

College Awaits Thursday Vote on Dual Admissions



Professor Alfred Conrad, needs time for "other things."

For the full agreement on admissions policy, see Page 4, and for the proposals for a School of Urban and Third World Studies, Page 6.

A decision on the College's future admission policy by the Faculty Senate is expected on Thursday.

The Senate privately debated last night the controversial issue of a dual admissions policy for the first time since the conclusion of negotiations.

The 87-member college-wide faculty body spent Friday and Monday discussing the proposed settlement on demands one and four with the Black and Puerto Rican Student Community (BPRSC) behind the closed doors of Room 200 Shepard.

The settlement will not be considered by the Board of Higher Education until it has been fully considered by the College's faculty.

Opinion was split, according to a faculty source, but discussion was "calm, rational, and deliberate," he said.

Debate is expected to continue until Thursday, when "we should have reached a definitive decision," according to Professor Bernard Bellush (History), chairman of the Senate's executive committee.

Numerous amendments and counter-proposals are being offered to the negotiated pact. Major disagreement comes against the proposed dual admissions policy; some faculty are proposing that there be a fixed number of students accepted under the traditional, competitive standard. Others are seeking a referendum of all senior faculty members.

In a related matter, Professor Alfred Conrad (Chmn., Economics) announced his resignation yesterday from his chairmanship.

Prof. Conrad, who worked with the BPRSC during the negotiations as a resource person, said that he dropped his title because, "I needed more time to do other things in the College." He continues to serve as vice-chairman of the University Senate and will be an executive in the Ph.D. program next fall.

The agreement, finally settled at 3:30 AM Friday after 37 hours of continued negotiations, calls for implementation of a dual admis-

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Paster, Dean of Students, Resigns

By JONNY NEUMANN

Dean of Students George Nicholas Paster has decided to leave his post to become a professor in the School of Education. He will begin teaching in September.

Paster has resigned because "the role of a dean for the next two or three years is going to be one of a repressive disciplinarian — and that does not fit my life style," he disclosed yesterday.

The resignation does not come as a direct result of the present crisis over a dual admissions policy, the fourth demand of the Black and Puerto Rican Student Community (BPRSC).

"I'm in favor of it," Paster said of the negotiated agreement on the fourth demand last night. "I'm very much in favor of it and all the demands, for they stand as a major redressing of the past, and a glimpse of hope for the future."

Paster, who participated in the original negotiations with former President Buei Gallagher, made his decision to quit about the same time as Gallagher left. He had been contemplating the move to resume teaching since he took the role of Dean last September. But he stayed in his position, hoping to "bring about educational change from within the system," he explained.

He decided to leave when he realized the powerlessness of his office. "I honestly don't know any way you can break through the rigidity of the institution other than the way the BPRSC has done it — 'with a gun against your head,' as many put it."

Paster explained that after the BPRSC had "used force to be heard, we then sat down to have some of the best and most productive discussion ever in the College. I developed tremendous

respect and appreciation for those guys (BPRSC) — they taught us all so much."

The dean fears that in the next few years, "from Nixon right on down" there is going to be increasingly repressive and harsh action taken against all dissenting Americans. "The dean will have to be very tough," he said.

In a speech to the Faculty Senate a few weeks ago, Dean Paster pleaded: "We must realize that we are living through an American revolution."

"I don't think we have recognized what is happening. We must begin to see the situation as it is and deal with realities. If we only look for the niceties, we will continue to get nowhere."

In his year as Dean, Paster's most trying moment probably came last term, when AWOL Army Private William S. Brakefield was given sanctuary by anti-war students at the College. After being pressured for seven days because of reports of "vandalism" by the war protesters, Paster finally agreed to summon the Tactical Patrol Force to arrest the students.

Though he maintained afterwards that the decision was necessary, a close friend of the Dean's said he became "extremely strained and sick" because of his involvement in the incident.



Acting President Joseph J. Copeland addressing rally of student radicals last week. —Photo by H. Edward Webberman

An OP Editorial

It's Only Just Begun

The wayfaring hobo looked down on the kid and told him about life: "It's all over because it never began."

The kid looked up and told the hobo about life: "It may never end because it's only just begun."

The College is adept at playing the role of the hobo, looking down from its bluff, not as an eyesore but as a Gothic overlord. Its kids have taught it political realities, and life at the College could begin in September 1970.

The agreement reached last Friday by the BPRSC, faculty, and administration representatives has climaxed days of agitation and surplanted the debating points. These are not perfect conditions for considering the dramatic overhaul prescribed by that agreement, but, as one faculty senator said last week, "this is not the time to deal with the logical, but the psychological." Nonetheless, routines have had to be shattered for the members of the College community to realize their

responsibility to Harlem in particular and the city in general.

The Faculty Senate can affirm its responsibility by approving the agreement, calling for the establishment of a School of Urban and Third World Studies and an admissions policy which attempts to aid disadvantaged High School youth.

After two days of discussion and a weekend for reflection, the Senate, hopefully, is on the threshold of a decision. It should not be deterred by municipal office-seekers who claim the proposal for a dual admissions procedure is tantamount to a 'quota' system — a thought which strikes fear in the hearts of many who wish to disregard the legitimate grievances raised in the current dispute.

The dual admissions policy, with 50 percent of incoming freshman selected from poverty areas without regard to high school averages or test scores, does not constitute a

(Continued on Page 4)

SDS: Politics of Factionalism

By HOWARD REIS

Much to the sorrow of the metropolitan newspapers, the recent events at the College can in no way be attributed to the Students for a Democratic Society (SDS).

The College's SDS chapter never took a position on the strike, though it did support the five demands of the Black and Puerto Rican Student Community (BPRSC). The radical group also began a petition campaign centering around a demand for open admissions to be financed by taxing the banks, corporations, and capital gains. They also demanded a school to teach not only the history and culture of the people of the Third World, but also that of the white working class, "a school of suppressed studies."

SDS will hold its first meeting in a month this Thursday. It is expected to be a lively one in which debate will escalate into a sharp ideological battle, particularly since all major left-wing organizations on campus have members in SDS.

This phenomenon has resulted in an incredible amount of factionalism within the chapter and the formation of seven caucuses, each of which has taken a different position on the demands and the strike: ranging from rejection of the demands and the strike, to rejection of only the tactics of the strike, to complete support for both the strike and the demands.

The only time SDS could have legitimately been in the news was two Wednesdays ago, when a minor fire, feeding on leaflets and a mimeograph machine, struck its office in Room 209 Finley. The building was sealed off by police at the time, though Peter Vogel, an assistant director of the student center, claims the fire was set between shifts when police were not in the building and anyone could enter.

The press made its typical error of attributing all activity on the Left to SDS, and ignoring that SDS may often take a leadership role in the struggles in the universities, it is not always the only group involved. There were erroneous reports that those who occupied Klapper Hall and renamed it Huey P. Newton Hall for Political Action were SDS members.

Yet there was only one SDS member in Newton Hall during its liberation. The people inside Newton Hall were independent leftists, not affiliated with any organized group, unless one considers the handful of Commune members as an organized group.

And now for the benefit of the students, the press, and all other concerned parties, here are the positions of the 7 different caucuses which comprise the local SDS chapter.

Early last term the W.E.B. DuBois Clubs, which is often referred to as the youth organization for the

Communist Party, published an analysis of the City University's Master Plan as part of its educational campaign attacking racism at the College.

Portions of a petition which was signed by more than 1,200 students, were incorporated into the BPRSC's five demands. In fact, one of the demands — "that the racial composition of all future entering classes reflect that of the high school graduating classes in New York City" — was adopted verbatim by the BPRSC as its controversial fourth demand.

The DuBois Club has given its full support to the five demands and the strike, while maintaining that white students must fight against "white privilege."

The Labor Committee, expelled by regional SDS last term, though its members were allowed to remain in the chapters as individuals, has been attempting to build a city-wide campaign around the demand of "open admissions."

Its literature, which has been devoted solely to this goal, has included a concurrent demand that the money for the implementation to be taken from the "billions of dollars made from real estate speculation, stocks, and bond speculation, and other investment gimmicks whereby our ruling financial interests have evaded their responsibility to invest capital in the goods and services we need."

The committee has played no part in the recent strike, despite the fact that one of its members, Paul Milkman, was one of the twelve students named on the injunction against the seizure of campus buildings. Milkman's name has since been dropped from the injunction at the personal intervention of former Associate Dean James S. Peace.

One of the committee's political rivals, the Progressive Labor Party has attacked the demands of the BPRSC as reflecting the "ideologies known as 'student power' and nationalism," concepts the party derides.

According to its analysis, the demands deny "the class nature of the university" and give the pretense that the true history of black and Puerto Rican students will be taught. "To demand that our education be 'relevant' or 'pro-working class' is to foster illusions that under capitalism the schools can 'serve the people'."

The open admissions demand also is phony, according to PLP, for this "echoes the ruling class lie that the problem of working people is not enough education. But the problem in this society is exploitation . . . As long as the capitalists have state power . . . the schools will continue to serve their interest — to be racist and imperialist."

The party believes that education will not serve the interests of the people until the "system is smashed and the working class, black and white, takes state power."

Black workers have a special role to play in this fight — by struggling against their special oppression they are leading all the workers to higher level of struggle. By fighting against racism and exploitation on a class basis, and by allying with workers students can play an important part in developing this revolutionary movement. Black students . . . who have the closest ties to the working class, can lead the way . . . this means building struggles against Professor Morton Bard's (Psychology) course, ROTC and other forms of racism at City College."

Three members of the party joined the students of Harlem University during the two-week occupation.

The College's chapters of the Young Socialist Alliance and Youth Against War and Fascism, supported the five demands and the strike.

SDS members who did not belong to any established organization such as Progressive Labor, or the DuBois Club formed their own caucus at the end of last term. The Revolutionary Socialist Caucus includes leaders of the white support group, the Committee on Open Admissions, which served as an alternative for the Klapper Hall activists and eventually became the Strike Committee for the 5 Demands.

Several members of that caucus recently joined the Independent Socialist Caucus (ISC), which supported the five demands but felt that some of the tactics employed were detrimental to building a black and white movement.

Though disagreeing with the tactics employed, ISC supported the five demands as "a springboard for a broader struggle by all students and faculty — struggle which can link up with the general discontent among racial minorities and working people in the general population."

Feeling that "the tactics of terrorism" which pit student against student will only serve "to the advantage of Those Above," they further state that closing the college is not good "if it is done by methods which depoliticize the struggle."

"Terrorism has historically been a substitute for mass activity, a form of struggle suited for the 'committed few' . . . Furthermore, terrorism opens the way for unlimited police repression — and excuse to crush all expressions of militancy."

"These tactics reflect a relatively conservative political conception . . . White students as pawns rather than potential allies . . ."

ISC feels that the struggle should be "a movement of all oppressed people, blacks and Puerto Ricans, working class and poor, students and intellectuals, to sweep aside these obstacles and put the wealth and productive capacities of this society to use, for all our needs."

Quite obviously, SDS as a group did not have a unified position on either the five demands or the strike. SDS must iron out its differences if there is to be a city-wide program for open admissions in the fall.

Ron McGuire Attempts a Comeback

Ron McGuire, Commune activist expelled last week by Acting President Joseph Copeland, has requested a hearing to appeal that decision.

A student representing McGuire, Lew Rosenberg, will meet with Copeland today to discuss a possible reinstatement.

McGuire, in a letter dated May 19, and delivered to the president's office yesterday, said he expected his expulsion to be upheld but wished to have a hearing "with the purpose of exposing that injustice to the college community."

The long-time campus activist has left New York for the West Coast temporarily and named Rosenberg and another student, Mel Friedman, to represent him. He asked that the hearing be held in the first week of July or in September.

McGuire was expelled by the acting president, following the recommendation of the extinct General Faculty's student-faculty discipline committee, because he allegedly refused to appear before the committee.

He has been arrested at the campus on criminal trespassing charges five times during the last two years for participating in campus demonstrations — three times during the 1967 hut crisis, once at Steinman Hall for a sit-in against the Dow Chem-



Ron McGuire, flanked by cops, set for another adventure.

ical Company, and a fifth time at last term's Sanctuary.

During this month's strike at the College, he was arrested twice in consecutive days. On May 13, he was apprehended on a bench warrant issued when he failed to appear for sentencing in the Steinman sit-in case. Judge Walter Gladwin granted McGuire a conditional discharge for the sit-in the same afternoon.

McGuire, ironically, has also been one of the most frequent students appearing before the discipline committee in recent years. He has also received some of its harshest punishments.

In spring 1967, he served a five week suspension for his role in trying to prevent the construc-

tion of a temporary structure on South Campus the term before. During the past two terms, he has been suspended for periods totaling two months and five weeks for disrupting Reserve Officers Training Corps drills and recruitment interviews in Finley Center.

Rosenberg requested his meeting with President Copeland in a letter which described McGuire as a threat to those who are afraid of change in society and at the College. "Ron has stood on the side of those who wish to make City College the viable institution of learning it was once meant to be — not the racist school and the one-sided knowledge factory it has become," he said.

OP Pop

Who and Somethin' Else

By Gil Friend

The Who never fail to astound. Two weeks ago, however, their flash and excitement was almost surpassed by police theatrics and a real fire, as Bill Graham's rock palace survived still another assassination attempt.

Hanging on the charred front of the Pioneer food store next door to the Fillmore East is a cardboard poster offering instructions for making a firebomb. The blaze that demolished the store never breached the theater's steel and concrete firewall; the early show audience left quietly at the end of the set with no panic, despite the best efforts of the New York City Police. The second show was cancelled, leaving hundreds of people with nothing to do but stand on Second Avenue watching the police and fire cars' bubble gum lights and waiting for the riot that never came off.

The make up show was held the following Sunday afternoon. The pressure of a late nite concert was absent, as was the Joshua Light Show. Normally the light show is there whether you want it or not, impossible to turn off; with the distraction removed, full attention can be given to the music and musicians.

And The Who were worth every bit of that attention. They delivered more than music, doing a circus of their own on stage: Daltrey playing yo-yo with his mike, Moon falling over his drums in futile attempts to catch his flying drumsticks, Townshend jumping up and down and doing splits and banging his guitar off any surface available, and Entwistle standing quietly off to the side, delivering shattering bass lines. The Who are alive, stunning, brilliant . . .

The bulk of their set was an abridged version of "Tommy," Townshend's years-in-the-making "rock opera." The story line is admittedly banal, the lyrics trite, and I wouldn't try to vouch for its musical stature alongside co-called "real music." But I would not want to. It's enough to sit back and be bombarded by the overpowering sound, to be carried along through build-up after build-up until the release of "We're Not Gonna Take It."

"Tommy" done, Townshend ambled to the mike, explained how loose he felt, and announced that now that the warm-ups were done, they would like to "play some rock-n-roll." They began with "Sumertime Blues," very different from the schlock that Blue Cheer turned out last year, (Continued on Page 8)

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sions policy by September, 1970, under which 50 per cent of the incoming freshmen are admitted by traditional standards, while the other half are accepted from selected high schools in poverty areas, the SEEK Program, and the Hundred-Scholars program. The settlement also calls for the creation of a School of Urban and Third World Studies.

It also asked that 300 freshmen be admitted in addition to those already accepted for next fall. This program "will be aimed at bringing into the College students who are qualified under the special part of the dual structure." This suggestion was first made about two weeks ago by Professor Arthur Bierman (Physics) and approved by the Faculty Council of the College of Liberal Arts and Sciences.

The proposal for the new school, the first demand of the black and Puerto Rican students, follows closely the report written by Professor Wilfred Cartey (English). He was hired early this year by former President Buell Gallagher to plan such a program and had called for the creation of a School of Regional and Community Affairs.

Courses would be divided into the following six areas: Afro-American Courses; Puerto Rican Studies; Caribbean Studies; African, Asian, and Latin American Courses; Community Seminar Courses (dealing specifically with Harlem); and Inter-Area Courses.

Qualifications for faculty members may be "experimental" rather than academic. Each faculty member would carry three courses within the School, and one course "or its equivalent" within the Harlem community.

The goal of the dual admissions policy, according to the negotiated agreement, "is the matriculation of a City College freshman class which more adequately meets the needs of all the disadvantaged segments in the City's public high schools."

Special remedial and supportive programs, such as under the present SEEK program, are also planned for the new admissions policy.

Earlier this month, the Faculty Senate accepted the other three demands of the BPRSC: a separate freshman orientation program for black and Puerto Rican students; a voice for SEEK students in the hiring and firing of faculty and the administration of curriculum; and the requirement for all education majors to



BPRSC and Faculty representatives at a press conference last week.

study the Spanish language and black and Puerto Rican history.

The SEEK program has also been recommended for department status.

Yesterday afternoon the Faculty met for a four-and-a-half hour question and answer period, in which faculty queried the members of the BPRSC. Four representatives of the Student Senate were also allowed to participate in the afternoon session.

Most faculty questions centered around the validity of the dual admissions policy proposed in the negotiated agreement.

"If you don't use academic criteria, what objective criteria could you use?" asked one teacher, referring to the fact that the settlement calls for 50% of the incoming freshman class be admitted without regard to academic standing.

Miss Betty Rawls, a SEEK counselor, answered, "We will judge a student by his interest, desire and level of motivation. We feel these standards are more important than grades."

"How can we pass this thing with the furor being raised outside by politicians?" asked another faculty member.

"What is more important," replied Serge Mullery, of the BPRSC, "making a good educational institution, or pleasing the politicians downtown?"

"Is not what you propose actually a quota system?" asked another teacher.

"It is not a quota system," answered a black student. "It is a

bold plan to equalize admissions. It creates controversy and is difficult only because it is innovative."

Professor Morris Silver (Economics) then asked, "How can we consider these demands, when this whole thing came under force. How do we know if they won't do it again if they're not satisfied with our proposals?"

Professor Stanley Waren (Chmn., Speech), one of the negotiators elected by the Faculty Senate, then stood up and said, "We were not under any force during negotiations."

Professor Arthur Bierman (Physics) one of the original negotiators for the faculty, added, "during my ten days of negotiations, and this was when the College was under duress [the South campus was occupied], I was not under force."

Image Of Completeness

By HENRY WEINFELD

You will find no cries of revolution, of despair, or even joy in this Spring's issue of *Promethean*, the College's prize-winning literary magazine. You will hear no cries but they are there all the same.

There seem to be two important schools functioning in contemporary literature — the first, characterized for example by Allen Ginsberg, holds the mirror up to a culture depraved and fragmented; the second, characterized by Creeley et al, chooses to pick up the pieces and begin again the arduous process of reconstruction. The poets published in *Promethean* are much more involved with the latter. They have begun with fragmentation, but are trying to arrive at something else.

One notices immediately the flawless construction of the magazine. It is beautifully put together with almost a medieval care, and this medieval quality suffuses the whole magazine.

The magnificent fold-out drawn by Tony DeMelas is typical of what is being attempted in the whole. Here is a knight on his stead, but not like Sir Lancelot! because this pair is composed entirely of tissues and bones which we are forced to look at whether we like it or not. The throbbing process is what is in question — the old romance seen through our modern fragmentation.

The same can be said of the medieval translations by Paul Blackburn, Frederick Goldin and D. M. Pettinella, although to a lesser extent because of the nature of translation itself. All are very good, it is true, but a troubadour who speaks like Paul Blackburn in field composition, must inevitably lose some of the Provencal lyricism.

This lyricism, the power of a Yeats, and even occasionally of a Ginsberg, is, indeed, what is missing. There are flashes of it occasionally, as in David Rosenbaum's *Troll* ("crouching in the malodorous darkness"), and in David Levine's *Gethsemane* ("We sleep to hear the moaning of our masters") the two best poems in the magazine. But this is never entirely sustained.

Nevertheless, there are some very good poems

Aronow Will Not Be Rebuilt; BPRSC Condemns Firebugs

By ADRIAN PRICE

Aronow Auditorium, destroyed by fire 19 days ago, will not be rebuilt.

Damages to the hall amounted to \$250,000, according to Professor Fritz Jahoda (Chmn., Music), and money for rebuilding would have to be appropriated from the capital budget, a process which takes about two years. "Finley is coming down in five years," he said, "and it isn't worth it to rebuild it for three years."

The Master Plan calls for the demolition of Finley Student Center by 1975 to make way for dormitories and the renovation of Cohen Library as the new student center.

At the present time, the Music Department, which used Aronow as a concert and rehearsal hall, as well as for music rehearsals for neighborhood children, is left without any facilities.

The fire is being investigated by Chief Fire Marshall Vincent M. Kanty, who refused to disclose what he calls "classified evidence" concerning the exact cause of the fire.

The Black and Puerto Rican Student Community (BPRSC) issued a statement at a convocation here two Thursdays ago, denying responsibility for the fire.

At the Great Hall convocation, called by the Black and Puerto Rican Faculty, Charles Powell, a member of the BPRSC's negotiating team said, "We were upset that Finley burned." Powell condemned the violence and destruction that occurred after the campus was reopened on May 5, saying, "Our concept was not destroying, but rebuilding." Referring to the two-week occupation of the South Campus by the BPRSC, he said, "That's our school. We want our school to be relevant to the community . . .

If we had wanted to set fire to it, we would have done it ourselves."

Powell exposed much of the violence as being directed against blacks and Puerto Ricans, who received the blame for it and the fire. "I was attacked last Thursday (May 8)," he said. "The attacker accused me of attacking him, and I was taken away to jail."

In his speech, Powell spoke of his pride in the black and Puerto Rican students. "It is very heartwarming to see something grow," he said. "It took a lot of work on our part."

Other speakers at the convocation, which was attended by 200 students and faculty, included State Senator Basil Paterson, Robert Young, Director of the SEEK Program here, State Senator Garcia, the only Senator of Puerto Rican ancestry in the United States, and many faculty members and students, both black and white.

State Senator Paterson, Liberal - Democrat representative from the Harlem area, emphasized the Harlem community's antagonism towards the College. "Those who have lived in this community all our lives have never viewed City College as a part of our community," he said.

Student Senate

The Student Senate endorsed four of the Black and Puerto Rican Student Community's (BPRSC) five demands at a stormy meeting last week.

The Senate also agreed to hold impeachment proceedings against its president, Albert Vazquez, and Executive Vice President Bernard Mogilanski at its next session. In another action, it was agreed that Senate elections, originally scheduled for the second week of May, would be postponed to early next term.

At last Thursday's meeting, speakers supporting the motion to impeach Vazquez and Mogilanski claimed that the two executive officers had failed to attend meetings frequently enough. One senator complained of not having seen Vazquez since the morning the BPRSC seized South Campus, five weeks ago. The two top officers have been told to attend the next meeting to face impeachment proceedings.

At one point, Henry Arce, member of the BPRSC and unsuccessful candidate for president of the Senate, led a brief walkout after explaining that Senate confirmation of the demands was meaningless. He said that the Senate couldn't implement the demands anyway.

Eventually, the Senate passed all but demand four — that the freshman class reflect the racial composition of the high schools. Opposition to that demand centered around objection to "quotas." The vote ended in a tie. The Senate passed the other demands with sizeable majorities.

Text of Negotiated Settlement on Two Demands

May 23, 1969

Text of Agreement on Point Four

1. Starting in September, 1969, the admissions policy of the City College shall be dual in structure. One part will follow the procedure of entrance according to competitive high school performance as measured by grade average and composite scores. The other part will be a special admissions policy focused upon stated areas of responsibility of The College: poverty areas of the City population, and schools that are not now preparing students for college work at adequate levels.

2. The expressed goal of this dual admissions policy is the matriculation of a City College freshman class which more adequately meets the needs of all the disadvantaged segments in the City's public high schools.

3. The dual admissions policy is directed toward a structure in which approximately fifty per cent of the incoming class will be chosen by the traditional criterion of high school performance, while the other fifty per cent will be chosen under the new special admissions program.

Since it has been recognized that large numbers of students with genuine academic potential are either not motivated in the ghetto high schools or are not adequately prepared by them, part of the special admissions program is aimed toward schools that are presently falling below the average in the generation of academic (as opposed to general or commercial) diplomas. Initially, a group of public high schools has been identified in Manhattan and the Bronx, the areas most obviously contiguous to the College, as producing less than the average proportion of college-bound graduates. Active recruiting will be carried on in these schools, whose graduates will be eligible for admission to the City College under the dual program, without regard to grades.

An alternative or supplementary approach within the new policy may be directed towards the poverty areas of the city, as defined by any governmental level, whether city, state, or federal.

During the interim period, beginning with the next Freshman class, the dual admissions policy will be implemented as follows:

(a) For the Fall of 1969, it is agreed that 300 additional Freshmen will be admitted, beyond the number to whom acceptances have already been mailed. This program, in addition to SEEK, will be aimed to bring into the College students who are qualified under the special part of the dual structure.

(b) In February, 1970, sixty per cent of the entering freshmen will come in under the old criteria, and forty per cent will be recruited from the selected high schools. Furthermore, the supplementary program of 300 additional freshmen will be repeated in the Spring Term entering class, and will increase the fraction from the disadvantaged population.

(c) The dual admissions structure will first be fully implemented in the Freshman class entering in September, 1970. The special admissions track, which will be 50% of the total, shall include, in order of preference, (a) selected high schools, (b) poverty areas, (c) SEEK, (d) 100-Scholars.

4. All parties to this agreement call upon the appropriate authorities for adequate budgetary support to implement the provisions of the agreement.

5. PROPOSAL FOR SUPPORTIVE SERVICES PROGRAM

It is proposed that a structure be established that will be charged with the responsibility of screening and reviewing all applications that are eligible for the "special program" portion of the dual input system. This administrative structure would be responsible to the Faculty Senate and the Administration of the City College and would:

a. Plan and develop a recruiting program for the designated high schools and the assigned geographical areas and inform young people about the opportunities to attend City College. This recruiting program would utilize students as well as adults who are knowledgeable about the problems of disadvantaged youth and those whose potential has not been recognized, developed, or tapped. Much emphasis should be placed on expanding the horizons of these students and providing them with the assurance that College is possible for them.

b. Make initial evaluations and do diagnostic testing designed to find out where the matriculant has gaps in his academic background and to make subsequent recommendations regarding academic guidance. These evaluations are not to serve as a screening mechanism to prevent a student from being admitted to college via this "special entrance" method. In this program such factors as strong motivation, high interest level, as well as a strong desire to attend college will be important determinant of the likelihood of success.

c. Whereas necessary and possible, provide ongoing academic and psychological counseling, financial assistance, and other supportive services, such as employment counseling and information on housing and medical assistance.

d. Plan and develop an extensive recruiting program for staff, designed to attract people with professional experience and a genuine interest in working with young people who have been victims of the "urban malady." Recruiters of secretarial and office staff should try to attract people sensitive to the needs and background of these youth. All counseling, administrative and instructional staff would engage in an intensive planning and preparation program. This phase would include serious discussion groups and sensitivity sessions to sharpen the staff's awareness of the urban ghetto in America. This program would also provide basic information about educational difficulties and cultural realities of these students. Community agencies may also play a significant role in recruiting students, conduct some in-service training sessions for new staff, and provide paid work-experiences for the college students.

e. Plan and develop as a long-range objective, educational programs that would influence the training and preparation of junior high school students. Primary college orientation should be given to junior high school students so that they may take their school educational experience more seriously and make appropriate choices.

The organization of the proposed structure shall be referred to a technical planning committee including representatives of the administration, Faculty Senate, prospective faculty of the supportive services program, and the Black and Puerto Rican Student Community. The committee shall report to the Executive Committee of the Faculty Senate by June 30, 1969, so that its findings can be approved for implementation in time to start the special admissions groups arriving in September, 1969.

It's Only Just Begun...

(Continued from Page 1)

"quota system." The procedure allows poor kids from disadvantaged areas to enter the college — a substantial number of whom would be white. The students would then undergo intensive remedial supportive tutoring, just as in the SEEK program.

In effect, the dual system constitutes an extension of the SEEK program, which itself is not a quota system. SEEK brings students from areas outlined in the agreement into the college. Those students have below "standard" averages in high schools. Some graduate with vocational, general or equivalency diplomas, but once passed through SEEK, those same students have performed as well as and better than most of the regular college students. The drop-out rate for SEEK students is significantly lower than for regular students. SEEK is not a separate school — it does not cleave the College in two. SEEK prepares educationally disadvantaged students for entry into the regular college. The same preparations would occur under the negotiated agreement.

But let semantics not be the issue; for if the new policy considered only racial or ethnic qualifications, it would still be necessary at this time. The College's present admissions policy is nothing more than a disguised but effective quota system which tends to serve high schools such as Stuyvesant or Bronx Science, admitting only those students with B averages or better — typically white middle class; excluding those with a poorer education — typically ghetto blacks and Puerto Ricans. And those lower class students are excluded from college simply because they were also excluded from a decent education in primary and secondary schools.

Caucasian students now compose 87.1 per cent of the student body, according to a report by Faculty Council's Special Committee on Curriculum. Not including the SEEK program, 1.9 per cent of the students are black. The remainder are Slavic, Asian, or American Indian. The SEEK Program brings the total black enrollment to 16 per cent.

In a city that has a high school

system in which 4 of every 10 students are black or Puerto Rican, the College's inequitable enrollment is outrageous. The Board of Higher Education has, recognizing this situation, created the Hundred Scholars Program, which does nothing but guarantee admission to the City University to virtually the same people who now come to the College. But it does not grant college entrance to large numbers of students who deserve it.

Since the need for such a program has already been acknowledged, an adequate program must be implemented now. And it can be — through acceptance of the agreement.

The success of such a bold system of admissions depends upon the deployment of creative remedial and supportive services, a necessity which the agreement forseees.

The experience of this city's poor is completely different from that of its middle class. White students will never be able to benefit from the knowledge of that experience until black and Puerto Rican students have learned to understand and articulate it.

There can be no real equality until the present quota system is ended. But, since no one has offered an alternative to that system, the only solution would be to balance it off. Which, in effect, is what the negotiated settlement does. The dual system, however, must be accepted as only a halfway measure which will eventually lead to a policy of open admissions — a guarantee that every high school student will be able to attend college.

The unfortunate reality is that there are not now enough places for all college applicants in the city. Dual admissions is the fairest method of distributing available places without waiting for years more of Master Planning.

Yet there are those who feel that "academic standards" would go down as a result, regardless of the educational value of the dual admissions policy. Their argument is that drawing half the student body from disadvantaged backgrounds would destroy the value of the College's degrees. Concern with the nebulous concepts of "standards" is not only unwarranted, it is dangerous. If "standards" mean that

the College continue to treat its students as means and ignore its community standards at all.

The infusion of a new kind of student with a new kind of values in regular classes will begin to break through the formal classroom atmosphere, dismissed by students as irrelevant.

The SEEK program has shown how a classroom made more vibrant and exciting through the technique of the program in the general curriculum would be welcomed.

There are those obstinate faculty members who have insisted that the "less" student cannot adapt to formal, staid teaching-learning. And they are correct. In the City College, the entire class and teaching — would have to relearn how to teach and how to share ideas and feelings. Motivation may finally come from the students groping for relevance, but more importantly, the middle-class whites, who are usually concerned with self-preservation rather than education.

Such change would take time and cost and occasion

6. Projections of the added instructional, remedial, and counseling staff required to implement the provisions of this agreement are described in Appendix A.

7. Models reflecting various academic and geographical criteria designed to implement the goals of the dual admission policy are described in Appendix B.

8. A Central Admissions Committee shall be established, and empowered by the Faculty Senate to determine the proportions of the dual admissions policy. This committee shall be composed of a representative of the administration, the Director of the special admissions program, a representative each of the Faculty Senate, the Faculty of the supportive Service Program, the Black and Puerto Rican Student Community, and the Student Senate. The tasks of this committee shall include:

a. Continuous scrutiny of the degree to which the goals of this admissions policy have been attained by the methods employed each year so as to correct and improve future results. Nothing in this agreement requires continuation of the fifty per cent proportion for the special admissions segment, or the continued use of the stated

academic or geographical criteria if, on the basis of experience gained during 1970-71 or thereafter, it should seem probable that the goals of the admission policy may be more effectively attained by other methods or criteria.

b. Detailed study of the academic success of the students in the special admissions segment of the college population. In particular the committee should attempt to relate the success ratios in various disciplines with the students' high school experience, with educational test scores, and with supportive course work at the college level. These correlations could lead to valuable improvements in guidance and supportive work, both at the high school and college levels.

c. Evaluation of the educational impact of the special admissions policy, reporting annually to the entire faculty and student body. It is believed that this special program will have a notable and positive influence on the specific high schools that will be made the special concern of City College. In significant and unfortunate ways the schools have not adequately served the population to which this program is directed. During their high school career, many of the potential college students

have had little pre-college information, low aspiration levels, minimal motivational incentives, and few positive models to whom they could relate. Recent graduates who have been accepted at City College and return to their schools to recruit new students will be an encouraging example.

Built into this program will be an intensive recruiting drive that will address itself to closing information gaps, and acquainting high school students with the immediate possibility of college admission. We believe that this activity will directly affect the entire high school environment. Students, being made aware of the opportunity to have some control over their educational futures, will more readily invest in the academic possibility of college. Grades will improve, incentive to achieve stronger, and probability of reward greater. Teachers and high school administrators will be affected by a new competitive spirit among students. Recognizing that reputable colleges no longer consider their products as academic casualties, high schools will begin to look upon their student bodies as large reservoirs of untapped college material.

Ultimately the City College will quietly but forcefully create a new vitality and spirit of challenge that has been absent in these high schools. Eventually, the high schools that were known for their low morale factor and few college candidates will move into the competitive pool of high schools producing well-prepared candidates for college.

d. Review of current legislation at all governmental levels affecting the funding and objectives of the present agreement. This would involve in particular the legal and administrative rules applying to eligibility under SEEK.

Appendix A

Recruitment of additional instructional, remedial and counseling faculty and personnel

The expected total numbers of students in attendance for the next four semesters is shown below, together with a classification of students requiring supportive services, based upon the expected implementation of this agreement.

The number of students requiring these services is computed from the estimated intake each semester, minus attrition at the rate of 10% between the Fall and Spring semesters, and a rate of 20% over the summer. These attrition rates take into account students who drop out of the program and those who pass into the mainstream of students not requiring special supportive services.

Anticipated requirements are shown only for counselors, reading experts, and speech teachers because these are areas in which major recruitment difficulty is expected. In areas like Mathematics and English, for example, there will, of course, be a need for teachers capable of handling remedial classes, but less difficulty in recruitment or the use of existing faculty is anticipated.

	Fall 1969	Spring 1970	Fall 1970	Spring 1971
Expected Total Number of Students, in Attendance	11,440	11,280	11,680	11,480
Students not needing supportive services	10,300	10,000	9,400	9,100
Students needing supportive services	1,140	1,280	2,280	2,380
Total Personnel Needed: (including current staff):				
COUNSELORS	24	26	47	49
READING EXPERTS	6	6	11	11
SPEECH	11	9	22	18

Appendix B

Description of Estimation Model

1. General

It must be remembered that the objective of the dual admissions policy is to meet more adequately the educational needs of the disadvantaged segment of the City's public high schools.

To achieve this goal it is necessary to identify the various sub-groups which together constitute the freshman class. It is also necessary to identify characteristics of such sub-groups. These will include such qualitative or quantitative values as may be necessary to determine supportive services needed at the College. For example, an awareness that a particular sub-group may have special difficulty with the English language would be helpful in determining the extent of the College requirement for teachers of Basic English and Remedial Reading.

Two basic estimating techniques will be described. They are known as Model A and Model B. These models have a number of things in common, but are somewhat different in the nature of the educational criteria used in the selection process. An exhaustive study of the possibilities leads to the conclusion that both of these models possess, to a high degree, the characteristics which should be designated as the initial basis for the dual admissions policy.

2. Common Characteristics of Models A and B

In both cases it will be assumed (for calculation (Continued on Page 6)

College has since sat back and rested, pleased with the office space it had sacrificed.

The need for a program in that area having been again suggested, it must be met with sincerity. If the College can support four professional schools — Architecture, Education, Engineering, and Nursing — and if the City University can support the John Jay College of Criminal Justice (Police Science), then clearly priorities must be re-examined.

The struggle has just begun, even though there are only two weeks left in the term. The Faculty Senate, and the Board of Higher Education (BHE) may stall action on the agreement until school ends, hoping that with the coming of summer, interest in getting the agreement approved and implemented will die.

But it won't die. If the problem is not resolved immediately, the fight will continue through the summer and be resumed again in the fall. Blame will then rest squarely in the hands of the Senate and the BHE if there is a recurrence of disruption.

The struggle for equitable admissions at the College must be won. This fight will eventually force the state to drastically increase allocations to provide for the higher education of not only black, Puerto Rican and poor white students, but for all New York City high school graduates.

The ultimate goal is open admissions, for students should not be left to fight among themselves for those limited places in the City University System. The challenge must now be leveled straight at the BHE and its superiors in Albany.

To meet the growing needs of this new freshman class, the College should not be afraid to alter its direction. It must turn away from channeling students into society's slots and and redirect itself towards being an institution in which students and faculty educate each other.

The agreement would gain much more meaning if the administration would sweep the bureaucracy aside and allow a complete restructuring permitting true joint student-faculty control.

College continue to treat students as

and ignore this institution and have standards at all.

infuse a new kind of content with conforming set values in regular classes — begin to break through the stale classroom atmosphere, dis-

tributed by students as irrelevant.

SEEK program has shown a class made more vital — an expansion of technique the program into general curriculum would become.

there are those obstinate men who have insisted the "less" student cannot adapt to a formal, staid teaching. And they are right. In that College, the students and teacher could learn how to and how to share and Motivation may come from students, not only the students groping for knowledge, but more importantly, the middle-class students, who are usually concerned self-person rather than

al failure — and here, perhaps, lies the crux of the faculty and student reluctance to accept the fourth demand: for such change would present immensely difficult challenges in the field of education and human relations. But searching and experimenting is the only way to bring about constructive change in the College.

And, with the creation of a School of Urban and Third World Studies — including for the first time in American universities intensive undergraduate courses in African, Afro-American, Puerto Rican, Caribbean, Brazilian, Latin American, Asian, and local community studies — the College would stand as an example for the rest of the country as a thriving, dynamic educational institution, finally fulfilling what its students feel are their needs.

A few years ago, the College responded to the community's demands for a separate department of Hispanic Studies, creating the Center for Latin American Studies, a token gesture lacking substance. The

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OP



LOVE IT
OR
LEAVE IT!

Text of Agreement . . .

(Continued from Page 5)

purposes) that the total number of freshman entering in an academic year is 8,000. The freshman class is then taken to consist of three subgroups: C, S and P. The first (C) comprises 50% of the entering class, and the individual members will be selected on the basis of traditional measures of high school performance.

The second group, (S), is assumed to consist of students graduating from high schools in Manhattan and the Bronx selected on the basis of some appropriate educational criterion. The third group, (P), consists of students who reside in certain poverty areas, qualified as such by appropriate legislation. This group, in part, includes students admitted under the SEEK program.

3. The Concept of Subgroup S

It appears quite certain that a great many students in the high schools of New York City have an academic potential which may not be determined by conventional testing methods. This is because their environment, their lack of a proper high school education, their inadequate previous exposure to testing methods and their language difficulties make it impossible for them to compete on an equitable basis with students who do not suffer these disadvantages. At the core of this concept is the realization that radical changes in admissions criteria are needed to enable disadvantaged students both to aspire to college and to profit from the college experience.

Whether the ultimate selection basis is as described in Model A or in Model B, we do recognize that this College cannot remedy the whole problem for the whole city. We propose therefore that the College define and establish a district of concern in which the College will assume new responsibilities. To begin, motivation in the high school students must be established. The special needs of the students must be identified. The College must establish appropriate remedial and supporting services. The performance of students must be studied and the results used to improve both high school preparation and the whole educational process.

4. Model A

The program is aimed toward schools that are presently falling below the average in the generation of academic (as opposed to general or commercial) diplomas. Initially a group of public high schools has been identified in Manhattan and the Bronx, the areas most obviously contiguous to the College, as producing more than the average proportion of non-academic diplomas.

5. Model B

The program is aimed toward schools that are presently falling below the average in the generation of

applications to college. Initially a (slightly different) group of public high schools has been identified in Manhattan and the Bronx, with the sole additional feature that of this group those more remote geographically from the College have been excluded.

Academic Criteria

Some of the statistics that appear to be educationally significant in the fulfillment of the College's new admissions policy [the following appear to us defensible, as means of testing the hypothesis that where a student has attained an academic diploma, but still falls short of meeting the minimum requirements for conventional admission, the failure that make the true academic capacity of students in sub-groups (S) and (P):] (Section in brackets eliminated in revised text.)

a. The proportion of academic to non-academic diplomas in a given high school is less than the average for NYC (used in Model A);

b. The proportion of college applicants from a given high school is below the average for NYC (used in Model B);

c. The proportion of college acceptances from a given high school is below the average for NYC (not used).

Another important consideration to be taken into account in any admissions policy is the fact that a student lives in a poverty area. This depresses his performance as compared with his potential, regardless of high school attended.

Geographical Criteria

Both models acknowledge that the City College has no mandate to, and, given its limited budgetary resources, cannot assume responsibility for innovative correction of the educational defects of the entire city. Of the geographical limitations considered, the following have been adopted by the respective models:

Model A assumes responsibility for Manhattan and the Bronx as the boroughs from which most of our students have hitherto been drawn.

Model B assumes responsibility for certain schools in Manhattan and the Bronx nearest to City College. It groups these in a district of concern with the ultimate expectation that other CUNY colleges will likewise assume responsibility for (possibly overlapping) districts of concern so that eventually all schools falling under the academic criteria will become the special concern of one or other of the City Colleges.

Models A and B combine the specific academic and geographic criteria to generate constituencies of 11 and 8 schools respectively, as follows:

Manhattan	Model A	Model B
Benjamin Franklin	X	X
Hughes	X	X
Haaren	X	X
Washington Irving	X	
Brandeis	X	X

Julia Richman	X	X
George Washington	X	X
Theodore Roosevelt (Bronx)	X	
Morris	X	X
Walton	X	
Monroe	X	X
Evander Childs	X	
Taft		X


The School of Urban and Third World Studies.

The City College, because of the definition of its academic areas, has not addressed itself adequately to a substantive body of knowledge, namely, the study of the culture and history of blacks Puerto Ricans, Latin Americans and Asians. Nor has it addressed itself to the growing urban problems of America which involve large numbers of these people.

We propose the creation of an institution which would not only carry on research in these areas, but develop professionals able to deal effectively with the problems of these peoples, and with the urban crisis. Such an institution would demonstrate a willingness on the part of the College to create a cooperative attitude among students of varied background, thereby strengthening the prestige of the College and thus contributing to an atmosphere conducive to the acquisition of a truly liberal education.

To implement the above, we propose:

1. That there shall be a School of Urban and Third World Studies at the College as of September, 1969.
2. This School shall be headed by a dean who shall be a member of the Review Committee of the College.
3. That the School's policy-making body shall be a Council, which will include members of the faculty, matriculated students, and members of the community.
4. There shall be a committee consisting of representatives of the Administration, Faculty, Black and Puerto Rican Faculty, the Black and Puerto Rican Student Community and the Community, which shall investigate the funding necessary to implement the above proposal for September, 1969. This Committee shall report to the Executive Committee of the Faculty Senate no later than June 20, 1969, and the Executive Committee of the Faculty Senate shall report on this matter to the President for transmittal to the Board of Higher Education, which transmittal shall occur no later than June 30, 1969.
5. All parties to this agreement call upon the appropriate authorities for adequate budgetary support.



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To the Editor:

May 12, 1969

In your account of "The Week That Was" in this morning's *Observation Post*, I find this:

"Blacks joined by white radicals entered campus buildings on South Campus, disrupting classes and ordering students to leave. Windows were smashed and furniture was tossed around to emphasize the order. As Prof. Nathan Berall (English) attempted to get his notes together prior to leaving, his glasses were smashed and his notes scattered."

The last sentence is entirely false. I think I know now how that story got going. In any event, I want to scotch it. It's perfectly true that last Wednesday morning my classroom in Mott was invaded and my students were ordered out, and perfectly true that, as you say, "furniture was tossed around to emphasize the order." But I was not myself molested: not at all. My notes were not scattered. My glasses were not smashed.

Yours,
Nathan Berall

To the Editor:

May 16, 1969

An account of the strike's impact on a white faculty member (who teaches both matriculated and SEEK students) might be of interest to your readers.

Of course, the strike has precipitated icy greetings from a few colleagues and remarks implying that some of us are indirectly responsible for the vandalism and violent confrontations on campus. But far more significant is the contribution that the Black and Puerto Rican Student Community has made to the City College community during the past few weeks. These students have exposed the ignorance and lack of empathy on the part of many tenured faculty members concerning the needs and strengths of Black and Puerto Rican students. And they have also given many non-tenured staff members — both black and white — courage to make the kinds of moral choices that some of us thought we were incapable of making.

While this faculty member did sign a statement issued by Faculty for Action in March supporting the five demands, after a few rebuffs from colleagues I did not attempt to persuade others to sign. And when the black and Puerto Rican students first took over South Campus, I could not support the strike tactics even though I thought I understood the frustrations that led to their actions.

However, after witnessing the April 23rd march into the Great Hall by many former students of mine (both militants and moderates) and after listening to the speeches by student leaders, to the racist statements by many faculty members, and to Dr. Carley's moving address — I was persuaded that I had no other moral choice but to support the black and Puerto Rican students who occupied South Campus.

Dr. Fran Geteles, a white counselor in the SEEK program, and I decided to cook some food each evening to take to the striking students. Our small role was, of course, more meaningful to us than to the strikers whose needs were served far more abundantly and creatively by their parents, neighbors, friends — and by themselves. Yet each time we came, we were escorted to the Snack Bar and received graciously by the black and Puerto Rican students who knew us and by those who did not. Gone was the obsequiousness that is often characteristic of student-faculty relationships. During our visits, we were struck by the beauty and dignity of the black and Puerto Rican Community that the students had created on South Campus: the self-discipline, the camaraderie, the organization of kitchen and first-aid facilities, the pride they felt in cleaning and guarding "their Harlem University," the visits by children and their parents from the community, etc.

After attending meetings during the day at which faculty members seemed more interested in demonstrating prowess in outmaneuvering President Gallagher and the negotiators than in facing the educational issues raised in the five demands, Dr. Geteles and I found that we needed to make those nightly visits to South Campus in order to renew our faith in the meaning of education and in the beauty of man.

And while we are most appreciative of the thank-you notes the black and Puerto Rican Student Community took time to send last week, it is we who should express our gratitude to those students for their contributions to our education.

Martha Weisman
Dept. of Speech and Theatre

To the Editor:

As an ex-student of CCNY (Sept. '64-April '69) I would like to state my support for the five demands advanced by the Black and Puerto Rican Student Community. These demands represent a minimal program in opposition to the institutionalized racism, irrelevance & manipulation of the educational system by a handful of obstinate racists. Militant actions including the total disruption of the college in order to bring about this minimal program are justified.

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