

Mayor Hypocrite on Schools

Giuliani's Two-Faced Approach to Education

BY ROB WALLACE

During his January 14 State of the City address, and at his subsequent budget announcement, Mayor Giuliani attacked CUNY's open admissions policy and its remediation courses.

As started in 1970, open admissions allows any New York City high school student who obtains a diploma a spot at CUNY, in at least a CUNY community college. Those students who can not handle the college material are placed in remedial courses until they can do so. Open admissions was implemented after black and Latino students at City College started successful protests against the exclusionary nature of the CUNY system which in 1969 was comprised primarily of white students.

During his address, the mayor, citing the community colleges' poor graduation rates, declared the city shouldn't pour millions of dollars into a university that can not graduate its students. "A college can only function if you have standards of entry," the mayor declared, calling for entrance exams for CUNY's colleges.

At a February 9 meeting of the City Council Committee on Higher Education, Anthony Coles, from the Mayor's office, testified, "The overall two-year graduation rate in the community colleges has fallen from 3.6 percent to 1 percent; and the overall

four-year graduation rate has fallen to 16.3 percent. Today, fully 99 percent of CUNY community college students fail to graduate within two years."

But as the mayor and his flunkies attack CUNY and its remediation system, the public school system from which many CUNY students come suffers many of the same problems that Giuliani sees in CUNY. Low graduation rates and deteriorating performance are some of the dilemmas both school systems face. Indeed, as Giuliani is responsible for the quality of education at the public schools, many CUNY students and faculty claim Giuliani himself is responsible for CUNY's remediation program.

"Because many students arrive at CUNY ill-prepared, through no fault of their own, CUNY has to pick up the slack that Giuliani and previous mayors have let out in the public schools," explained one City College adjunct. "So Giuliani shouldn't be attacking CUNY, he should be kissing our ass because we're helping fill in for his failures."

CUNY statistics show 47% of its freshman class comes directly from New York's public high schools.

GIULIANI FLOPS ON EDUCATION

A January 1997 report issued by the New York City Independent Budget Office (IBO) showed the Board of Education spending the least amount of money per pupil in a decade. Adjusting for inflation, per-pupil spending collapsed from \$7,892 in 1990 to \$6,952 in 1997. Though overall spending has increased, the number of students has skyrocketed, with the addition of 13,000 students per year. Adding students decreases per-pupil spending, unless proportional budgetary increases are made.

Moreover, the City's contribution to the Board of Education budget has decreased



Does Mayor Giuliani have a double standard for the NYC high schools and CUNY?

while the state and federal contributions, making up 60% of the Board's budget, have remained relatively stable. From 1988 to 1994 the city's per-pupil spending increased from \$3,165 to \$3,176, a nominal increase. From 1994 to 1996, when Giuliani took over the mayoralty, city per-pupil funding decreased from \$3,176 to \$2,805, an 11.7% decrease. Moreover, the report declares, as special education costs have increased at a greater rate than mainstream classroom costs, "real per pupil spending on general education is being squeezed even further."

The decline in funding therefore can be directly attributed to the budgets the Mayor and the City Council concocted over the past few years.

The IBO report declared there isn't necessarily a connection between the amount of money spent per pupil and the quality of education. But IBO's own numbers seem to indicate there is indeed such a connection. Between 1992 and 1997, the Board of Education instituted budget cuts of \$2.6 billion. The IBO declared 32.9% of the cuts, over one third, were taken on decreases in education services (compared to only 11.9% from teacher productivity increases and cuts in administrative costs).

The mayor's own management report, released last week, showed high school class sizes have gone up steadily. Two students per class have been added since 1990. One

high school teacher complained to *Newsday* that her school, built for 2,800 students, now held 4,300.

The report also showed the number of administrators has grown by more than 3,000 in community school districts and in high schools. Granted, many of the new hires are school lunch aides brought in to fill the openings teachers left when the teachers' recent contract dictated they no longer had to serve as lunch aides. Still, this is a mayor who has hollered so much about cutting the administrative fat out of the education system.

By 1996, so undersupplied were New York's schools, Giuliani's system was without enough school-building capacity for 91,000 students of all grades. Classes were, and still are, being held in closets, bathrooms, and—a suggestion from the Police Commissioner?—in dangerous, makeshift barracks set up in school yards.

What classes are being held in buildings proper are threatened by structural problems like falling debris and carbon monoxide. In January, a Brooklyn teenager was killed by a brick that fell from an elementary school. The *New York Times* ran a story earlier this month about a principal who walked around his school with a hardhat after being hit with falling shards of glass. About half of

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Access to CUNY Under Attack

BY KEITH MITCHELL HUNTER ENVOY

Given the green light by Mayor Giuliani, who has called for "tougher standards" in CUNY, senior colleges have announced that they will raise their entrance requirements, as the Board of Trustees moved closer to dismantling remediation programs at a Feb. 2 meeting.

The meeting was attended by presidents of some of the community colleges and senior colleges in CUNY, most notably Baruch President Matthew Goldstein, outspoken critic of remediation programs and open admissions. As expected, the tone of the gathering was dominated by Giuliani supporters Herman Badillo (vice-Chair of the Board) and Trustee John Calandra who reiterated the theme of "low standards" as the reason to gut remediation. The Board primarily focused its attention on the expansion of a 1995 Board of Trustees resolution that limited remediation to two semesters in the senior colleges. Under the current plan students enrolled in senior colleges who do not finish remediation courses within two semesters must attend community colleges to complete their requirements. The plan also allows for senior colleges to determine their own admissions standards. Since 1996, graduating high school students needed at least an 80 average in college preparatory courses and/or an SAT score of 1020. Under the expanded plan, admission standards are to rise considerably for Fall 1998. Already, Queens College has raised its SAT requirements for admission to 1250 composite

score, Baruch to 1100, and the rest of the senior colleges to 1050. New students are also expected to have at least 10 Regents credits, particularly credits in English and sequential math.

The inflated SAT requirements are part of CUNY's College Preparatory Initiative (CPI). Established in 1993, CPI was the Board of Trustees' attempt to limit the duration of remediation by having high schools demand harder courses such as the Regents. Additionally, SATs were to be used as a means of improving the "quality" of the students entering CUNY.

However, SATs are not an adequate indicator for determining whether or not a student will succeed in college. According to a study by Allan Nairn of the Ralph Nader Institute, 3,400 college professors mentioned academic commitment and interest more often than intellectual ability as a better predictor of college success. Also the drop-out rates for blacks are lower than predicated from grades and test scores. Another study of students at integrated colleges found that while SAT scores for blacks were lower than whites, their high school rank was higher.

A study by Goldman and Wideawski of four University of California institutions reported that "blacks and Chicanos are clearly not benefited by the use of the SAT in selection of college students, at least at the institutions we have investigated." Furthermore the reports state that fewer black and Chicano students are selected when the

(Continued on page 3)

Students Protest CUNY Board Meeting—2 Arrested

Protesters in Support of Open Admissions and Remediation

BY BRAD SIGAL

More than one hundred CUNY students gathered at the City University's headquarters at East 80th Street on February 23 in protest of decisions the CUNY Board of Trustees are making to end open admissions and remedial education. The Board is the decisionmaking body of the City University system; its members are appointed by the governor and meet monthly to set university policies. Both Mayor Giuliani and Board Vice-Chair Herman Badillo have called for an end to all remedial education at CUNY and an end CUNY's 29-year old policy of

open admissions. Open admissions and remedial education are the backbone of CUNY's accessibility to Black, Latino and other working class students who come out of New York City's less-than-adequate high school system.

Most of the students protested outside the Board meeting, holding signs and chanting slogans in support of keeping CUNY's open admissions and remedial education. The largest groups were from Hostos Community College and Hunter College. There were also a few student protesters from CCNY, Brooklyn College, Queens College, the Graduate Center and the College of Staten Island. Only 15 students were let into the meeting, even though all Board meetings are required by law to be open to the public. All the seats inside the meeting room were taken up by the Board's staff, leaving the few students who were allowed in standing in the back of the room. Inside the meeting, three students successively interrupted the meeting, standing up and demanding that the Board of Trustees take decisive action to save open admissions and

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CCNY CLIPBOARD

GRADUATE STUDENT COUNCIL MEETING

The Graduate Student Council is the elected representatives of graduate students at CCNY. The time and location of their next meeting will be posted on the GSC office door, NAC 1/113. Please feel free to attend and get involved.

GSC HAS OPEN SEATS

The Graduate Student Council is composed of elected representatives from each graduate school. There are currently open seats in the following schools: Architecture, Education, Engineering, Liberal Arts, and Social Science. If you would like to join the council, come by the GSC office, NAC 1/113, to get a petition to join. You need to get signatures from students in your school on a petition. Come by NAC 1/113 for the guidelines and petitions, or to get more information.

GSC RESOLUTIONS FROM FEB. 10 MEETING

The GSC made the following decisions at their February 10 meeting (these are taken from the unofficial meeting minutes).

- ✓ Tabled a discussion of an administration-proposed mandatory workshop on sexual harassment for all student government members.
- ✓ Accepted the resignation of Ed Cahill (Liberal Arts), and accepted conditionally Lizette Figeroa's (Liberal Arts) resignation pending her written resignation letter being received by all council members from the chair.
- ✓ Paid \$1,400 for insurance for the Pre-University Program.
- ✓ Accepted the following students for employment with the GSC: Johanny Garcia, Yunerys Robles, Jonathan Inoa, Jacqueline Santanna, Felipe Pichardo, Yang Sik Lee, and David Suker.

- ✓ Agreed to pay office and lounge workers \$8.00 per hour and \$10.00 per hour for the office manager.
- ✓ To accept Ana R. Bonafacio as an instructor to teach LAST workshops for Education majors at the Instructor / Lecturer rate.
- ✓ To accept Sean Hewitt as an instructor to teach Psychology Comprehensive Workshops for Psychology majors with attendance of at least 25 students per class at the Instructor / Lecturer rate.
- ✓ To table the signing of contracts for Ana Bonafacio and Sean Hewitt until the next meeting; the contracted persons will work until April 18, 1998.
- ✓ The GSC officially condemned the attack on open admissions by the Mayor and the Board of Trustees. We will devote our time and energy to organize for the struggle for Open Admissions.
- ✓ The GSC condemns the actions of council member Charles Udoh in his address and actions against Dean Paul Bobb with a written apology.
- ✓ To have a graduate student reception with the theme "Defending Open Admissions."
- ✓ Agreed not to allocate money for students to travel to the "Come With Us" conference.
- ✓ Agreed to order from Dell Computers as

- many computers as possible for \$14,000 for the graduate student computer resource center.
- ✓ Agreed to accept the itemized Graduate Student Newspaper budget (totalling \$7,000). Appointed Brad Sigal as Managing Editor of the Graduate Student Newspaper.
- ✓ Allocated \$1,100 for a dinner at the Dominican 2000 meeting on Feb. 21.
- ✓ Agreed to distribute a flier seeking student support and attendance at the Women's History Month proposal; GSC's monetary support for this project will be decided at the next meeting.
- ✓ Agreed to endorse NYPIRG's CCNY Immigration Clinic.
- ✓ Agreed to allocate \$600 for the "Forum on Chiapas" sponsored by three graduate clubs.
- ✓ Agreed to allocate \$590 for the "100 Years of Struggle" forum.
- ✓ Agreed to match the Day Student Government contribution to the Women's History Month committee.
- ✓ Agreed to allocate \$1,000 per graduate club pending a report of the money spent in the Fall 1997 semester and club registration with the GSC.
- ✓ GSC office keys will only be given to the GSC Executives and Office Manager.

LETTERS

Architectural Woes

To the City College Community,

Since its foundation, the philosophy of the City College has been to make higher education affordable to anyone who wants to advance in life.

This philosophy is changing with the action that CUNY is taking against CCNY and, in particular, against the only School of Architecture in the public system. The budget cut within the School of Architecture has negatively impacted on the quality of the education of CCNY. This budget cut has further impaired the pride that the alumni and students share in the College's tradition of quality education and has undermined the image that CCNY has promoted in dozens of its advertisements seen throughout the city.

The semester has already started. And the commitment that we have taken can't be changed. We have already spent four years of our lives to finish our education for advancement in this competitive society. It is our obligation to demand a higher standard and quality in the education that we came here to receive. CCNY has always competed with other high quality schools. Why at this point in our history should we drop our standards?

This budget cut has resulted in the loss of one design studio class per year. We believe CUNY can afford and redirect the resources to maintain the amount of classes opened at the commencement of the semester. Cutting those classes now is castrating our dreams. We have to make sure that the educational direction that we receive during the studio classes is maintained. This can only be achieved by main-

taining the current professor / student ratio in the design studio class. Thus, the proper education and student development is ensured.

Pedro Abreu
Student Representative

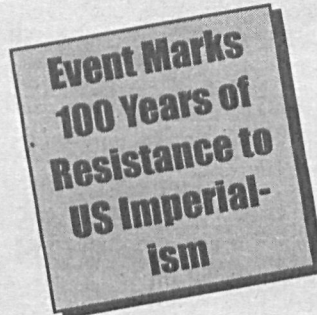
Springs in the Buttocks?

Dear Messenger,

I'm angry about the conditions in my Anthropology 101 class, Y 301. It's cold in the winter and in the summer it's hot as hell, but by far the worst problem in this classroom is the springs from the chairs that protrude into my buttocks for one hour. I'm not kidding. The place is old and it hasn't been renovated in decades and while our administration has money for the President's limousine and \$128 million for the Great Hall (that we don't have access to) it can't find the means to renovate the damn chairs in my Anthro. class. Anthropology is not my major, but Professor Sank has made this class so interesting that I am willing to endure the discomfort of my derriere in order to be enlightened by her lectures. I'm not asking for wine and cheese and crackers, but even the MTA gives you a decent seat. One would think at the very minimum the school would give you a quality environment to learn in. We also do not have a desk top to write on, but springs in the buttocks are by far the worst problem. Can anything be done?

Diana Foster
Political Science

100 Years of Imperialism



BY BRAD SIGAL

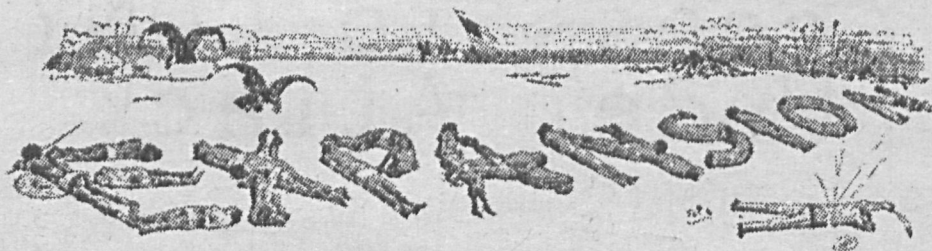
On February 19, about 180 students and people from the community came to a panel in the Aronow Theater entitled, "100 Years of Struggle Against US Imperialism." The panel featured six speakers, including Felix Wilson, the Deputy Ambassador of the Cuban government, and Puerto Rican former political prisoner Ráfael Cancel Miranda. Other pan-

elists were from Makabayan-Philippine Forum, the Puerto Rico Collective, and WBAI radio station.

According to event organizer Carlos Torres, the purpose of the event was, "to celebrate the resistance struggles in Puerto Rico, the Philippines and Cuba—the countries that the US invaded 100 years ago in 1898, against the wishes of the people of those countries. This event celebrates their liberation struggles and their spirit of internationalist unity."

The event was sponsored by over a dozen campus organizations, departments, and community groups. There was also a photo display at the event, the "Photos of the Invasion Exhibit." This exhibit had photos portraying the lives of the people of Cuba, Puerto Rico and the Philippines in 1898.

According to Torres, "This event is just the beginning of a year-long effort to commemorate the travesty of 1898 and move the struggle for self-determination forward."



Political cartoon from 1898 showing "expansion" spelled out in the bodies of Filipinos who were killed in the US's imperialist conquests of 1898.

Messenger Reader Survey

Our mission follows in the tradition of the Black Panther Party: the Messenger strives to Serve the People. In order to better serve our constituency, we would like members of the CCNY community (particularly graduate students) to let us know what you would like to see the Messenger cover. Please return this survey to NAC 1/216 or come let us know what you think, or let us know if you want to write or help out.

Which article did you like best in this issue? _____

Which article did you like least? _____

How important is it to you that the Messenger report on the following issues: (1=not important 5=very important)

- 1 2 3 4 5 City College academic affairs
- 1 2 3 4 5 City College extracurricular activities
- 1 2 3 4 5 CUNY-wide issues
- 1 2 3 4 5 Harlem / Neighborhood issues
- 1 2 3 4 5 City Hall / New York City news
- 1 2 3 4 5 State, National, and International News
- 1 2 3 4 5 Cultural coverage

Please list any other topics we should cover: _____

Are you a graduate, undergraduate, or non-matriculated student? _____

CCNY Messenger

CCNY's Graduate Student Newspaper

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CCNY Messenger is the Graduate Student newspaper at the City College of New York. It is produced biweekly by an editorial collective. The Messenger aims to serve CCNY graduate students, as well as all other CCNY and CUNY students, and the Harlem community. We seek to do this by reporting on student activities for empowerment, enjoyment, and survival and by exposing the misdoings of those in power. The articles in the CCNY Messenger do not necessarily reflect the views of the Graduate Student Council, the editors of the Messenger, CCNY graduate students, or anybody other than the individual writers.

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Great Hall (Sorta) Reopens

Great Hall Finally Reopens—But Students Not Allowed In

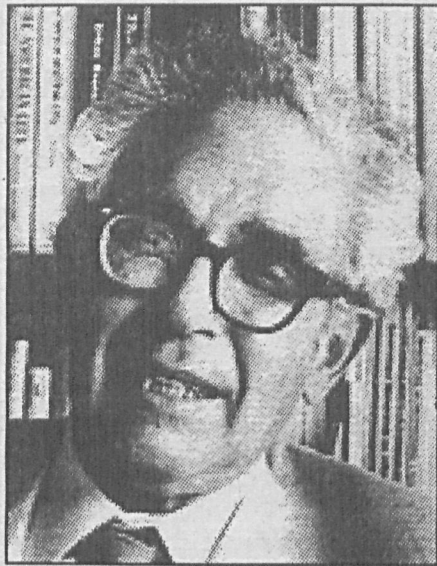
BY JOAN PARKIN

The reopening of City College's Great Hall last Tuesday reveals once again the budget priorities of our administration. After spending ten years and \$128 million dollars to rebuild the Great Hall, the administration brings together 1,500 members of the CCNY community and makes them listen to a racist attack on open admissions by Dr. Nathan Glazer.

CCNY President Yolanda Moses' opening remarks set the stage for this reactionary attack. Moses called for "higher admission standards" and "increased support from corporations." This is a decisive step back from CUNY's policy of open admissions: a victory won by Black and Puerto Rican SEEK college students in 1969 which guaranteed all graduates of New York City's high schools an opportunity to attend CUNY. Open admissions was a victory for the entire working class of New York City.

Moses' call for higher admissions standards means that thousands of New York City public school graduates will be denied higher education at CUNY.

As one CCNY student who attended the ceremony told the *Messenger*, "President Moses should be thinking more about how



Nathan Glazer, keynote speaker at the reopening of the Great Hall

to reverse the trend of declining public funds for higher education in New York rather than justifying the downsizing of CUNY." Her remarks can only add fuel to the fire recently kindled by Mayor Giuliani and Board of Trustees Vice-Chair Herman Badillo, who proposed last week to completely destroy remedial education at CUNY.

Nathan Glazer, CCNY class of 1944, is Professor Emeritus of Education and Sociology at Harvard University. He is best known for his book *Beyond the Melting Pot* (with Daniel Moynihan). In his speech, he continued his attack on today's CUNY students with a comparison of CCNY immigrants then and now. Why, Glazer asked the crowd, were the mostly European waves of immigrants into CUNY better students than today's Caribbean immigrant population? In the spirit of Charles Murray's argument in *The Bell Curve*, Glazer equates low performance rates of the largely Black and Caribbean wave of immigration with moral deficiencies particular to Blacks. Academic standards are declining, he says, because of

"the rise of illegitimacy, of single-parent families, of dependency, of drugs and crime."

Glazer then quoted Giuliani's statements about children born out of wedlock to back up his arguments about how today's poor is less capable and "less stable" than the first two waves of European immigrants.

But this is simply racist. Glazer blames CUNY's crisis on the increase in Black enrollment while the real reason for the crisis is lack of funding for the public education.

The money spent on this Great Hall is a perfect example of how our administration is willing to turn a blind eye while over 2,000 students drop out, 10 departments were closed down or downgraded and over 50 professors are laid off, all because of budget cuts and workfare assignments. The custodial workers on this

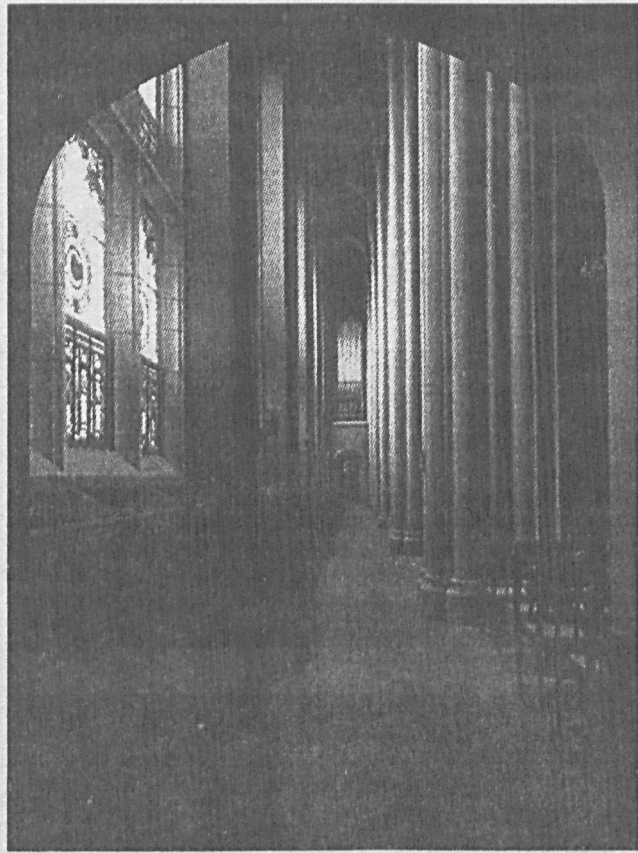
Trustees said, "Faculty was just told [admission requirements] would be changed."

Even more alarming is the lumping of English as a Second Language under remediation. As pointed out by one of the trustees, many first time students are proficient in math and reading in their native languages, but have difficulties in English. By limiting ESL to two semesters, the Board is taking a sink or swim approach: either learn English or get out of the senior colleges. Representatives of the community colleges protested the notion that their colleges should be used as "dumping grounds" for remediation, citing that the community colleges were overwhelmed by remediation.

Some trustees mentioned the establishment of "immersion centers" separate from the colleges to administer ESL programs. This program is along the lines of Mayor Giuliani's proposal to create remedial centers, possibly under the auspices of private-for-profit companies.

As the meeting came to an end, Trustee Calandra dropped a bomb. In a memo passed out to Board members, he proposed limiting remediation to two semesters in community colleges, and his hope to "eliminate remediation altogether from the CUNY system." Though the issue was tabled until the next board meeting scheduled for Feb. 16, Calandra's proposal set the stage for the complete dissolution of remediation, and possibility of open admissions at CUNY.

Throughout the meeting, four students from the Student Liberation Action Movement (SLAM!) held up signs stating "Education is a Right," and "CUNY is for the People." Small in numbers, these students held that the small demonstration was effective in sending a message to the Trustees.



Students have to stand on chairs to even get a glimpse into the Great Hall.

appropriate. She said, "Why talk about symptoms like 'welfare mothers.' There is so much incredible history that has taken place in that hall." Smith told the *Messenger* of a CCNY alumni relative who cried during the Great Hall's opening ceremony, because the Great Hall had been at the center of student life at CCNY.

In her opening remarks, President Moses only spoke about the hall's service as a WW I cadet dormitory, a WW II barracks for ROTC training, and a distinguished guest list of speakers including Mark Twain and Eleanor Roosevelt. But CCNY archivist Barbara Dunlap told the *Messenger* that President Edward Shepherd envisioned the Great Hall's driving force as the "meeting place for the College community." In the 1920s and 30s the entire freshman class met in the Great Hall once per week to discuss their activities. In WW I and WW II the Great Hall had organ recitals on its Skinner Organ

campus haven't received a pay raise in three years, and yet somehow the state finds the money to spend \$128 million for a building that students will never get a chance to use and rarely a chance to see.

When the Great Hall was first built CUNY had a mission "to educate the poor and working class of New York City." Today's CUNY student faces budget cuts, tuition hikes, larger class sizes, and disappearing departments. Today's CUNY student comes from overcrowded, underfunded and inadequate public schools (see "Mayor Hypocrite", page 1). The crisis in CUNY is about money—unless more of it is spent on actually educating the people of New York City, access to education will become nothing but a relic of the past.

SEEK counselor Dr. Carol Smith reported to the *Messenger* that given the occasion, she felt that Glazer's remarks were inappro-

twice a week for the public. Now, only the pipes remain. Dunlap speaks of the nadir of the Great Hall in the 70's when it was used as a registration area.

Today, even after the re-opening, the Great Hall remains closed. Students have to stand on chairs outside the doors to even get a look at it. Tellingly, the decline in campus use of the Great Hall has coincided with the exclusion of tens of thousands of poor and working class students from CUNY.

The speakers at the ceremony have all tried to make the Great Hall part of CCNY's historic past with no role in it for today's predominately Black and Latino working class students other than a place to hear an occasional visiting dignitary. In truth the Great Hall is ours. We paid \$128 million for it—we should be able to use it.

WRITE FOR THE MESSENGER ABOUT WHAT'S HAPPENING IN YOUR DEPARTMENT! BRING ARTICLES BY NAC 1/216.

Students Protest Board

(continued from page 1)

remedial education, at both the 2-year and 4-year colleges. After the third student spoke out, Board Chair Anne Paolucci kicked all the students out of the meeting, including those who were not part of the protest, continuing the meeting in a closed session. According to legal sources, this may have been a violation of state laws requiring Board meetings to be open to the public.

The first student to stand up in the meeting, a Hunter College student, charged the Board with implementing policies of "educational apartheid" through possibly ending open admissions. He was escorted out of the room by two CUNY SAFE officers, but was not arrested.

The second protester, Lenina Nadal, a

recent graduate of Hunter, was dragged out of the meeting by at least five SAFE Officers and was arrested. She was released later Monday night. The third protester, Eric Odell, was also dragged out of the room by multiple SAFE Officers and arrested. He was charged with Second Degree Assault, which is a felony, because a SAFE officer claimed that Mr. Odell hurt his hand during the arrest. Other eyewitnesses say they never saw such an incident, and they saw the officer using his hand with no apparent problem, casting doubt on the assault charge. Mr. Odell said he protested the Board, "because hundreds of thousands of young people in New York—especially Blacks and Latinos—will be denied access to college if they cut out remediation and open admissions. This issue concerns the future of all New Yorkers."

RELAX! STUDY! SLEEP! DRINK! CHILL!
DO YOU KNOW THERE IS A GRADUATE STUDENT LOUNGE? IT IS LOCATED IN NAC 6/201. IT HAS FREE TEA, COFFEE AND SOMETIMES OTHER STUFF. YOU CAN HANG OUT THERE AND STUDY, OR JUST RELAX.
 LOUNGE HOURS: MON. 9-2 & 3-9; TUES 3-9; WED. 9-9; THURS. 9-9; FRI. 9-6. INFO: 650-5319 OR 5025

Access to CUNY

(Continued from page 1)

SAT is used. At the four universities contacted for the study, 12-15% of Chicano and 14-43% of black applicants would have been admitted on the basis of their high school GPA.

The reasons for the difference in SAT scores between blacks and Latinos vs. whites has less to do with intellectual ability than economics. Those with higher incomes tend to score higher on the exam. Those with more money have the ability to enter into courses, such as Princeton Review, that prep students for the SAT. Those who take the preparatory courses for the SAT average about 185 points higher on each section of the SAT while 30% average about 250 points higher. The companies that provide this service often charge up to \$800 for the SAT preparation, preventing many blue collar-background students from taking the courses. 41% of the coached students came from income brackets of \$30,000 or more.

Deflecting criticism that the new admissions standards would mean a drop in the enrollment of people of color, Goldstein replied; "The new standards didn't shift the ethnic balance at all," but didn't provide any specific data to back his claim. Citing his own college as an example, Baruch President Goldstein lauded the new entrance requirements, yet acknowledged that the new plan would lead to a reduction in overall freshmen enrollment.

The new requirements can be arbitrarily decided by the college administration without considering a college's particular mission or history. Sandi Cooper, chair of the University Faculty Senate and Board of

Know Your ROOTS

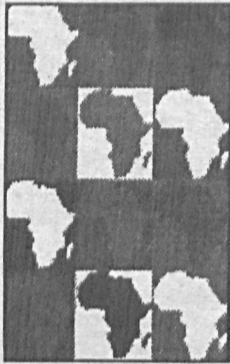
BY CARMELO TRINIDAD

With the general sense of apathy on the campus of CCNY, it is incredible to find an organization like ROOTS, which has endured and persevered the challenges it has faced. Founded in 1995 by film student Shannon Arrington, ROOTS is a Pan African organization dedicated to the dissemination of information on the global Afrikan community. Its stated purpose is to promote universal Afrikan unity, Black pride, and self-determination through education, knowledge and community empowerment.

One of the ways the students involved in ROOTS promote the goals and ideas of the organization is through its youth mentorship program with A. Phillip Randolph high school. Every Wednesday from 2:30 to 4:00 pm, ROOTS members tutor and mentor local high school students with the attempt to develop them into conscious, productive adults working for the betterment of the Black community. When asked what is the fundamental problem facing black youth, Shannon stated, "Our black youth today are poisoned by television and are alienated by this white supremacist, capitalist society which pits them against one another. It is up to our Black brothers and sisters to stand up, guide and educate our youth to struggle for self-determination." With the attack on open admissions, rampant police brutality, and the disappearance of jobs, ROOTS has attempted to address these issues through a cultural lens which many of the white activists and campus-based organizations tend to deemphasize. The ROOTS organization believes culture is a guiding force in the liberation of people of color. Without that cultural hook up, the campus-based organi-

zations are destined to fail in defending this university, which is predominantly Black and Latino.

Another area of work for ROOTS members is the ROOTS talk radio program on WHCR 90.3 FM. The program's focus is more squarely on the continent of Africa, with an emphasis on the culture, history and struggle of African people on the motherland and throughout the world. Hosted by Shannon and CCNY student Sheldon Williams, ROOTS Talk has dealt with topics relating to African science, culture, tradition, politics, and has forayed into issues of the Black family. The program, which airs every Tuesday from 5:00 to 6:00 pm, has had great success in acquiring speakers such as Black Studies Professor Leonard Jeffries, Sharonne Salaam of People United for Children, as well as poet and former Black Panther Sister Sheeba. The show has dealt with police brutality, workfare, open admissions, and many other issues that other radio programs dare not deal with. In addition to the radio and mentorship programs, ROOTS has also done forums on African politics and has hosted two poetry events known simply as "ROOTS Poetry Slams."



ROOTS all in all has the respect and admiration of many students and has firmly established itself as an independent student entity

which has survived despite little funding from the Day Student Government and open bias and persecution from members of the college. Learning from Malcolm X's example, when your organization is demonized and attacked consistently, you know you have to be doing something right. Racism, discrimination, and white supremacy are institutions at CCNY, but in ROOTS the Black community has an institution of its own on campus.

High Schools

(Continued from page 1)

the system's 1000 buildings were built before World War II and many, the article explained, "[suffer] from years of neglect and deferred maintenance." In 1994, Giuliani winnowed down a 5-year \$7.3 billion capital-budget request submitted by then-Chancellor Ramon Cortines to \$2.9 billion—that's chump change.

The cuts, overcrowding, and problems with infrastructure in the public schools have apparently translated into poorer student performance. According to statistics compiled by the State Department of Education, 1989 showed both third and sixth-grade reading scores 13% higher than they are today. During that time spending decreased 13% as well.

In addition, a 1997 report by the Industrial Areas Foundation and the Public Education Association showed the city's worst performing schools are concentrated in the poorest neighborhoods. Even as the report declared per-student spending consistent across New York's neighborhoods, schools within 14 school districts in the Bronx, eastern Brooklyn and Manhattan—where black and Latino students are concentrated—comprised a "dead zone" of educational opportunity. Half of the 358 schools in these districts rank at the bottom quarter of citywide elementary and middle school rankings. Just 29% of elementary and middle school students in these districts are reading at grade-level. The 25 high schools with the lowest graduation rates, under 40%, enroll more than 53,000 mainly poor students, an average of 2,120 students per school.

CUNY students—primarily black, Latino and immigrant—are similarly poor, hinting many may come from these inefficient high schools. According to student-rights attorney Ron McGuire, as of the early 1990s, 63% of CUNY undergraduates were non-white. 54% of all CUNY students were black and Latino. Half of CUNY's students were from families with incomes below \$21,000 and 28% lived in households with household incomes of less than \$14,000.

GIULIANI'S HYPOCRISY

Board of Education data show that while New York City high school drop-out rates have fallen, more students are taking five, six, even seven years to graduate, a similar situation for CUNY students except CUNY students often have jobs and children of their own to take care of in addition. *Fewer than half of high schoolers graduated on time in 1996.* For this 1996 cohort 35% returned for at least a fifth year. In comparison, the class of 1986 saw only 28% stay beyond the traditional four years.

Ironically enough, Giuliani officials saw this as a positive. "Staying in school longer is not a negative for many students," an April edition of the *Times* quoted Margaret Harrington, chief executive for school programs and support services at the Board of Education. "We said, 'We want you to stay in school,' 'We want you

to earn a diploma. If that takes five years, it takes five years," Harrington stated. Contrast that tolerance and encouragement with Giuliani's remarks about CUNY's problems!

The ironies continue. Harrington went on to explain high school students were taking longer because they entered high school "over age and under prepared in reading and mathematics." Moreover, the *Times* article continued, limited-English speakers took longer to graduate, "In the class of 1996, [only about] 50 percent of limited-English-speaking students graduated on time... Board officials said that schools would have to offer at least three periods of English instruction in addition to other academic subjects to raise their graduation rates, but that not enough money was available." In 1996, the city spent only \$6,831 per high school student, by far less than the \$7,394 it averaged across the system.

Now, aren't these the very explanations open admissions proponents advance when defending CUNY remediation and the long periods of time necessary to graduate its students? Why are Giuliani's excuses, as embodied in his officials' explanations for slow high school graduation rates, not appropriate explanations for CUNY's allegedly slow rates? Deficiencies in preparation and problems with the English language do not go away in the summer between high school and college at CUNY.

Furthermore, both educational systems have been hammered by budget cuts. "Over the long term, large amounts of resources taken out of the educational system can make a difference, and they have been removed," the *Times* quotes Robert Berne, vice president for academic development at New York University. Berne was referring to the detrimental effects Giuliani's budgets have had on the city's education system. But clearly CUNY suffers some of the same devastation. Except within the mayor's warped logic, deteriorating performance, caused by a lack of staffing and funding, becomes grounds to further cut staffing and funding.

But the most obnoxious aspect of the mayor's attack on CUNY remediation is that his administration has admitted failure to prepare New York's youth for CUNY and dares anyone to call them on it. At the City Council Committee on Higher Education meeting, Giuliani aide Anthony Coles declared, "These students [entering CUNY] may have a piece of paper that is called a high school diploma, but they do not have a high school education. As a result, our community colleges, as supposed institutions of higher learning, are using their resources overwhelming to educate students who never should have graduated high school."

It's asinine of Rudy to blame CUNY for his abject failures. Despite Rudy's hypocrisy and the attacks rhetorical and financial he and other political anthrax launch against CUNY, the school somehow continues—albeit now less sharply—to fulfill its mission—to help millions of New Yorkers become the flesh and blood of our civic society.

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INTERNATIONAL

US to Bomb Iraq Again?

BY KEEANGA TAYLOR

Washington warlords are preparing for a new military assault on Iraq. With politicians in both parties fighting to see who could pay for more blood, Defense Secretary William Cohen was dispatched to Europe and the Middle East to line up support.

Clinton's advisors believed that a meeting in America's "heartland" would provide them with a perfect platform to lay out the administration's war motives. On Wednesday February 18, Clinton cronies, Secretary of State Madeleine Albright, National Security Adviser Sandy Berger, and Defense Secretary Cohen attended a Town Hall Meeting at Ohio State University.

Instead of a polite Midwestern reception, Clinton's war staff were met with boos, hissing, and chants of, "1-2-3-4 We don't want your racist war!" from dozens of anti war activists at the 6,000 person meeting.

Moreover, when the floor was opened to questions the administration was met with

sharp, critical responses that challenged the right of United States to bomb Iraq. As reported in the *New York Times*, one participant asked, "The American Administration has the might and the means to attack the Iraqi state, but does it have the moral right to attack the Iraqi nation? [Cheers, applause]"

The Clinton debacle at OSU has completely turned the debate in the country about the possible war on Iraq on its head. In editorials and newscasts across the country people are openly doubting the necessity of bombing, when just two weeks ago the war seemed like a done deal. Another person in the audience asked, "Why bomb Iraq, when other countries have committed similar violations? ... For example, Turkey has bombed Kurdish citizens. Saudi Arabia has tortured political and religious dissidents. Why does the US apply different standards of justice to these countries? [Cheers, applause]"

Polls are now beginning to reflect the shifting mood. In a CNN internet poll, with

over 79,000 voting, 79 percent said they were opposed to a war with Iraq. Other news polls are showing that 58 percent of Americans are opposed to the bombing.

The US's first war on Iraq left tens of thousands dead and decimated the country. Since then, sanctions have led to the deaths of 500,000 Iraqi children. As one OSU questioner asked, "How can these people sleep at night?" Another war in Iraq is about protecting oil profits and the US asserting its right to be the world's cop. Now is the time to build an anti-war movement that can stop the US's aggression in the Middle East and anywhere else they try to intervene.

The protesters at OSU have shown that loud and vocal demonstrations and protests can have a huge impact in shifting people's



Students at Ohio State shock the world by turning Clinton Administration's choreographed town hall meeting into international fiasco.

sympathy against bombing Iraq. Now is the time to start building teach-ins and demonstrations against US intervention.