate that the Center's activities are not utilized solely by Blacks, and thus, I am at a loss to understand the allegation that there has been a failure to honor commitments that Cornell has made to your office with respect to use of the Center's facilities.

1. No official body of the University has determined that any student has actually been denied admission to any courses at the Center, or the use of its facilities;

2. There is a continuing increase in participation in courses and facilities at the Center by non-Black students;

3. No complaints relating to alleged exclusion from Center courses have been filed with the Ombudsman's Office since October, 1972.

4. The continuing and increased use of the Center's library and attendance at special lectures sponsored by the Center by non-Black members of the Cornell community;

5. The participation of non-Black speakers for special lectures sponsored by the Center; and

6. Attendance at Center sponsored events both at the Center and at other campus locations by the general University population.

I have been advised that the matter of Cornell's compliance with Executive Order 11246 relates to Title VII and is outside the scope of a Title VI compliance review. However, since you have requested that my response contain a report relating to all personnel changes in the Center's faculty from August 21, 1969, annexed hereto is a report containing the information you requested at page 8 of the report.

IV. Recruitment, Admissions, and Financial Aid

Our consistent objective in special opportunity efforts has been to increase the representation of minority students who have been underrepresented in higher education, and to overcome the effects of past societies' discrimination. The dynamics of the program, particularly in its formative years, have required by their nature changes in emphasis and flexibility. As these programs have grown and developed and as the academic community has come to better understand the needs of minority students, policies and procedures, at Cornell and elsewhere, have necessarily changed.

As indicated above, minority students who wish to seek admission to, and study at, Cornell may apply and be considered for admission and financial aid through the usual University procedures. In addition, they may seek the assistance of the special opportunity program as described below.

It is my belief that, by affording minority students the option to select the special opportunity program, a policy established last year in consultation with your office and discussed with your site visitation representatives, we have provided a solution for most of the questions raised in this area of the report.

A. Statement of Equal Educational Policy

On October 16, 1969, the Executive Committee of the University Board of Trustees adopted the following policy statement relating to equal educational opportunity to be set forth in University publications.

"It is the policy of Cornell University actively to support equality of educational opportunity. No student shall be denied admission to the University or be discriminated against otherwise because of race, color, creed, religion or national origin."

Omission of the statement in any of our publications has been inadvertent, however, the spirit of the policy has been followed nonetheless. The necessary steps have been initiated to assure inclusion in University announcements and in the future guide for candidates.

B. COSEP

Throughout the ten-year history of our special opportunity program, the primary focus has been and remains that of increasing for the minority student accessibility to higher education in all areas of Cornell University. Based on our own experience as well as that elsewhere, if we are to accomplish this goal, increased access is not enough for most minority students at highly competitive institutions. If those who elect to study at

Cornell are to complete their education successfully, many will require a variety of support services: financial, educational, social, and personal, often in combination one with the other.

In its present form the special opportunity program, which is open to those minority students who desire to take advantage of its services, includes the following three components: (1) to recruit and secure admission for minority students in concert with the several colleges; (2) to make available sufficient financial resources to make attendance at Cornell possible; and (3) to provide support and/or developmental services, academic and personal, to increase the chances of these students successfully completing an education at Cornell. A prospective applicant, in deciding whether to seek admission and assistance through the special opportunity program, will be aware in the future that it affords an opportunity to further his regular education with supplemental services.

It is my understanding that the goals and components of the present program are entirely consistent with and within the parameters of Title VI, especially since the emphasis is to remedy the effects of past discriminations. No applicant to Cornell or participant in the program is excluded from, denied participation in, or discriminated against on the grounds of race, color, or national origin.

Actions Required

a. Admission without Financial Aid

Implementation of our new system, whereby the applicant indicates a preference to participate, has made it possible for minority students to be in the financial aid "admit-deny" category. Henceforth, minority students who do not elect to be assisted by the program, will be subject to the possibility of admit-deny as in the case of the general applicant pool. We do maintain, however, that for those who will voluntarily request to be assisted by the special opportunity program, the resources of which are committed to remedy past discrimination, it would be misleading if not *immoral* to accept a student and then deny him aid necessary to meet his cost of education.

Admissions Decisions and Public Knowledge

b. By affording minority students the option to select the special opportunity program I believe that any confusion concerning the status of minority students, in terms of educational disadvantage, should be dispelled. It should be understood, however, that the minority student's educational position in a university such as Cornell is complex and that the problems he encounters in successfully completing his education may relate to a host of interacting cultural, educational, economic, and behavioral factors. Our current approach to minority students leaves to the student the decision of whether these factors are sufficiently important to him to require involvement in the program. Upon the basis of past evidence, some students whose academic records reflect average or above average performance may feel they need participation in the special opportunity program. We believe that this option should be left open to such a student.

c. As your letter points out, we have a distinct need to set forth more clearly in descriptions of the special opportunity program both what it offers and what is expected of the student who elects to enter Cornell through this route. Additional material to accomplish this end is being developed and we would be pleased, if you wish, to discuss its content with you when the next "Guide for Candidates" has been drafted.

I anticipate that more adequate published descriptions of the approach will eliminate much of the stigma which is of concern to both your office and the University. We shall endeavor to make clear to the entire campus community the purposes and nature of the special opportunity program. We cannot guarantee that all members of the community will understand what is described.

d. We recognize that our program may currently have some short-comings in the area of recruitment of non-Black minorities. However, we have initiated some steps to assure an increased success in this direction. As indicated often during the history of our special opportunity program, a strong factor in the commencement of these efforts in 1963 was to respond to the nation's severe racial problems. This fall's entering class will make the tenth year of such efforts and although non-Black minorities have also been included, we are attempting to upgrade these efforts. Accordingly, we have articulated this need to the Deans and their admissions staffs in the Colleges and have initiated action to add a staff member to aid us in the recruitment and other concerns related to increasing the Hispanic student population under our special opportunity program. I note that your findings advocate a shift in this

policy; we believe, however, that there is a very real and pressing rationale for our focus to continue to be on New York State.

C. Consideration and Recruitment of Minority Students

The main thrust of this section of the report advocates a shift in our policy, which now uses the population of New York State, to a national population. There are several reasons why Cornell cannot accept such a policy change.

The emphasis of where a university's special projects should be centered is a purely internal educational policy matter and wholly outside the scope of a compliance review pursuant to Title VI. Of course, I would welcome discussions with you concerning your recommendations in this area and my rationale for the Cornell policy statement. Reasons for adhering to our policy include the fact that Cornell is the land-grant institution for the State of New York, encompasses four statutory colleges, and, hence has unique obligations to the State. I emphasize that this concept of target population merely relates to New York State as Cornell's *primary* area of focus and concentration of efforts. It does not exclude any person from outside the primary area from participation in or otherwise discriminate against him under any program or activity at Cornell.

In addition, the mere fact that Cornell may recruit and enroll applicants from a wide geographical area does not in and of itself dictate a shift in target population. Statistics on geographic distribution of entering freshmen establish that the entering minority population represents a profile almost identical to that of the entering nonminority population. This appears to dispel any allegation that the geographic emphasis of the special opportunity programs tends to discriminate against minorities within those areas from which the University population originates.

My staff and I have made every effort to transmit my personal response to you as quickly as possible before the June 1 deadline. We have done so in an effort to expedite arrangements to initiate discussion between your office and members of my staff. As the April 3 letter indicates, the report addresses itself to a wide range of issues. My response raises several questions which require an in-depth exploration of views on behalf of both the Office of Civil Rights and the University.

I have instructed the Assistant to the Provost who works with the special opportunity program to contact your office in order to inform you of the dispatch of this letter and to make arrangements for a conference to discuss the contents of your letter and this response. I assume that public release of the findings and my response will await the outcome of these discussions.

Very truly yours,
Dale R. Corson
President

Enclosures (3)

Text of Aug. 16 Letter From HEW

August 16, 1973

Dr. Robert Plane
Acting President
Cornell University
Day Hall
Ithaca, New York 14850

Dear Dr. Plane:

This letter will confirm our discussions in New York City on June 22, 1973. You were accompanied at that meeting by William Jones, Michael Wolfson of the Office of University Counsel, and Prof. Lisle Carter; I was accompanied by Susan Blumenson of this Office, Regional Attorney Barge Varmer, and Jeffrey Orleans of the Office of General Counsel in Washington.

INTRODUCTION

By letter of April 3, 1973, I informed President Dale R. Corson of certain findings as to Cornell University's compliance with Title VI of the Civil Rights Act of 1964, stated what actions were required of the University, and identified reports and other materials the University was required to submit to us. President Corson subsequently responded by letter of May 23, 1973, and provided certain of the materials requested.

President Corson's letter of response contained commitments which satisfactorily resolve certain issues raised in my letter; these should be implemented as

proposed. It appears, however, that some of our findings and discussion were not fully understood, other points were disputed, and as to some points the response was silent. Cornell also believed we had not fully understood certain issues considered in our review. I therefore called the June 22 meeting for the following purposes:

1. Cornell would furnish such additional information, in the form of documentation or otherwise, as it deemed necessary to a proper evaluation of its compliance.

2. We would clarify the specific application of Title VI to various University practices as to which Cornell's response raised questions.

3. We would confirm those responses by Cornell which represent satisfactory commitments regarding issues raised in our letter.

4. We would attempt mutually to define possible solutions, or frameworks for resolution, of those problems remaining.

It was agreed at the outset that following the meeting, I would communicate to you in writing: (1) our acceptance of certain proposals or positions; (2) what we understand to be commitments by Cornell to resolve other issues, whether made in Dr. Corson's letter, at the meeting, or in other communications with us; and (3) further definition of those issues on which disagreement remains, indicating to what points Cornell should respond in attempting to resolve them. It was further agreed that the President or Acting President, as appropriate, would respond to this letter within 30 days of its receipt, specifically concurring in or disagreeing with commitments we believe have been made, and replying specifically and in detail with regard to each unresolved issue. If you believe any discussion herein to be incorrect, you should seek clarification from us as soon as possible after receipt of this letter.

I am enclosing for your information amendments to the Department's Title VI Regulation, contained in 45 CFR, which appear at 38 *Fed. Reg.* 17978-17984 (July 5, 1973); your attention is called to new Section 80.3 (b) (6):

"(6) (i) In administering a program regarding which the recipient has previously discriminated against persons on the ground of race, color, or national origin, the recipient must take affirmative action to overcome the effects of prior discrimination

"(ii) Even in the absence of such prior discrimination, a recipient in administering a program may take affirmative action to overcome the effects of conditions which resulted in limiting participation by persons of a particular race, color, or national origin.

In operating affirmative action programs which classify or treat individuals on the ground of race, color, or national origin, or from which individuals may be excluded on such grounds, a recipient of Federal financial assistance must assure that such classification, treatment, or exclusion is the minimum necessary to accomplish a well-defined affirmative purpose.

I. STUDENT HOUSING

A. UJAMAA

Pursuant to our request, you have provided us with copies of the "Guidelines for Establishment of Residential Special Projects," "Housing Information for Single Students," Ujamaa and other residence application forms, and the 1973-74 Room Selection Procedures. In addition your letter makes the following commitments (at page 4):

"No special solicitations from any (special residential unit) will be made to any future Class, as occurred with the Class of 1976. No general advertising solicitations, other than the guides, are contemplated for any University housing, other than to publicize the room selection procedures. However, in an effort to disseminate further the standard University residential policy, I have instructed the Office of the Dean of Students to include the above statement (assuring nondiscrimination, at page 3 of your letter) in the Residence Application and in the Guide (for Single-Student Housing) for 1974-75, as well as retaining it on the unit applications."

During our meeting you stressed Cornell's policy that no residential unit, including Ujamaa, may discriminate on the basis of race, color, or national origin, and proposed to re-emphasize this policy publicly. As you suggested, this might be done through a statement in your reply to this letter, which could then be released at the beginning of the school year. Your reply should indicate precisely how such a public statement will be made at that time.

My April 3 letter stated (page 3) that if special solicitation for Ujamaa is made of a particular Cornell class, as happened with the class of 1976, the same materials must be used for and supplied to all members of that class. Dr. Corson's response assured us that no

Thursday, September 27, 1973

special solicitations for any unit will be made to any future class, and provided us, as requested, a copy of the letter used in the above-mentioned solicitation. Additionally, at our request you have informed the New York State Regents, by letter of July 6, 1973, of our belief that the solicitation in question "constituted a violation of Title VI," as stated in my letter. We requested this communication to ensure accurate knowledge by the Regents, since your letter to them of May 29, 1973, stated incorrectly that OCR "indicated to us that a special solicitation for that unit (Ujamaa) may have been inconsistent with the provisions of Title VI."

My letter (page 3) stated that "Those directly responsible for the administration of Ujamaa must issue a public statement that applicants will be considered nondiscriminatorily, particularly with regard to the nature of their desire for residence in Ujamaa, and that white and other non-black applicants will be treated no differently from black applicants."

You agreed that there has been need for such a statement and that such statements were made — independently of our review — in the fall of 1972, partially as a result of the solicitation referred to above. You have agreed to provide those statements so that we may determine whether they in fact comply with our requirement.

My letter (page 3) also requested reports regarding the selection of any individuals who began residence in Ujamaa in the spring 1973 semester, including the number of students of each race or national origin who applied and were accepted, the procedures and criteria used in selection, and the names and positions of those making selection decisions. A similar report regarding the selection process for the fall 1973 semester was requested by June 15, 1973. Dr. Corson's letter suggested that furnishing such racial data might violate Title VI.

During our meeting, however, you agreed that such information is necessary for both you and us to assess Ujamaa's compliance with Title VI, and that the information can be obtained in ways which will not lead to its discriminatory use. It was further agreed that Cornell will supply the reports requested, explaining any inadequacies in the data (such as might result if it is gathered by visual survey). Please note that Section 80.6(b), of the Departmental regulation has been amended to provide specifically that "... recipients (of Federal financial assistance) should have available for the Department racial and ethnic data showing the extent to which members of minority groups are beneficiaries of and participants in federally-assisted programs."

When a university is a recipient, this requirement refers to data concerning the treatment of students throughout the university.

B. ROOM ASSIGNMENTS FOR MINORITY STUDENTS

My letter stated (pages 3 and 4) that the University policy of automatically assigning a minority roommate, to a freshman identified through COSEP (or other means) as a minority student, violates Title VI. For however affirmative a reason, such a policy deprives students of the opportunity for individual choice solely by virtue of their race, and classifies all minority students as requiring certain treatment without reference to their individual needs. Analyses of those University housing policies which you furnished at the meeting, and of descriptions of COSEP in various University publications, reveal that they fail accurately and consistently to inform students of such prospective treatment based on race, color, or national origin; such failure also constitutes a violation of Title VI.

Since our communications with Cornell in July, 1969, we have consistently adhered to the policy, reiterated in my letter (page 1), that: "Title VI requires that all student housing owned or supported by Cornell must be available to all students, and that all assignments to such housing must be made, without regard to race, color, or national origin."

If, as you believe, minority students are more likely to remain at Cornell if they are able to have minority roommates during their freshman year, they should be afforded this opportunity in a non-racial manner consistent with the above-quoted policy. This could be done, for example, by providing all freshmen, in the fall of their freshman year, the same opportunity to select roommates of their own choosing which is available to upperclassmen each spring for the following academic year. Such a policy would maximize what Cornell's "Housing Guide for Single Students" calls the "excellent opportunity for students coming from many different social, cultural, ethnic, and economic backgrounds to learn from one another through communal living" (page 5), without setting aside any group for separate treatment on account of race. Your response should state whether

or not Cornell intends to comply with this requirement, and if not, the specific reasons therefore. In this regard, we would note that Title VI does not permit adoption of racially-based programs, in order to accomplish affirmative goals, simply because programs not based upon race may be more difficult to administer.

II. CURRICULA

A. AFRICANA STUDIES AND RESEARCH CENTER.

My letter requested (page 5) certain statements from the Center's Director "to assure that (a nondiscriminatory enrollment policy), is known and credible within the Cornell community, and, insofar as the Center has the power to do so, to eliminate impressions that white students are not welcome in courses at the Center." In the course of the June 22 meeting you emphasized the Center's commitment to nondiscrimination and referred to the public endorsement by the Center's Director of the Carter Committee Report, stressing Recommendation (2) (d) of that Report:

"(2) (d) Admission policies with respect to Center policies should be made clear. These policies should emphasize the following:

"(1) that there is no exclusion of students from Center courses on grounds of race.

"(2) that courses are open to registration of any student who meets established academic and experiential requirements, provided that courses may be limited to registration by consent of the instructor.

"(3) that all prerequisites of whatever nature will be fully published and the instructor will have the sole responsibility for determining whether a particular student meets those requirements."

The Committee's Extensive Discussion of these recommendations emphasizes to us the importance it placed upon them.

We thus understand Dr. Corson's statement (page 8) that "it is inappropriate at this time to request the Center to make further statements to the community . . ." to imply simply that the Director's endorsement of the Carter Report, including the above quoted recommendations, in fact constituted the statement required by us (page 5), and that Center activities pursuant to these recommendations will effect the future statements we required. We regret that the letter, written more than three months after the simultaneous release of the Report and the Director's endorsement, did not state this position clearly. You have agreed that your response will do so. In addition, you should indicate how the Carter Committee recommendations will be implemented consistent with the requirement quoted above and should provide specific information regarding non-minority student participation in upper-level, non-language Center courses, to which Dr. Corson's letter refers at page 8. You have also agreed to provide all public University documents describing Trustee or faculty consideration of Report.

President Corson's letter states at page 8: "Mr. Turner states that faculty in the Center have virtually eliminated the practice of counseling non-black students on the match of a course to a student's interest and goals simply because the practice can and has been subject to misinterpretation."

You have explained that "virtual elimination" means elimination except as provided in recommendation (2)(d) of the Carter Committee Report, quoted above, that in this context "experiential requirements" may not be interpreted to exclude applicants because of race, and that application of such requirements may require close internal monitoring. Thus, for example, "black awareness" may not be equated simply or only with "being black." Your response should confirm this discussion.

In responding to our concerns regarding Center registration processes, Dr. Corson's letter further stated that "The practice of carrying out registration at the same time, place and manner as other departments in the College of Arts and Sciences is being continued . . . Further, the Arts College waiver of distribution requirements for students taking courses in the Center would tend to encourage . . . students to enroll in courses at the Center."

During the meeting we suggested, and you agreed, that certain other Carter Committee recommendations may be of great benefit in attracting white students to the Center, particularly Recommendations (6)(e)-(h):

"(6)(e) The (Center) should develop more effective communication channels so that its courses and activities are known to those students who might have an interest in its program. Specifically:

"(1) course listings in the Arts Catalog.

"(2) consideration of supplemental listing with other college catalogs.

"(3) a mailing to all COSEP students informing them of up-dated (Center) offerings.

"(6)(f) The Center should make an annual practice of the meetings which it has inaugurated with college advisors to keep them aware of its offerings and program

"(6)(g) Colleges and schools should publicize the approval given by their respective educational policy committees to (Center) offerings and the extent to which such courses can be taken in satisfaction of humanities and social science requirements.

"(6)(h) Consideration should be given to holding some (Center) classes in more central campus locations. This would be particularly suited to the larger survey type courses as the classes would be more accessible to students and would be more likely to fit their schedules."

These Recommendations, with one exception, can contribute materially to eliminating any isolation from the Center which non-black students may experience; your response should confirm what steps have been or will be taken in their implementation.

As we indicated, however, implementing Recommendation (6)(e)(3) would violate Title VI, for by definition the Center would be communicating only with minority students. If you were correct in suggesting those students have the highest potential interest in Center courses, all the more reason would exist to contact all students, and thus to increase the awareness of non-minority students and so stimulate their interest. As the Carter Report states, in the Discussion of Recommendation (2)(d): ". . . it is in keeping not only with general University policy, but also with one of the principal values of black studies programs that white students as well as black students should be exposed to the knowledge and perspective offered by such a program."

Your response should state what action Cornell proposes in this regard.

Finally, my letter stated (page 6) that as the University Announcement for the Center suggests at various points that the Center is intended only for black students, it must be withdrawn or modified appropriately. Although the publication may have limited circulation, as you suggested, its distribution to any group evidences racial exclusivity in the Center, and we must reiterate that its continued use violates Title VI.

B. STATUS OF CENTER COURSES WITHIN THE UNIVERSITY.

My letter stated (page 6) that statements by faculty members outside the Center, discouraging white or minority students from enrolling in Center courses, would constitute a violation of Title VI to the extent they were based on racial identifiability of the Center's faculty or students. Our review disclosed that such actions have been rumored at the University, as you acknowledged at our meeting. Dr. Corson responded, in part (page 10), "I must express my faculty's considered opinion that advice and counsel as to the educational value of any particular course as it bears on an advisee's educational experience at Cornell, must remain inviolate."

As we emphasized to you during the June 22 meeting, we do not put at issue individual freedom to advise and counsel. The University is obligated, however, to prevent action by one acting officially for the University, as advisor or course counselor, which is based upon racial identifiability of the Center's faculty or students. We agreed that detecting such actions is very difficult. Nonetheless, your letter should reaffirm that, as you acknowledged at the meeting, nothing in the limited and specific obligation just described is inconsistent with President Corson's statement, and it is certainly consistent with, for example, Carter Committee Recommendations (6)(e)-(h) quoted above.

C. CURRICULUM DEVELOPMENT.

In my April 3 letter (page 7) I stated, concerning requests for special courses made by or with regard to minority groups, that: "It is alleged (to OCR) that, in contrast to development of the Africana Center, responsibility has been placed upon students to define the scope of curricula, identify potential student interest and available faculty, compensate for financial constraints, and define appropriate placement in the University structure. It is also alleged that the University has failed to respond to specific student requests with commitment of its own resources."

President Corson's letter (page 10) expressed "doubt as to the authority of the Federal government to specify the kinds of academic programs a university must offer." Yet my April 3 letter specifically stated: "It is not our intent to require that the University offer any particular curricula, or teach any particular courses." Our concerns were and are the process by which the University responds to requests of the type described and the

manner in which students are informed of this process. You acknowledged this jurisdiction, and the clarity of our original statement, and agreed to act in accordance with it; your response should confirm this agreement.

You have agreed to provide the report required (page 7) regarding course and curriculum proposals made by Native American and Hispanic groups. This report should detail their proposals, any meetings with the groups, the University's reactions and proposals, and the process used (whether formal or informal in each case), and should include requests concerning faculty and other related staff.

III. FACULTY.

President Corson questioned whether Title VI conveys jurisdiction over employment practices. As we explained at the June 22 meeting, such jurisdiction clearly exists, independent of both Title VII of the Civil Rights Act of 1964 and Executive Order 11246, and is set forth explicitly in Section 80.3 (c)(3) of the Departmental Regulation as recently amended:

"(3) Where a primary objective of the Federal financial assistance is not to provide employment, but discrimination on the ground of race, color, or national origin in the employment practices of the recipient or other persons subject to the regulation tends, on the ground of race, color, or national origin, to exclude individuals from participation in, to deny them the benefits of, or to subject them to discrimination under any program to which this regulation applies, the foregoing provisions of this paragraph (c) shall apply to the employment practices of the recipient or other persons subject to the regulation, to the extent necessary to assure equality of opportunity to, and nondiscriminatory treatment of, beneficiaries."

With regard to education entities, this Section clarifies long-standing interpretations, affirmed by the courts, that discrimination in faculty employment subjects students to discrimination.

As discussed at the meeting, Recommendation (5)(d) of the Carter Committee Report can contribute materially to Cornell's institutionwide responsibilities regarding employment:

"Academic units of the University should redouble efforts to recruit black and other minority faculty whether they might be interested in relations with the Center's program or not."

The subsequent Discussion suggests, as did our letter (page 8) that employment both within and without the Center are usefully considered together:

"It is extremely important that the University give priority to the recruitment of (black and minority) faculty irrespective of whether they are interested in the Africana Studies program. It should be obvious that the addition of black faculty in departments throughout the University has value in itself. From the viewpoint of this report, the importance of recruiting more black and other minority faculty rests in the climate that is created by the presence of a significant number of black faculty. The addition of each black faculty member increases the opportunity of Cornell to present to successive potential appointments . . . in terms of the seriousness of the institution to bringing blacks and minorities to the campus . . ."

"The Committee has wanted particularly to emphasize its conviction that greater efforts need to be made to recruit black and other minority faculty to the University. At the same time, the Committee would make clear its belief that it is important that the Africana Studies Center program remain open to the participation by non-black faculty members with demonstrated interest and competence in the area of Africana Studies."

IV. RECRUITMENT, ADMISSION, AND FINANCIAL AID.

A. STATEMENT OF EQUAL EDUCATIONAL POLICY.

President Corson's letter (page 13) states that "the necessary steps have been initiated to assure inclusion in University announcements and in the future guide for candidates" of the University's policy of equal educational opportunity. You should confirm that his statement applies to those announcements in use in 1973-74, as we requested (page 9), whether in the text as printed or by inclusion of additional material.

B. COSEP.

My April 3 letter discussed in some detail (page 9) the basic circumstances in which a process like COSEP may be administered solely for minority persons and in compliance with Title VI, and required four specific actions with regard to COSEP. The limits I set forth are intended to assure that "affirmative action," which has always been permitted under Title VI and which is now provided for explicitly by Section 80.3 (b)(6)(ii) as quoted and interpreted above, does not discriminate in a manner prohibited by Title VI, either against those for whom the activity is intended, or against those not eligible to

participate in it. Although we do not understand you to question those limits, the actions required remain at issue.

President Corson's introductory discussion of COSEP concluded with the following statement (page 14):

"It is my understanding that the goals and components of the present program are entirely consistent with and within the parameters of Title VI, especially since the emphasis is to remedy the effects of past discrimination. No applicant to Cornell or participant in the program is excluded from, denied participation in, or discriminated against on the grounds of race, color, or national origin."

If I understand our June 22 discussions correctly, this statement was intended to avoid the impression that Cornell admits, absent a finding after a hearing, that it has engaged in prohibited discrimination. As we indicated, a letter of findings is meant to define what we believe to be issues of compliance disclosed by a review, not to constitute a final determination of a violation, and to initiate a process of change rather than a series of accusations and denials. Our meeting was a constructive step in that process. Nonetheless, as President Corson's assertion is phrased, we must here reiterate our belief that the operation of COSEP has violated Title VI in certain regards expressed in the findings of my letter.

During our meeting you agreed that all students and other members of the Cornell community must be made aware of the contents and operation of the COSEP program, in order (1) to assure that no student is required to participate in it involuntarily, and (2) to seek to remove any stigma which may attach to minority students as a group, through the operation of a special program for those minority students who choose to participate in it. Accordingly, you agreed that your response to this letter would state: (1) precisely how and for whom COSEP will operate, and how those students will request COSEP services voluntarily; (2) how the University will accomplish our requirements IV.B.2.c. and d. (page 14), so that its publications will contain complete and uniform explanations of COSEP; and (3) whether your response or some other specific procedure is to be the vehicle for the President's issuance of this explanation to the Cornell community. Copies of pertinent changes in University publications should be provided no later than their public issuance. You also agreed to seek to articulate the University's apparent expectations that students admitted through the COSEP process will have successful experiences at Cornell.

Finally, you agreed to detail your belief that administering COSEP so that minority students may choose voluntarily to use its services, rather than having all minority students admitted with COSEP participation or assistance will eliminate any basis for believing that all minority students as a class are either educationally disadvantaged or require special consideration. Your response should consider our long-standing finding that such stigma has existed at Cornell (pages 10-13), and should focus upon the precise manner in which the nature and operation of COSEP will be communicated. You should explain specifically why you believe that the goals of our requirement IV.B.2.b. (page 13), to avoid such stigma by limiting COSEP admissions participation to those minority students who are educationally disadvantaged, may be accomplished instead by making use of COSEP a voluntary decision.

With regard to refusing minority students who seek admission through COSEP the option of admission without financial aid (IV.B.2.a., page 13), an option available to all other students, you emphasized that admission without aid was an undesirable practice which the University hopes to eliminate, and which occurs because students admitted without COSEP participation receive a separate and subsequent aid decision, whereas admission and aid for COSEP students are determined in a single decision. We agree with your contention that matriculation without aid may be quite burdensome to a student, but we re-emphasize our comments at the June 22 meeting: The current process denies those who choose COSEP, and are not given aid, the opportunity to secure it themselves, a process which may be facilitated simply because one has been admitted. In any event, the process precludes an individual decision to attend Cornell even under the burden of providing one's own aid; once an applicant is informed of these difficulties, the choice to do so should be the applicant's, as it is for non-minority students and would be for minority students not choosing COSEP participation.

It is your stated belief that this process does not result in a denial of opportunity, because in fact no student rejected by the COSEP process would be admitted without aid if he or she applied through the non-COSEP process; you have agreed to document this assertion, so

that we may determine whether the process does in fact deprive individuals of a choice otherwise available.

C. CONSIDERATION AND RECRUITMENT OF MINORITY STUDENTS

My April 3 letter raised several issues regarding Cornell's consideration and recruitment of minority students. We understand that in view of the clarifications we provided at the June 22 meeting, which are summarized below, you do not now assert these issues to be "wholly outside the scope of a compliance review pursuant to Title VI," as President Corson stated (page 16.) Your response should confirm this position.

The thrust of our concern is that all Cornell recruitment — whether by the various schools and colleges, by COSEP, or by alumni — should be conducted nondiscriminately. Neither selection of recruiting areas nor actual recruitment should discriminate among minorities, and efforts focused specifically upon minority recruitment must be carefully designed in these regards. Our findings (pages 14 and 15) generally address compliance, or failure to comply, with these requirements. Additionally, we emphasized at the meeting that Cornell's use of New York State minority populations as the basis for admissions goals suggest limits upon admission of minority groups not substantially represented in New York, particularly in the endowed University units in which recruiting and admissions have a national focus, and where statutory and administrative ties are fewer than in the statutory units.

In light of our discussions, we understand that the University will take the following steps in order to comply with Title VI:

(1) Issue a public statement from the President, to be widely distributed and reprinted in appropriate University publications, re-emphasizing its intent to comply with the requirements set forth in the preceding paragraph, and placing its special relationship to New York State in that context. Your response to this letter should provide a copy of that statement and indicate the manner of its dissemination.

(2) Develop specific and detailed procedures to guarantee nondiscriminatory recruitment of minority students as set forth above, with particular regard to the selection of recruitment areas and to recruitment within them, to the first paragraph of our findings in this area (pages 14-15), and to the action required in VI.c.2.c. (page 16) of my earlier letter. A substantially complete outline of these procedures for the coming academic year, discussing efforts directed at or likely to reach particular minority groups, should accompany your response.

V. ASIAN-AMERICAN STUDENTS

By letter to the Department of May 23, 1973, a member of the Cornell community has expressed certain concerns as to the status of Asian-Americans at Cornell; the correspondent furnished a copy to Deans Kahn and Cranch and one is enclosed herein. This matter was not raised at the June 22 meeting only because it had not at that time come to our attention.

The letter generally raises two issues. First, a perceived scarcity of "educationally disadvantaged" Asian-American undergraduates at Cornell implies to the correspondent that recruitment activities directed toward such students are not comparable to those directed at other educationally disadvantaged minorities at Cornell, and that adequate recruiting activities would discover such students. Second, the correspondent apparently believes that acceptance through COSEP of Asian-Americans who are not "educationally disadvantaged" reduces the number of possible acceptances of those who are, which if true would imply that COSEP limits admission of minority students generally or Asian-American specifically.

My letter to President Corson stated (page 14) that in making "voluntary specific efforts to recruit minorities which continue to be excluded from higher education . . . a University must comparably recruit members of each such minority residing in significant numbers in the areas from which it recruits . . ." a principle discussed in greater detail in Section IV.C. of this letter. Enumeration of certain minority groups in my letter was not meant to imply that other groups were excluded from this requirement, particularly Asian-Americans who do reside in substantial numbers in New York State, where the University concentrates its recruiting. Nor should recruitment exclude a minority group because it is presumed not to be educationally or economically disadvantaged, particularly as COSEP efforts are directed at all minority students without reference to disadvantage. Thus the University should consider Asian-American students on the same basis as it considers other minority students.

In order for us properly to evaluate the status of Asian-American students at Cornell, your response should reply to the issues raised by the correspondent, and should state whether Cornell has considered and will consider Asian-Americans in the manner set forth above. Additionally, the University should furnish us with the number of undergraduate applications, acceptances, and graduations of Asian-Americans specifying citizens and noncitizens from the academic Years 1968-69 through the 1972-73, including the admissions process of spring 1973. Where this data is unavailable, or you have reason to question its accuracy, you should so explain. You should also describe all recruiting efforts in the last two academic years which were directed at, likely to contact, or in fact did contact, Asian-American students, and your responses to Section IV.C. of this letter should specify what efforts will be made with regard to them.

We believe the June 22 meeting was a productive one, and that you are now in a position to resolve the issues of compliance still outstanding. We look forward to your response within 30 days of your receipt of this letter.

Sincerely yours,

William R. Valentine
Acting Regional Director
Office for Civil Rights

Text of Sept. 19 Letter From Cornell

September 19, 1973

Mr. William R. Valentine
Acting Regional Director
Office for Civil Rights
Department of Health, Education and Welfare
26 Federal Plaza
New York, New York 10007

Dear Mr. Valentine:

This is in response to your letter dated August 16, 1973 to Provost Robert A. Plane, which confirmed the discussions between you and members of your staff and the team representing Cornell University in New York City on June 22, 1973.

It is encouraging that you also feel the meeting on June 22 was a productive one. As I understand the procedure, issues raised in your initial letter dated April 3, 1973, which I responded to in my letter dated May 23, 1973 and which are not referred to in your August 16 letter are satisfactorily resolved.

My objective is to assure that all allegations of non-compliance are resolved so that Cornell may continue with its commitment to further equal educational opportunity. Accordingly, I do not comment on your Office's interpretation of relevant regulations as they apply to educational institutions. I anticipate that the remaining issues will be resolved by this letter without unnecessarily referring to what appears to be some discrepancies in the understandings reached on June 22.

My plans include a public statement dealing with the entire spectrum of issues raised during this compliance review. This statement will be forthcoming within a short time following completion of our discussions.

I. Student Housing

The first request concerning student housing deals with a reemphasis of the Cornell policy of nondiscrimination in student housing. As I informed you earlier, the nondiscrimination policy statement is being included in the Guide for Single Student Housing and on the Residence Application, as well as being retained on special-project unit applications.

A. Ujamaa

In response to your request for public statements by those participating in Ujamaa, I am enclosing three items which appeared in the Cornell Daily Sun in the fall of 1972. The first is an article which appeared on October 18, 1972 (Exhibit 1). The second is a letter to the editor published on October 20 from residents of Ujamaa (Exhibit 2). The third is a letter to the editor appearing on October 25, 1972 from members of the University Senate committee on minority and disadvantaged interests (Exhibit 3).

I think you will readily agree that the article and correspondence demonstrate that the issue of Ujamaa's nondiscriminatory admissions policy has been amply aired in the community independent of your investigation. Particular attention should be given to the statement from Ujamaa residents in the October 18 article: "Ujamaa is

open to all students interested in studying the developing communities." In describing membership selection procedure, a representative is quoted as saying, "We don't care whether they (applicants) were white, brown or green; we are considering interest only." This should put the entire matter to rest.

The last paragraph on page 4 does not appear to coincide with our recollection of the discussion related to this subject on June 22. However, in view of your recent amendments to 45 CFR 80.6(b) set out at page 5 of your letter, the statistical information follows.

Records are not available to establish the exact number of students who began residence in Ujamaa in the spring 1973 semester. We estimate that there may have been 10 or 12 which would be in accord with normal housing attrition. As I advised you in my letter of May 23, no formal admission procedures were applied, and all who requested residence for the spring 1973 semester were accepted on a first come, first served basis. I am unable to provide the race or national origin of these individuals because this information is not compiled for any University housing, nor is it requested on any of the housing applications. I believe you were supplied copies of these applications. However, I have been advised by the Associate Dean of Students that she believes these students beginning residence in Ujamaa in the spring were black, as were all the residents of Ujamaa.

For the fall 1973 semester I have been provided with the following information as of the end of August, 1973.

	Total	Upperclass	Freshmen
Total applications	206	179	27
Rejected	0	0	0
Withdrawn	51	49	2
Assigned	144	123	21
Waiting List	11	7	4

No special solicitations were used. The 51 applications which were withdrawn were done so for various reasons (including assignment to first priority, change in plans, or voluntary withdrawal by applicant). We do not have records which indicate the race or national origin of the 206 students who applied. However, to the best of our knowledge, of the 155 students assigned and on the waiting list, all but one are black. Of the 144 students assigned, all but one are black. As in the case of all special-project units, assignments were made by a committee of students who volunteered to assume this particular duty. Designation of students to this committee is by residents and was effected on a first to sign-up basis, as with the several other committees of Ujamaa.

B. Room Assignments for Minority Students

I understand that your objection to the current room assignment procedure for entering minority students is that this procedure "deprives students of the opportunity for individual choice solely by virtue of their race...." You state that all entering freshmen should have the same opportunity as upperclassmen to select roommates of their own choosing. This is already a part of Cornell housing procedures. Currently, all students, including all entering freshmen, have the opportunity to select a roommate of their own choosing. Of course, this selection must be made in accordance with the procedures set forth in the Guide and applies to all entering freshmen. Similarly, all entering freshmen have the opportunity to indicate a desire to reside in a special project unit or request residence in a specific dormitory. Only after these options have been exhausted is any entering freshman electing to participate in a special opportunity program assigned a roommate electing the same program. Thus, these individuals currently have a wide freedom of choice in selecting housing.

In an effort to increase further the options available to entering minority students, the following procedures will be instituted for the fall of 1974. The housing information guide will describe an additional option open to those newly matriculating students who elect to participate in special opportunity programs on the application for admission (Item i). This will permit them to indicate a preference, if they think it is desirable, to room with another entering student who has made the same election. We believe that this special option is consistent with our affirmative action efforts under our equal educational opportunity policy and 45 CFR Sec. 80.3(b) (6) (ii) set forth at page 2 of your letter. As I reported to you in my May 23 letter, we will continue our practice of avoiding placing of these assigned rooms in blocks.

Our rationale for continuing to provide such a special option for minority students is based on our past experience. This experience has indicated to us that the student's initial contact with the Cornell community is highly determinative of whether that individual's relationship at Cornell will prove successful. Members of my staff and the housing staff have discussed this particular housing concern with members of the

appropriate University Senate committees, residence groups and students who have participated in these special programs. All are hopeful that any form of special room assignment options are not long term commitments. However, all those consulted indicated a preference to provide some opportunity which will give entering minority students the option to room together. Only with such an option do we see how it is possible to continue to offer the social climate necessary for educational success of minority students in our affirmative action program.

During the four years that we have had the current assignment procedures, there has been a noticeable improvement in racial relationships in the dormitories. The alternative assignment procedure, as you suggest, is to assign all students to rooms randomly. However, the severe University housing shortage makes it extremely difficult, if not impossible, to make room changes early in the semester. In the fall of 1972 there were approximately 16 racially mixed rooms. Requests for changes were made by all but one or two in the first few days of the semester. Currently, there is a moratorium on requests for changes until October 1, and this year we are unable to guarantee that any changes can readily be effected. It would be unfair to all students concerned, both minority and majority, to permit an unfavorable rooming situation to exist for such an extended period.

II. Curricula

A. Africana Studies and Research Center

I view presentation of the Carter Committee Report to the Executive Committee of the Board of Trustees on February 21, 1973, the Director's public endorsement of the Report and the wide dissemination of the Report to the Cornell Community, and the Executive Committee's action to maintain the program, as going a long way to dispel any existing belief that white students are not free to participate in Center course offerings.

In addition, Center courses are listed in the current Arts College catalogue, and registration is carried out at the same time, place and manner as for other departments. Consideration is being given to the remaining recommendations made by the Carter Committee.

As in the case of other academic units, racial data concerning students participating in the Center are not maintained, thus numbers of non-minority students in any particular courses are not available. However, based on Professor Carter's impressions during preparation of the Report, participation by non-minority students at the time in the Center may have been as high as ten per cent. The Committee took no census on the basis of race.

As you have requested, I enclose as Exhibit 4 a copy of that portion of the minutes of the Executive Committee which reports its action taken on the Report. Exhibit 5 is a report from the Faculty Committee on Academic Programs and Policies responding to the Report. Faculty Council of Representative debate on the report remains open, and I would be glad to advise you upon my receipt of any formal resolution from that group.

I confirm your understanding that the misinterpreted practice of counseling non-black students on the match of a course to a student's interest by the faculty in the Center has been eliminated. The question of "experiential requirements" as it relates to course requirement throughout the University, including the Center, is under consideration by the Faculty Committee on Freedom of Teaching and Learning. Discussions with that committee indicate that both academic and experiential requirements are used throughout the University and that these requirements should not be racially motivated.

The Carter Committee recommendations (6)(e)-(h) with the exception of recommendation (6)(e)(3), are being considered by the administration.

As noted in my May 23 letter, the pamphlet referred to at page 9 is not a University announcement for the Center. This is a historical document. Consideration is being given to a University announcement for the Center similar to those published for other academic units. Course listings, as mentioned above, are set forth in the announcement for the College of Arts and Sciences.

B. Status of Center Courses Within the University

This will acknowledge your clarification that you did not intend to put at issue the individual freedom to advise and counsel. We recognize our obligation to prevent action by one acting officially for the University, as adviser or course counselor, to make decisions upon the racial identifiability of the Center's faculty or students.

C. Curriculum Development

An initial statement from the Native American Association to the community in November 1971 (Exhibit 6) included an Indian Studies Program among the list of demands. Following the Spring 1972 Native American Conference held at Cornell, a second statement dated April 14 (Exhibit 7) also distributed to the community

spoke further to this subject: "In support of the efforts of the Six Nations to establish an all-Indian college, Cornell University should provide complete legal, monetary and professional resources to the Six Nations according to their needs as determined by the Indian Nations."

The Vice Provost responded to this April 14 statement by letter dated April 20, 1972 (Exhibit 8). He stated that a solution to problems raised required a cooperative approach and that the dimensions of the needs expressed would require involvement of other institutions in addition to Cornell. He indicated the administration's willingness to continue discussions. No formal response to the Vice Provost's letter was received from the Native American students.

There have been follow-up efforts to link interested faculty members with enrolled Native American students to provide study opportunities. For example, during the last academic year, literature by and about Native Americans has been treated in a course for freshmen and sophomores as part of our Freshman Seminar Program. Recruitment efforts with the aid of the Affirmative Action Officer and Native American students were directed at a local Native American leader to assist in course presentation. However, this effort proved unsuccessful when he accepted a position elsewhere.

Planning arrangements with students for faculty and/or student conducted courses have not been pursued by the students. Native American students have more recently been included with various other groups in urging the establishment of an ethnic studies center. These efforts and the administration response are more fully discussed below.

In late May 1973, at the close of the academic year, copies of a document entitled "Selections from Working Draft of the Ethnic Studies Center Proposal" were informally distributed by an ethnic studies center proponent at a meeting attended by minority students, members of the administration and other representatives of the Cornell Community. A copy is annexed as Exhibit 9. This paper discusses the formation of an ethnic studies center, sets forth the rationale for such a center and presents a job description for a number of the positions advocated.

On July 11, 1973 the Office of the Provost received a supplemental draft-proposal for an ethnic studies program from La Asociacion del Caribe (Exhibit 10). This proposal calls for a research study to determine the nature of a program which would "benefit individuals of the ethnic communities" at Cornell.

In accordance with the policy set forth in the Announcements of the College of Arts and Sciences (Exhibit 11), the Provost has referred these documents to the Dean of the College of Arts and Sciences. This action was indicated to La Asociacion del Caribe by letter from the Provost dated July 16, 1973 (Exhibit 12). The Dean has called together appropriate members of his faculty to give full consideration to these proposals.

III. Faculty

Without comment on your interpretation of recent amendments to departmental regulations, I would like to restate Cornell's commitment to affirmative action and its efforts to recruit minority faculty members throughout the University. I have reemphasized this commitment to equal opportunity, independent of your compliance review, in February of this year. This statement appeared in the Cornell Chronicle, Vol. 4, No. 17 on February 8, 1973, a copy is annexed as Exhibit 13.

IV. Recruitment, Admission and Financial Aid

A. Statement of Equal Education Policy

I have reviewed the 1973-74 University Announcements which are set forth on the list, Exhibit 14. Each announcement printed after March of this year and the Guide for Candidates contain the policy statement relating to equal education opportunity as part of printed text. One announcement printed in 1972 omits the statement, but it will be included in the next edition.

B. COSEP

The current and most thorough explanation of exactly how and for whom COSEP operates appears in the revised Guide for 1974 Candidates. A copy of the Guide is enclosed as Exhibit 15. I direct your attention to pages 13 through 15 for a description of the special opportunity programs. COSEP is defined as that component of the programs which assist historically underrepresented minority students, particularly from minority groups in New York State. As the Guide explains, "those who believe they qualify and wish to be considered for COSEP aid and services, must request such consideration in Form 1 of the Application for Admission (Item i)." Form 1 is enclosed as Exhibit 16 for your perusal.

You will note that the description in the new Guide clearly states what services are available to the student electing assistance and in which services the student is

expected to participate. Upon reviewing the various University Announcements, I note that many of them contain varying descriptions of the special opportunity programs. In an effort to avoid any further confusion or misunderstanding, I have directed those responsible to update these descriptions. Future announcements will include a description (see sample attached to Exhibit 17) which is consistent with and will refer interested parties to the complete description in the Guide for Candidates or the General Information Announcement. In my public statement I hope to clear up any remaining misunderstanding concerning the special opportunity programs.

This statement and the revised publications should enable the community to recognize that not all minority students have elected to participate in special opportunity programs. Nor is one participating in a special opportunity program necessarily "educationally disadvantaged." Guidelines provide that one may participate in COSEP if he is a member of a minority group which historically has been underrepresented in higher education. All students compete on the same academic basis once admitted. This fact together with full disclosure that not all minority students are associated with special opportunity programs should go a long way to remove any stigma which may have been affixed to participation in these programs.

It is my understanding that during the June 22 conference the Cornell team explained that refusal of the option of admission without financial aid for minority students electing special opportunity program assistance is not denial of an opportunity to such applicants. The basis for this conclusion is that no such rejected applicant would have been admitted to Cornell if that applicant had declined to elect the assistance. These programs are designed to expand higher educational opportunities at Cornell for persons to whom they may not have been equally available. All admissions decisions to a particular college at Cornell, including those concerning applicants electing special opportunity program assistance, are made by the same admissions committees. Discussions with various admissions officials have verified for me that they can support my statement that these applicants have not been denied an opportunity.

C. Consideration and Recruitment of Minority Students

In view of the clarifications provided at the June 22 meeting and at page 15 of your letter, I am prepared to advise you of the following. My statement which will preface the release of this series of correspondence will emphasize that the New York State admissions goals are not limitations or quotas restricting admission of qualified applicants from minority groups not substantially represented in New York State.

The Vice Provost, by memorandum dated September 10, 1973 (Exhibit 17) has informed admissions personnel responsible for recruitment, that the central admissions staff, individual college recruiters and alumni recruiters must be especially sensitive to the Cornell policy of equal educational opportunity. That is, Cornell recruitment efforts must include minority groups within the geographic area visited. Each group has received the description of the special opportunity programs as described in the Guide for 1974 Candidates. They have been advised that while Cornell's primary affirmative action emphasis remains in New York State, this is not to exclude recruitment of minority students from outside New York.

In addition, all recruiters have been instructed to make sure that alumni in secondary school committees fully understand the Cornell policy of recruitment on a nondiscriminatory basis. In order to assure compliance with my directives in this area, all recruiters have been directed to submit in advance travel plans to the central admissions office to aid in coordinating these efforts. That office will also insure that follow-up evaluations contain reports concerning the prospective applicants visited.

V. Asian-American Students

Your letter raises for the first time two issues concerning Asian-American students. The first relates to recruitment, or the lack of it, and the second raises the question of whether participation by students who are not educationally disadvantaged in special opportunity programs limit participation of those who are educationally disadvantaged. I believe that the two allegations made by the correspondent are based on factually inaccurate information.

Financial limitations in recent years have restricted the number and frequency of visits to high schools which are usually visited on a periodic basis. The most recent visit to the school named by the correspondent was in 1970.

Application data since 1970 are as follows:

Year	Applied	Withdrawn or Incomplete	Refused	Approved	Entering
1973	22	6	9	7	2
1972	11	3	7	1	1
1971	13	2	9	2	1
1970	9	2	6	1	0

The correspondent's second concern, that these Asian-Americans are not "educationally disadvantaged" is not properly founded since participation in special opportunity programs is available to a broader range of applicants than "educationally disadvantaged."

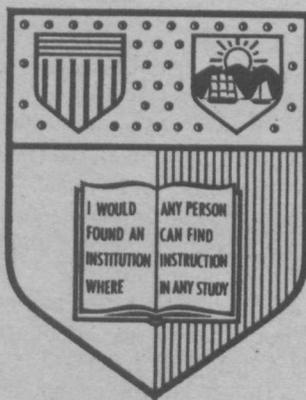
The reports you request at page 17 are not available since such data have not been compiled.

For the fall of 1973, entering freshmen who elected special opportunity program assistance number 228. Of these 228 freshmen, an inspection of surnames indicates that 27 are Asian-Americans. Each of these applicants considered himself or herself to be from a New York State minority group which historically has been underrepresented in higher education. This number has been increasing in recent years as indicated by the fact that at least an additional 35 Asian-American upperclass students are currently receiving special opportunity program financial assistance. Based on the above data, I believe that the correspondent's concerns of underrepresentation or discrimination are unfounded.

In accordance with conversations my staff has had with your Office, my plans are to release all four letters in this series of correspondence as soon as you have had an opportunity to review this letter. I understand that this should be within the next week, but that this will not necessarily conclude your review should additional follow up be requested. As I have indicated above, release of the correspondence will be prefaced by appropriate references to the commitments I have made in the text of my letters. I anticipate that my statement and public disclosure of our correspondence will resolve any misunderstandings concerning our programs to provide equal educational opportunities.

Enclosures

Sincerely,
Dale R. Corson
President



Football Fun



POLY-TURF POINTERS — Members of the Big Red football team conduct a clinic last week for area children interested in the game. Quarterback Mark Allen instructs Hank Tarr, age 8, of 1954 Slaterville Road, in the art of passing (top photo), and John Egan (bottom photo) demonstrates punting.

With Radio Telescope Student 'Hears' Asteroid

The asteroid Ceres, one of thousands of small planet-like bodies circling the sun between the orbits of Mars and Jupiter, has been "heard" for the first time by a Cornell graduate student in radio astronomy.

Franklin H. Briggs IV, while studying the characteristics of the large planets with the aid of the National Radio Astronomy Observatory's (NRAO) three-telescope

interferometer at Green Bank, W. Va., pointed the instrument in the direction of Ceres. A weak signal was observed coming from the area of Ceres.

Radio waves, like light, are a form of electromagnetic radiation. Radio signals emitted by stars or bounced off the surfaces of planets can be heard right through clouds or dust and are received with equal strength in daytime and nighttime.

Unlike an optical telescope, the radio telescope uses an antenna plus a radio receiver; the receiver is connected to a recording device — usually a magnetic computer tape. If the receiver is hooked up to a loudspeaker instead of a recording device, distant galaxies may be heard as surges of static against a general background of hissing noises.

A large radio interferometer such as the NRAO Green Bank installation is an array of two or more separate antenna systems joined to the same receiver.

Because the NRAO's three 85-foot diameter telescope dishes are fully steerable, Briggs was able to "zoom in" on the subject. The radio signals he received appear to correspond quite closely to the predicted radio signals, based on optical observations of Ceres. The signal was probably the weakest yet detected by radio astronomy.

"The significance of my finding," Briggs said, "is that it points up the advance in the state of the technology. Less than 20 years ago, radio astronomers were just starting to detect the planets. Now a weak source like this object has been observed

Chronicle

All items for publication in the *Cornell Chronicle* must be submitted to the Chronicle office, 110 Day Hall, by noon on the Monday preceding publication. Only typewritten information will be accepted. Please note the separate procedure and deadline for Calendar entries, as explained at the end of the *Chronicle Calendar* on the back page.

Bulletin of the Faculty

Correction

The resolution passed by the FCR was not correctly quoted in this column in the Sept. 20 *Chronicle*. The resolution should have read, "The Faculty Council of Representatives accepts the report of the ad hoc committee on increased computer capacity and recommends it to the Administration as a basis for decision." The last word of the resolution should be "decision" and not "discussion" as was printed last week.

— an object with less than one-tenthousandth the radio brightness of Venus."

Briggs is a research assistant with the National Astronomy and Ionosphere Center (NAIC), which is operated by Cornell under contract with the National Science Foundation (NSF).

Ceres is the largest of the known asteroids, with a diameter of 480 miles. Briggs' results show that asteroid is larger in diameter than was thought until recently, and that the average temperature through the asteroid is about 160 degrees Kelvin, or about 170 degrees below zero on the Fahrenheit scale.

His findings have been published in the September *Astrophysical Journal*.

Recent Judicial Decisions

Report on Summary Decisions

In the past two weeks, five summary decisions were agreed upon by defendants and the judicial administrator. Four of these decisions involved cases of shoplifting from the Campus Store. Penalties ranged from a \$50 fine or 20

hours of acceptable community service to \$75 or 30 hours.

The fifth decision concerned a case of endangerment in a dormitory through use of a flammable substance. The penalty offered and accepted was a \$75 fine or 30 hours of community service.

Four Appointed to Administrative Positions

Charles H. Dick

Charles Howard Dick has been appointed to the newly created post of vice president for public affairs at The New York Hospital-Cornell Medical Center, according to an announcement made by Dr. E. Hugh Luckey, president of the center.

Dick will have overall responsibility for public affairs activities. He came to Cornell from the U.S. Food and Drug Administration, Department of Health, Education and Welfare, where he was assistant commissioner for public affairs. Previously, he had been assistant to the president of California State University at Fresno and had held other public relations positions in various academic and medical institutions.

Dick has also had several academic appointments, including professor in the Department of Health Sciences at California State and lecturer in mass communications at the State University of New York at Buffalo.

He has been honored by the Public Relations Society of America, and received the Toth Award from that group.

William A. Jenkins

William A. Jenkins has been named business manager of Cornell University's Division of Campus Life, according to William D. Gurowitz, vice president for campus affairs.

He replaces Anthony C. Treadwell, who held the post since 1971, and is currently a student in the Graduate School of Business and Public Administration's doctoral program at Cornell.

Jenkins recently earned his doctor of philosophy degree from Purdue University in educational administration and higher education with minors in business administration and personnel administration. He received his master of science degree in educational administration from Purdue in 1972 and his bachelor of science degree in business administration from Indiana State University in 1969.

His previous experience includes business manager of the Division of Education and graduate administrator of the Office of Teacher Education and Certification, both at Purdue.

Thomas Luten

Thomas Luten has been appointed coordinator of minority career placement and assistant director at Cornell University's Career Center.

His responsibilities will include helping minority students set career goals, find summer and full-time jobs and locate financial aid resources for graduate study.

His most immediate plans include the creation of a Minority Career Bulletin containing job information, schedules of visiting graduate school representatives and potential employers, and information on testing and financial aid deadlines. He is also planning a career library for minority students.

A native of Youngstown, Ohio, Luten received his bachelor of science degree from Ohio State University where he is also completing work on a master of arts degree in student personnel work in higher education.

He is married to the former Catherine E. Lynch of University City, Mo. The Lutens live at 23-E Gaslight Village.

Henry Wadsworth

Henry A. Wadsworth Jr. has been appointed, associate director of Cooperative Extension at Cornell. His appointment was effective Sept. 1.

In announcing the appointment, David L. Call, director of Cooperative Extension, said that Wadsworth will be responsible for the rural development program and community resources development and associated programs.

Call pointed out that Wadsworth is a nationally recognized leader in the field of community development and public policy. He added:

"We are most fortunate to have an individual of Wadsworth's background and experience on our staff to direct these important program areas as we move forward in our efforts to better serve the people of New York State."

Wadsworth comes from Purdue University.

Born in Cortland and reared in McGraw, Wadsworth holds a bachelor's degree in agricultural education from Cornell, where he also received both his master's and Ph.D. degrees in agricultural economics.

Hathaway Appointed Old Dominion Prof

Baxter L. Hathaway, founder of Cornell's literary quarterly, "Epoch," has been elected the Old Dominion Foundation Professor of Humanities by the University's Board of Trustees.

A member of the Department of English in the College of Arts and Sciences since 1946, Hathaway is credited with being a key figure in the development of the Department's creative writing program, regarded as one of the best in the country on both the undergraduate and graduate levels.

A published poet and novelist, Hathaway's scholarly efforts have been in the areas of creative writing, the history of criticism, grammar and contemporary and Renaissance literature. His novel "The Stubborn Way" was published by Macmillan in 1937 and he has had numerous poems published in various magazines since 1930.

His academic writings include reviews, articles and a number of books: "The Age of Criticism, the Late Renaissance in Italy," "Marvels and Commonplaces," "Writing Mature Prose," and "A Transformational Syntax, The Grammar of Modern American English." He also has collaborated in the editing of a number of books including, "Readings for an Air Age," "Exposition of Ideas," "Dramatic Essays of the Neoclassical Age," and "Writers for Tomorrow."

Born in Cincinnati, Ohio, Hathaway was brought up in Kalamazoo, Mich. He earned his bachelor's degree at Kalamazoo College in 1935, his master's, in



Baxter L. Hathaway

1936, and his doctorate, in 1940, at the University of Michigan.

He is married to the former Sherry Kitchen of Kalamazoo.

In Classics

Kirkwood Named to Whiton Chair

Gordon M. Kirkwood has been elected the Frederic J. Whiton Professor of Classics in the College of Arts and Sciences by the University Board of Trustees.

A specialist in Greek literature, particularly Greek poetry, Kirkwood has been a member of the Cornell faculty since 1946. In addition to his teaching and scholarly endeavors he has served as chairman for nine years and acting chairman for two years of the Department of Classics.

His book, "A Study of Sophoclean Drama," is considered by many as the best study of literary analysis that has been produced in this country by a living classicist. Published by the Cornell University Press, the book was given the Award of Merit of the American Philological Association in 1959. In addition to numerous articles and reviews he is also the author of the book, "A Short Guide to



Gordon M. Kirkwood

Classical Mythology," and co-editor of "Cornell Studies in Classical Philology." A book titled "Early Greek Monody," a history of the lyric poetry of Archilochus, Sappho, Alcaeus,

Anacreon and other poets of the great age of ancient Greek solo lyric poetry, is being published this fall by the Cornell University Press.

Born in Toronto, he was educated at Trinity College in the University of Toronto, where he received the bachelor of arts degree in 1938. He received the master of arts degree at Cornell the following year and the doctor of philosophy at Johns Hopkins University in 1942. During 1943-45 he served in the Royal Canadian Naval Volunteer Reserve.

Kirkwood received a Ford Foundation Fellowship in 1953-54, a Guggenheim Fellowship in 1956-57 and an American Council of Learned Societies Fellowship in 1962-63. He is a member of Phi Beta Kappa, the American Philological Association, the American Association of University Professors and the Classical Association of the Atlantic States.

He has served the University as acting secretary of the Graduate School, as a member of the policy committee of the College of Arts and Sciences, as a member of the General Committee of the Graduate School and as a member of the University Policy Committee.

He is married to the former Patricia Frueh of Cleveland.

In Land Use Study

Aerial Photos Aid Researchers

Several Cornell researchers are perfecting techniques for a worldwide inventory of land use and resources that will help nations make the best possible use of their natural wealth.

"Interpretation of photos taken from the air provides the basis of the inventory," said Gerald W. Olson, associate professor of soil science.

"Once analysis of aerial photographs has determined the present use of the land,

personnel with expertise in geophysics, geology, hydrology, climatology, civil engineering and other areas move into the field to evaluate potential uses of the land. Data processing experts store this information in computers."

Olson, an agronomist at the New York State College of Agriculture and Life Sciences at Cornell, returned last spring from eight months of field work in Iran, where he worked for the United Nations making soil descriptions of arable land.

He explained that data from land inventories can improve the use of soil in planning and constructing roads, runways, sewage disposal systems, dikes, irrigation setups and other engineering structures.

Donald J. Belcher, the pioneer in the field of air photo interpretation and a professor in Cornell's College of Engineering, said that early work in the field of photo interpretation for land surveys began around 1940.

Since that time Belcher has perfected both the means of interpreting air photos and the system for storing survey data. His aerial photo studies have led to numerous foreign assignments.

Ernest E. Hardy, a researcher in the Department of Natural Resources, is studying the application of these latest technological advances to air photo interpretation.

Professor Receives Grant For Water Resource Study

Cornell's Water Resources and Marine Sciences Center announced today that Daniel P. Loucks, associate professor of environmental engineering, has received nearly \$70,000 from the Office of Water Resources Research in the U.S. Department of the Interior to study "Regional Water Resources and Land Use Policy."

This research was selected for inclusion in the fiscal year 1974 water resources program authorized under Title II of the Water Resources Research Act of 1964. It is one of 33 projects selected for funding out of 343 proposals received.

Loucks' research is aimed at developing improved quantitative planning techniques for predicting and evaluating the economic and environmental consequences of alternative water resources and related land use policies in both rural and urban areas.

Working with Loucks as associate investigators will be Alonzo Wm. Lawrence, associate professor of environmental engineering; Edward McBean, research associate in

environmental engineering, and Howard M. Taylor, associate professor of operations research and environmental engineering.

Loucks has been affiliated with Cornell since 1965. Last year he was on sabbatic leave, working with the International Bank for Reconstruction and Development in Washington, D.C. He is currently the principal investigator for three additional projects being funded by the Office of Water Resources Research, and one funded by Resources for the Future, Inc. of Washington, D.C.

Career Calendar

Sign-ups are now being taken at the Career Center for informational interviews with representatives from the following schools:

Oct. 2 — University of Michigan Graduate School of Business Administration.

Oct. 8 — Vanderbilt University School of Law; Wharton School of Finance and Commerce, University of Pennsylvania (Group meeting Oct. 7, 7-9 p.m.).

Oct. 9 — Boston College Law School.

Oct. 10 — Institute for Paralegal Training; Temple University School of Law.

Oct. 11 — Dickinson Law School; University of Rochester Graduate School of Management.

Job Opportunities

Continued from Page 4

Mechanician I, A-15	Athletics
Mechanician I, A-15	Housing
Electronic Technician, A-17	Laboratory of Nuclear Studies
Senior Technician, A-19	Technical Services
Mechanical Engineering Aide, A-22	B & P
Director of Laboratory Clerk, A-9	Vet College
Cashier, A-11	Cornell Campus Store
Offset Pressman, A-16	Cornell Campus Store
Production Controller, A-17	Graphic Arts Services
Production Controller II, A-19	Computing Services
	Office of Computer Services
	Graphic Arts Services
	Computing Services

PART-TIME AND TEMPORARY POSITIONS

Account Clerk II, NP-6	Entomology (temp. f/t)
Reader	History of Art (temp. p/t)
Administrative Secretary, A-15	Personnel Services (temp. f/t)
Steno II, NP-6	Community Service Education (temp. f/t)
Research Aide	Government (perm. p/t)
Assistant Debate Coach	Dean's Office (temp. p/t)
Laboratory Assistant	Entomology (temp. p/t)
Lab Tech II, NP-11	LAMOS (perm. 1/2 time)
Technical Aide II, NP-11	Animal Science (temp. f/t)
Animal Technician, NP-8	Animal Science (temp. f/t)
Research Technician	Natural Resources (temp. f/t)
Research Technician, NP-10	Agricultural Engineering (temp. f/t)
Research Specialist	Genetics, Development & Physiology (temp. f/t)
Dairyman (2)	Animal Science Education
Research Associate	Graphic Arts Services (temp. f/t)
Offset Pressman, A-18	Sociology (temp. f/t)
Programmer	P.P.R.A. (temp. f/t)
Statistical Clerk	Extension Administration (New York City)
Extension Specialist	Rathskeller
Pantry Girl/Boy	

The Senate Page

The Senate Page is the official bulletin of the Cornell University Senate. Publication is supervised by Michael E. Fisher, secretary of the Senate, 133 Day Hall, 256 3715.

NEXT SENATE MEETING: Tuesday, Oct. 9, Kaufmann Aud., 7:30 p.m.

Current Legislative Log

(The full text of any bill introduced in the University Senate is available in the Senators' Study, 124 Day Hall.)

BILL NO. & DATE SUB.	TITLE	SPONSOR	COMMITTEE REFERRED TO
D-76 9/14/73	AN ACT TO PREVENT STANDING ROOM ONLY AT CORNELL [This act would commit Cornell to providing housing for all incoming students, both freshmen and transfers, request the powers that be to hold off the onslaught of even more students next year, establish contingency plans for Sept. '74, and insure domestic tranquility].	Harold Levy	Housing Subcomm.
D-77 9/17/73	BOYCOTT FARAH! [This resolution would urge the Cornell Community to boycott Farah pants].	Harold Levy, Neal Heter	Executive Committee
D-78 9/17/73	EXPANDED EMPLOYEE DEPENDENT CHILDRENS' TUITION SCHOLARSHIP BENEFITS [A bill to recommend to the Board of Trustees that Cornell University's present policy on the service eligibility requirement for non-exempt employees with regard to Dependent Children's Tuition Scholarship benefits be revised.]	Dwyer, Dunham, Haber, Hernandez, Getnick, Foster, Gerber, MacKay, Esposito, Barnett, Platt	University as an Employer
D-79 9/17/73	THE PROCEDURAL DUE PROCESS ACT OF 1973 [A bill to establish standards of procedural due process as part of the Statement of Student Rights].	Robert Platt	Codes & Judiciary
D-80 9/17/73	CONSTITUTION OF CORNELL UNIVERSITY STUDENT TRAVEL FUNDING COMMISSION AND CRITERIA [This bill establishes a constitution for C.U. Student Travel Funding Commission and criteria for that Commission.]	Campus Activities & Organizations Sub-committee	Campus Life Comm.
D-81 9/18/73	THE JUMPIN' JACK FLASH RESURRECTION ACT [This legislation would improve the Campus Life by returning the Jumpin' Jack Flash record to the Ivy Room juke box, while at the same time returning the Senate's attention to the important aesthetic aspects of life at Cornell].	Harold Levy	Unions & Facilities
D-82 9/19/73	THE 1973 HOUSING POLICY STATEMENT ACT [A bill to establish policy guidelines on room selection and allocation of limited housing resources].	Robert C. Platt	Housing Subcomm.

French Chemist to Speak In Special Lecture Series

A special chemistry department lectureship at Cornell features P.G. deGennes of the Universite Paris-Sud in Orsay, France, as the guest speaker in a series of talks on liquid crystals. The sessions, which began this week and will continue through Nov. 1, are scheduled for Tuesday and Thursday mornings at 11:15 in Room 200 of Baker Laboratory.

Liquid crystals are liquids which have certain optical properties of crystals. They have a cloudy appearance and a definite temperature at which the crystalline optical properties and cloudiness disappear. They seem to have large groups of molecules which, though able to move and turn about, retain their structural arrangement.

Educated in France, deGennes visited the University of California at Berkeley in 1959 to do postdoctoral research on magnetism and rare earth metals. After two years of military service (1959 to 1961) he accepted a professorship at Orsay, where he taught until 1971.

In 1962, deGennes founded the Orsay group investigating superconductivity — the phenomenon whereby certain metals become almost perfect conductors of electricity when cooled to very low temperatures.

He started the Orsay group on liquid crystals in 1969. Last year

he organized another research team to study the chemical physics of lipids — a group of organic compounds, including fats, which are a major structural component of living cells.

A.D. White Prof-at-Large To Give Lecture, Seminars

J. George Harrar, Andrew D. White Professor-at-Large at Cornell will give a public lecture at 8 p.m. Tuesday in 110 Ives Hall.

A former president of the Rockefeller Foundation and a leading international agriculturist, Harrar will speak on the topic "Observations of Current Developments in Agriculture and Social Change in China."

In addition to the lecture, he will conduct three seminars while visiting the New York State College of Agriculture and Life Sciences next week.

The first seminar will be at 3 p.m. Monday in 135 Emerson Hall, on the topic "Careers in International Agriculture: Elements for Success." H. David Thurston, professor of plant pathology, will be moderator.

At 4 p.m. Wednesday in 135 Emerson Hall, he will lead a discussion on "The Role of U.S. Colleges of Agriculture in International Agriculture."

Senate Calendar

Monday, October 1
Executive Committee Agenda Meeting, 4:30 p.m., Senate Office.

Campus Life Committee, 388 Uris, 8 p.m.

Bulletin Board

CIS to Award Grants for Research

The Center for International Studies at Cornell has announced it will award grants for research in the fields of international or comparative studies to Cornell faculty and graduate students this year.

Grants of up to \$2,500 will be awarded competitively to faculty members up to the rank of assistant professor, and grants up to \$500 will be awarded competitively to graduate students.

The deadline for submission of applications in both the faculty and student programs is Nov. 28.

Further information and application forms are available from Betsy Sachter, Center for International Studies, 170 Uris Hall.

Art Exhibit at Ornithology Lab

A one-man show of water colors, pencil sketches and pen and ink drawings by artist John Wiessinger will open Wednesday at Cornell's Laboratory of Ornithology.

The 45 works feature birds of prey, waterfowl, shorebirds and songbirds all painted at the laboratory. The exhibit will hang in the laboratory's art gallery for approximately two months. All items are for sale.

Wiessinger came to Ithaca from Ohio nearly two years ago expressly to learn more about birds and bird art at the laboratory. He has a part-time job there and spends the rest of his time painting.

The Laboratory of Ornithology is located on Sapsucker Woods Road. It is open from 8 a.m. to 5 p.m. daily and from 10 a.m. to 5 p.m. on weekends.

Cornell Football to Be Televised

WCIC-TV, channel 2 in Ithaca, will televise all Cornell football games this year on a delayed tape basis. Cornell's season opener with Colgate will be shown this Sunday at 7 p.m. The eight remaining games will be shown on Saturday nights at 11:30 p.m. and Sunday evenings at 7 p.m.

Bill Perry, WCIC-TV sports director, will handle the play-by-play with Richie Moran, Cornell lacrosse coach, doing color.

Sage Chapel Convocation

The Rev. James T. Burtchaell, provost at the University of Notre Dame, will be guest speaker at Cornell University's Sage Chapel Convocation at 11 a.m. Sunday.

His topic will be "Do Prophets Make Good Kings?"

A specialist in biblical theology, Burtchaell joined the Notre Dame faculty in 1966. He became chairman of the Department of Theology in 1968 and is currently an associate professor. He became the first provost of Notre Dame on Sept. 1, 1970, when the position was created by the board of trustees to replace the vice presidency of academic affairs.

Burtchaell has studied and done research at six institutions in this country, Europe and the Middle East. A graduate of Notre Dame and Catholic University of America in Washington, D.C., he received his doctorate in divinity from Cambridge University, England.

Burtchaell is a former president of the American Academy of Religion and is presently chairman of the Association of American College's Commission on Religion in Higher Education.

Bach Organ Recital This Weekend

An organ recital by Donald R.M. Paterson, associate professor of music and organist at Cornell, will be the fourth in a series of concerts devoted to the music of J.S. Bach.

The recital will be performed in the chapel of Anabel Taylor Hall at 8:15 p.m. Saturday and again at 4 p.m. Sunday.

Preludes from the "Orgelbuchlein" and the "Clavierbung" as well as "Fantasia in C Minor" and "Trio in C Minor" are among the selections on the program.

The new organ in the chapel, built by Hellmuth Wolff of Laval, Quebec, was installed in the spring of 1972. "Although its tonal design reflects the French classical tradition, the organ's color and clarity are especially appropriate for the masterpieces of Bach," Paterson said.

Intramural Cross-Country Sign-Ups

Those interested in participating in intramural cross-country must sign up by 2 p.m. Oct. 4 in the Intramural Office at the Grumman Squash Courts Building. Maj. Robert King will be in charge of the program.

Berrigan Collection on Display

Letters, manuscripts and other materials from "The Daniel and Philip Berrigan Collection" at the Cornell University Libraries will be on public display through Oct. 30 in Uris and Olin Libraries.

The collection, which now numbers more than 8,200 items, was started in the summer of 1969, when the Rev. Daniel Berrigan, S.J., was associate director of service for the now-defunct Cornell United Religious Work (CURW).

Keep Up With Cornell;
Read the Chronicle
Thursdays

Calendar

September 27-October 7

Thursday, September 27

9 a.m. Rosh Hashana — Traditional Service. Statler Auditorium.

10 a.m. Rosh Hashana — Reform Service. Anabel Taylor Auditorium.

11:15 a.m. Liquid Crystals lecture series. Prof. P.G. deGennes, University Paris-Sud, Orsay, France. Baker 200.

4:30 p.m. Food Science Seminar: "Food Science and the Hospitality Industry." Dr. James C. White, professor of hotel administration, School of Hotel Administration, Cornell. 204 Stocking Hall. Coffee at 4:15 p.m.

6 p.m. Christian Science Organization Testimony Meeting. Visitors are welcome. Founders Room, Anabel Taylor Hall.

7:30 p.m. Rosh Hashana — Traditional Service. Statler Auditorium.

7:30 p.m. Cornell Ukrainian Student Hromada meeting. International Living Center (North Campus 8) Main Lounge.

7:30 p.m. Latin American Free Film Series: *When the People Awake* (Chile). 60 minutes, color. Uris Auditorium. Sponsored by the Latin American Students Association and the Committee for U.S.-L.A. Relations.

8 p.m. Cornell Duplicate Bridge Club regular game. Elmhirst Room, Willard Straight.

8 p.m. North Campus Union Free Film Series: two short subjects and *La Notte*, directed by Michaelangelo Antonioni, Multipurpose Room, North Campus Union.

Friday, September 28

8:30 a.m. Rosh Hashana — Orthodox Service. Young Israel House.

9 a.m. Rosh Hashana — Traditional Service. Statler Auditorium.

Noon. Cornell Women's Studies Program Sandwich Seminar. "Women in Fiction." Professor Susan J. Morgan, English. 431 White Hall. Open to the public. Bring your lunch; coffee provided.

4 p.m. TGIF — Amateur Time. Open Mike, Open Stage. Memorial Room, Willard Straight Hall. Sponsored by Willard Straight Program Comm.

6 p.m. Shabbat Eve Service. Anabel Taylor Hall.

7 & 9:15 p.m. *Cornell Cinema Film: George Roy Hill's *Slaughterhouse Five*, with Michael Sacks, Ron Leibman. Statler Auditorium.

7 & 9:15 p.m. *Cornell Cinema Film: Charles Chaplin's *The Circus* and *The Immigrant*. Uris Auditorium.

8 p.m. Theatre Performance. Two plays: *Rats* and *Indian Wants the Bronx*. Willard Straight Theatre. Sponsored by the University Unions Board.

8 p.m. *The Jean Shepherd Show. New York's late night radio program. Bailey Hall. Sponsored by Alpha Phi Omega.

8:15 p.m. Lecture: "Politics of Health Care in America." Dr. Benjamin Spock. Ives 120. Sponsored by Cornell Forum.

Saturday, September 29

9:30 a.m. Shabbat Morning Service. Edwards Room, Anabel Taylor Hall.

5-7:30 p.m. *Steaks Ltd. Statler Student Cafeteria. Class project of the students of the School of Hotel Administration.

6-8 p.m. *Steaks Royale. Statler Main Dining Room. Class project of the students of the School of Hotel Administration.

7 & 9:15 p.m. *Cornell Cinema Film: *Slaughterhouse Five*. Statler Auditorium. (See Sept. 28.)

7 & 9:15 p.m. *Cornell Cinema Film: Chaplin's *The Circus* and *The Immigrant*. Uris Auditorium. (See Sept. 28.)

7 p.m. *Cornell India Assoc. Film: *Mera Naam Joker*, in Hindi with English subtitles. Goldwin Smith D.

8:15 p.m. Folk Song Concert. Meg Christian, Washington, D.C. Sponsored by Women in the Arts. Kaufmann Auditorium.

8:15 p.m. *Music Dept. Concert: Donald Paterson, organ. Anabel Taylor Chapel. Music of J.S. Bach (1685-1750).

Sunday, September 30

9:30 a.m. Episcopal Church at Cornell. Anabel Taylor Chapel. All are welcome. Students, faculty and families.

10 a.m. Friends (Quaker) Meeting for Worship. Rides leave from Anabel Taylor Hall for meeting at 10:30 a.m. at Jacksonville Meeting House. All are welcome. Child care provided.

11 a.m. Sage Chapel Convocation. Fr. James Burtchaeff, provost, University of Notre Dame.

4 p.m. *Music Dept. Concert: Donald Paterson, organ. Anabel Taylor Chapel. Repeat of Sept. 29 concert.

7 p.m. Table Tennis Competition. Beginners welcome. Barton Hall. Sponsored by Cornell Table Tennis Club.

7-9 p.m. & 9-11 p.m. Film: *Asylum*. Ives 110. Sponsored by the Open House Comm. Donation will be solicited.

8 p.m. *Cornell Cinema Film: Franco Zeffirelli's *Brother Sun, Sister Moon*. Statler Auditorium.

Monday, October 1

4:30 p.m. Music Dept. Concert: Laurie Shulman, Brian Israel. Four-hand piano concert. Works of Faure, Ravel and Bizet. Barnes Hall.

4:30 p.m. "Civilization" film series with Sir Kenneth Clark. *Romance and Reality* (3rd). 13th and 14th centuries. Courtly

Love, St. Francis of Assisi, Giotto and the Arena Chapel, Dante Goldwin Smith D. Sponsored by History of Art Dept. Everyone is invited. Series of 13.

4:30 p.m. Jewish Thought Seminar. Anabel Taylor Hall.

7:30 p.m. Jewish Identity. Anabel Taylor Hall.

8 p.m. Pre-Vet Society: lecture-discussion on farm practice. Speaker, Allen Perry. Ives 110.

8 p.m. *Cornell Cinema Film: Mai Zetterling's *The Girls*. Willard Straight Theatre. Attendance limited to Film Club members.

Tuesday, October 2

11:15 a.m. Liquid Crystals lecture series. Prof. P.G. deGennes, University Paris-Sud, Orsay, France. Baker 200.

4:30 p.m. Open Hearing on Bill to Abolish Physical Education Requirement. Sponsored by the Senate Subcommittee on Educational Innovation. Ives 110.

8 p.m. *Cornell Cinema Film: Louis Malle's *Murmur of the Heart*. Statler Auditorium.

Wednesday, October 3

4:45 p.m. Concert Commission meeting. North Room, Willard Straight Hall.

7 p.m. Hebrew Conversation Classes — Beginners. Anabel Taylor Hall.

7:30 p.m. *Films on Dance of India, Ceylon and Japan. Helen Newman Lounge. Sponsored by the Cornell Dance Dept.

7:30 p.m. Lecture: *Medical School Life*. Dr. Stephen Wartman. Sponsored by Mu Epsilon Delta. Ives 110.

7:45 p.m. Hebrew Conversation Class — Intermediate. Anabel Taylor Hall.

8 p.m. *Cornell Cinema Film: Humphrey Bogart in *The Big Sleep*. Statler Auditorium.

8 p.m. International Wives Friendship Club meeting. 135 Emerson Hall. All international women are invited to attend. If transportation is needed call Inez Versage, 273-2349 or Elke Schofield, 257-1082.

8 p.m. Fundamental Football for Fans. Moakley House. Sponsored by the Fifth Down Club.

8:30 p.m. Hebrew Conversation Class — Advanced. Anabel Taylor Hall.

Thursday, October 4

11:15 a.m. Liquid Crystals lecture series. Prof. P.G. deGennes, University Paris-Sud, Orsay, France. Baker 200.

11:15 a.m. "The Great Gatsby" (Part I). F. Scott Fitzgerald's classic of the '20s, a recorded reading of the complete book. Uris Library Classroom. Uris Library Listening Room Program.

3 p.m. "The Great Gatsby" (Part I), see above. Uris Library Classroom.

4 p.m. University Lecture: "Louis XIII and Louis XIV in 17th Century France: Night and Day?" Pierre Goubert, professor of modern history, Sorbonne (University of Paris I). Ives 213.

4:30 p.m. Food Science Seminar: "Of Consuming Interest." Mrs. Mary Ellen Burris, director of consumer affairs, Wegman's Food Markets, Inc., Rochester, N.Y. 204 Stocking Hall. Refreshments at 4:15 p.m.

6 p.m. Christian Science Organization Testimony Meeting. Visitors are welcome. Founders Room, Anabel Taylor Hall.

7:30 p.m. Israeli Folk Dancing. One World Room, Anabel Taylor Hall.

8 p.m. Cornell Duplicate Bridge — regular game. Elmhirst Room, Willard Straight Hall.

8 p.m. North Campus Union Free Film Series: *Moana*. Directed by Robert Flaherty. Multi-purpose Room, North Campus Union.

Friday, October 5

11:15 a.m. "The Great Gatsby" (Part II), F. Scott Fitzgerald's classic of the '20s, a recorded reading of the complete book. Uris Library Classroom. Uris Library Listening Room Program. (See Oct. 4.)

Noon. Women's Studies Program Sandwich Seminar: Advisory Group — Open Meeting. 431 White Hall. Bring your lunch; coffee provided.

3 p.m. "The Great Gatsby" (Part II). See above.

4 p.m. TGIF — Amateur Time. Open Mike, Open Stage. Memorial Room, Willard Straight Hall. Sponsored by Willard Straight Program Committee.

5 p.m. Yom Kippur Eve Dinner. One World Room, Anabel Taylor.

6:25 p.m. Yom Kippur Eve Services: Orthodox — Kol Nidre. Young Israel House.

6:30 p.m. Yom Kippur Eve Service: Traditional — Kol Nidre. Statler Auditorium.

7:30 p.m. Yom Kippur Eve Service: Reform — Kol Nidre. Statler Auditorium.

7 & 9:15 p.m. *Cornell Cinema Film: John Huston's *Fat City*, with Stacy Keach. Uris Auditorium.

7 & 9:15 p.m. *Cornell Cinema Film: *Fritz the Cat*. Willard Straight Theatre. Attendance limited to Cornell Community.

Saturday, October 6

8 a.m. Yom Kippur Service — Orthodox. Young Israel House.

10 a.m. Yom Kippur Service — Traditional. Statler Auditorium, and service at 5 p.m.

10 a.m. Yom Kippur Service — Reform. Anabel Taylor Hall and service at 5 p.m.

11 a.m. Sukkot Decoration Party at Hillel. Anabel Taylor Hall.

5-7:30 p.m. *Steaks Ltd. Statler Student Cafeteria. Class project of the students of the School of Hotel Administration.

6-8 p.m. *Steaks Royale. Statler Main Dining Room. Class project of the students of the School of Hotel Administration.

7 & 9:15 p.m. *Cornell Cinema Film: *Fritz the Cat*. Willard Straight Theatre. Attendance limited to Cornell Community.

7 & 9:15 p.m. *Cornell Cinema Film: John Huston's *Fat*

City, with Stacy Keach. Uris Auditorium.

7:30 p.m. Break the Fast Buffet. One World Room, Anabel Taylor Hall.

8:30 p.m. Let the Good Times Roll — Grease Up and Slick Back. Noyes Center Third Floor Lounge. Sponsored by Noyes Center Board and Bobby Sockers of Dorm V.

Sunday, October 7

9:30 a.m. Episcopal Church at Cornell. Anabel Taylor Chapel. All are welcome. Students, faculty and families.

10 a.m. Friends (Quaker) Meeting for Worship and First Day School. Anabel Taylor Forum. Discussion following worship. All are welcome.

11 a.m. Sage Chapel Convocation. Professor Franklin H. Littell, Department of Religion, Temple University, Philadelphia, Pa.

4 p.m. *Music Dept. Concert: Music of J.S. Bach. (1685-1750). Jerrold Meinwald, flute; Sonya Monosoff, violin; John Hsu, cello; Pamela Cook, harpsichord; Cornell Chamber Singers, Thomas Sokol, conductor. Barnes Hall. Also repeated at 8:15 p.m.

7 p.m. Table Tennis Competition. Beginners welcome. Barton Hall. Sponsored by Cornell Table Tennis Club.

8 p.m. *Cornell Cinema Film: Federico Fellini's *Satyricon*. Statler Auditorium.

8:15 p.m. *Music Dept. Concert: Repeat of 4 p.m. program. Barnes Hall.

Exhibits

Franklin Gallery. Graduate Student Group Show (Art Faculty), open to Sept. 28. Undergraduate Student Group Show (Art Faculty), Sept. 29-Oct. 12.

Herbert F. Johnson Museum: Dr. and Mrs. Milton Lurie Kramer Collection — to Sept. 30. Jacques Callot and Francesco Goya, Master Etchers, Selections from the Museum's Permanent Print Collection — to Oct. 7. Photographs from the Permanent Collection, Permanent Collection. Tues.-Sat. 10 a.m.-5 p.m.; Sunday 11 a.m.-5 p.m.; Monday — closed.

History of Science Collections. Recent acquisitions (changed monthly). 215 Olin Library.

Olin and Uris Libraries: "The Papers of Daniel and Philip Berrigan."

Sibley Gallery, College of Art, Architecture and Planning. Design Communications Faculty Group Show. Open to Oct. 5.

ANNOUNCEMENTS

Pre-Meds — The Pre-Med office will be open from 8:30-noon, Monday through Friday. Kindly do not come or call after noon, as the committee will be preparing letters of recommendation.

Senior Portrait Sittings for the 1974 Cornellian will be taken until Sept. 28, 9 a.m.-4:30 p.m.

The 1974 Cornellian will be on sale in the lobby of Willard Straight Hall from 9 a.m.-4 p.m. Sept. 26, 27, and 28.

*Admission charged.

Attendance at all events is limited to the approved seating capacity of the hall in which they are presented.

All items for the Cornell Chronicle Calendar must be submitted to the Office of Central Reservations, Willard Straight Hall (either through the mails or by leaving them at the Straight desk) at least 10 days prior to publication of the Chronicle. The Calendar is prepared for the Chronicle by the Office of Central Reservations.

Soccer

Continued from Page 2

a little in our efforts to check him," Wood said. "Still, I felt we did well because we were playing with a couple of injury problems."

Joe Mui, Cornell's 5-4 sophomore forward from Toronto, left the game with an ankle injury. Fullback Andy Rosenberg, a senior fullback from Oceanside, N.Y., played the full game despite a knee injury which forced him to miss several practices. Wood expects Mui and Rosenberg will be ready for Brockport.

Sparked by the play of Mui, All-America Kip Jordan of Fairport, N.Y. and Jay Holbrook of Spencerport, N.Y., Cornell dominated the first half against Hartwick. The Big Red outshot Hartwick, 11-7, in the half. "We had five good shots and we played a fine half. It's a shame we couldn't put one in," Wood said.