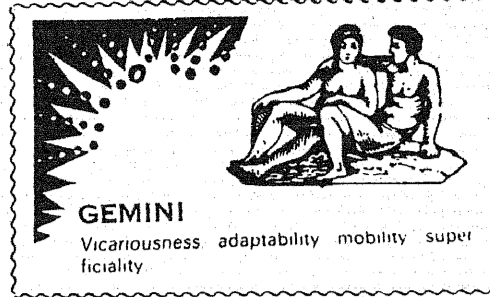


The News Ferry

The Learning Town Press



Vol. 1, No. 3

Staten Island Community College

Wednesday, June 6, 1973

Council Saves Phys Ed Dance

Compromise Allows One Dance Credit

Curric Comm Motion Split By Strong Student Protest

Leafletting, a well researched protest and a wall-to-wall computer sheet petition swung Faculty Council voters against a Curriculum Committee motion to drop Dance courses as an option to fulfill Physical Education requirements at a heated May 23rd Council session.

The motion, "that dance courses could no longer be used to fulfill any part of the Physical Education requirement," was the subject of bitter allegations directed at Dance program director, Carolyn R. Watson, Ira Sweet, Chairman of Physical Education and Martin A. Kuhn, Dean of Faculty.

Student Activities Center representative, Patricia G. Palmer, and Roslyn R. Atkinson, Dean of the Evening Session, spoke from prepared statements against the merits of the motion. Faculty interchanges evolved into a series of charges and countercharges, by Watson and Sweet, that

physical education requirements of the college, we believe it is instructive to look at this question in two separate, but related parts.

First, the entire college community must be concerned as to the quality of the process which led to the current recommendation on the part of the Curriculum Committee. We would argue that although the voice of the student body should not necessarily be the last word in making a determination on this issue, it is essential that this voice be input into the final decision making process. After consultation with a number of student groups such as the Day Session Student Government and members of the Women's Liberation, we find first that little, if any, consultation has taken place and second, that students are almost unanimous in their opposition toward revising the present status of dance classes as they affect the physical education requirement. If this were the defect we saw in this current recommendation, our Center would be prone to recommend that at the very least the recommendation be tabled and sent back to the Curriculum Committee for further consultation with responsible voices in the student body.

However, our concerns in this case far transcend our questions concerning the process involved and lead directly to the question of what educational value the proposed change will add to our newly revised Liberal Arts-Non-Science curriculum. We are forced to ask ourselves in what way will the education of our students be furthered by altering the present requirements. Writing in "Physical Education Syllabus," by Barrow, Crisp & Long, the authors say, "Physical education is a phase of education that strives to promote through total body movement, primarily on the play level, the health and general welfare of all students, and to guide them in being more effective individuals physically, mentally, and socially." The authors of another textbook, Physical Education Handbook, offer "That phase of education concerned with the teaching of skills, knowledge, and attitudes of activities concerned primarily with body movement is called physical education." Although we would hardly consider ourselves to be learned professionals in this field, dance classes would seem to meet both of these criteria.

It should be noted that an historical review of the dance program on this campus indicates that dance started out to be an integral part of the physical education curriculum and later evolved to be taken under the PCA umbrella and still allowed to satisfy the physical education requirement. Now, apparently, we are coming full circle via the proposal that not only dance be considered separate from the Physical Education Department but non-acceptable as an equivalent to other courses offered in physical education



STAFF PHOTO
Carolyn Watson, director of the dance program, has a number of doubts about what's happening to her field at SICC.

in essence involved Curriculum Committee conduct in the handling of public notice procedures; release of a "question and answer" sheet for incoming freshmen, that presumed the motion was passed, which became a "de facto" counselors' guide to steer students who might use the option away; and countercharges by Sweet that the leaflet distributed in defense of the dance option was more guilty of injecting "politics" into curricula than Physical Education in its support of the motion.

Support for the motion primarily came from Ira Sweet and other members of Physical Education. Their argument was based on a decision at the previous meeting to, in effect, cut the PE requirement at SICC in half. At that time, the Faculty Council had voted to "change all Physical Education courses from 2 hours, 1/2 credit to 2 hours, 1 credit." In other words, the required two hours of credit for PE can now be accomplished in two courses, rather than the previous four.

Sweet's initial argument had been based on an attempt to separate Dance, by definition, from sports oriented Physical Education course offerings. His position was early undermined from the floor by President Birenbaum, who had turned the Chair over to Dean Kuhn, and later strongly contradicted by the Student Activities Center position paper.

Sweet was asked to define PE by a Council member. His definition carefully avoided "competition" as a criteria and held to such principles as body development, team spirit and the like. In a deft bit of verbal fencing, Birenbaum asked for a clarification of the points defined by Sweet. Following the reiteration, he queried editorial style. "In other words, activities such as dance" and sat down.

While less forensic in approach, the Student Activities rebuttal presented a carefully researched and systematic series of "proofs" that Dance was indeed a legitimate sub-category of Physical Education. Following is the text of the Center's position paper:

and therefore invalid as an experience to fulfill the physical education requirement.

We must note at this point in the two books cited above, plus an additional volume, Physical Education Activities For College Men and Women, that wide varieties of dance are described as being an important part of the physical education programs suggested. Furthermore, we find it ironic that if a student desires to do research on dance, almost all of the information to be found in the S.I.C.C. library comes under that area that deals with physical education. Based on these observations, it is our conclusion that a large number of reputable educators believe that dance should be considered an integral part of any physical education program.

If more evidence were needed, however, we would bring to this body's

CHOICE And AID Created, Personnel To Be Dissolved

An "Administrative Reorganization for the Delivery of Student Personnel Services" was made public this week following year long discussions with the parties involved.

President Birenbaum announced his final plan for the reorganization in a three page memorandum addressed to the staff. Citing "Major new events and trends in the recent history of the College," the President outlined his plan for the establishment of two campus-wide centers for the delivery of student services.

The Center for Higher Options in College Education (CHOICE) will be established to "promote intelligent choosing among students." Stamos Zades, current Dean of Students, will be the Dean of Choice. His center will be responsible for strengthening established relations with the secondary schools and promoting interaction with both high schools and the community at large. Orientation, placement testing and aiding students "to navigate" their options in program choosing, choice of transfer schools, or careers and jobs, traditionally functions of student personnel, will remain as functions of the CHOICE center.

The Dean of Choice will be provided with funds to aid departments in advertising and promoting their programs. An additional charge of acting as the "College Ombudsman," "obligated to make our administrative machinery work better for students," has been allocated to the Dean of Choice.

Zades' reaction to the reorganization was somewhat tempered by his being privy to discussion leading up to the President's decision, he did remark that, "The CHOICE Center is an exciting and dramatic departure; I view it in a positive mood. It will enable us to reach into the high schools prior to the students coming to college and work with them in a one-to-one setting. Our relationships with the senior colleges and industry in the immediate area will also benefit from the opportunities being offered to CHOICE."

Counselors presently assigned to the Department of Student Personnel will be "redeployed" to department or departmental clusters. Where they will serve as academic counselors with the possibility that they may do some teaching.

An executive officer assigned to the Dean of Choice, will coordinate the activities of the counselors although each counselor will become a "regular member" of the Department they are assigned to.

Personnel recommendations relating



STAFF PHOTO
Martin Black, former Director of Student Activities to Director of AID.

attention a survey conducted by our staff which indicated that at seven other community colleges in CUNY, physical education is either not required or, if it is required, dance is either an integral part of the physical education program or can be taken to meet the physical requirements.

Perhaps there are some educational implications that should be brought to the attention of this body which we have overlooked. On the other hand, we would suggest to the members of the Faculty Council gathered here that the words of Dr. Benumof spoken barely two weeks ago should apply not only to the question of how students are selected for the Curriculum Committee, but how, in fact, decisions concerning educational policy should be made on this campus. Two weeks ago, Dr. Benumof called for the making of curricular decisions based not on politics, but on the basis of informed input and educational sense. We wholeheartedly agree with him and in that spirit urge this Faculty Council to defeat the recommendation of the Curriculum Committee.

Dean Atkinson's rebuttal to the motion was essentially based on an April 10th position memo sent in response to minutes of a Curriculum Committee meeting that covered discussion of the then proposed motion. Its primary focus was the impact on Evening students whom, she held, already have very limited choice in Phys Ed course work. The text of her memo follows:

While I applaud Item V which recommends the change in credits of all Physical Education courses from 1/2 credit to 1 credit, I am deeply con-



STAFF PHOTO

"I view it in a positive mood," newly appointed Dean of Choice, Stamos Zades.

to counselors will be acted upon by the Departmental appointments and promotions committees and will follow normal departmental procedures. In addition to these guidelines, Birenbaum will establish, "a presidential ad hoc advisory committee on counselors consisting of three elected counselors, three students, the Director of Counseling, and the Dean of CHOICE." This committee will provide advice prior to any transmission of recommendations on counselors to the Board of Higher Education.

The Center for CHOICE, excluding personnel and budget problems, will be directly responsible to the President.

The second "center" established under the reorganization will be the Advocacy, Interaction and Development Center (AID) and will consist of the former staff of Student Activities.

Martin Black, will become the Director of AID. His Center will be charged with "the organization and use of knowledge in behalf of student action programs."

Social Science Staff Studies Reorganization

A major reorganization of the social science departments at SICC is expected to reach the formative stage during the summer months. A definite plan for integration of the Economic, Government and History Department with the Psychology, Sociology and Sociology and Philosophy Department, be decided upon at an all day workshop prior to the opening of classes in the Fall.

According to Arthur Field, Temporary Chairman of the Psychology, Sociology and Philosophy Department, the reorganization plan has been under discussion since last Fall when a memo suggesting the interdivisional arrangement was forwarded to the faculties of the Departments by President Birenbaum.

Since last October, the Social Science Curriculum Committee has been studying the President's "suggestion." Delay in arriving at a plan for an interdisciplinary approach for social science education has been attributed to several causes. A major factor has been hesitancy on the part of faculty members to dissolve the Department structures that they now serve under a structure termed, "sacred under the Board of Higher Education By-Laws," by Field.

Additional reasons for delay were given to be a "lack of direction" for interdisciplinary development. Although Field hastened to add that at least six major themes for reorganization were being considered. One of these, "Law and Freedom," is the theme of a pamphlet compiled by the Department to describe their Fall course offerings.

An April 1st deadline was set by Birenbaum for a reorganization plan. That date was waived to allow further study by the faculties involved.

Commenting on the slow development of an interdisciplinary approach to Social Science instruction, Professor Field remarked that "traditionally the social sciences had been geared to prepare students for transfer to four year colleges and some of my colleagues have expressed the opinion that we would have difficulty giving our students a traditional education."

According to Field, the difficulty is envisioned as a result of reconstituting "traditional" departments into a "community activist" oriented divisional structure.

Birenbaum doesn't feel that any sacrifice of "traditional" course material need occur. "I don't preclude the importance of Durkheim, Weber, Einstein or Mao. And I do not understand the intellectual position that concludes that an active use of knowledge will result in any difficulties."

As an example of the directions that he has suggested the interdisciplinary approach take, Birenbaum mentioned

Day Session Gets 34%, Election Valid

After an extended election period, the Day Session Student Government was able to declare their election valid on May 21st.

Peter Riggi, Chairperson of the Commission on Student Elections, declared the balloting closed when it was established that the minimum 30 per cent of the registered student body had voted. Final tabulations indicated that 1360 students had voted in the seven day election.

Originally the official balloting period was to have extended from May 14-18. However, a low turnout in the first week had moved the current Student Government to extend the elections until the necessary percentage was reached.

While the total vote equaled 34.3 per cent of the day session students enrolled, as of May 11, three constituent groups failed to elect Senators. Special elections in Business-Career, Electro-Mechanical Technology and Science Laboratory Technology will be held in the Fall.

Listed below are the official results:

CONSTITUTIONAL REFERENDUM
Yes: 909
No: 125
Blank: 326

SENATE ELECTIONS

Winners marked with (x)
CUNY-BA
(x) Joe Hamill 15
Others (write-in) 2

Business-Transfer

(x) Donato "Dino" Lagravinese 76
Others (write-in) 9

Child Care

(x) Dorothy Bish 23
Antoinette Gearnis 20

Computer Technology

(x) Leona E. Sanders 38
Others (write-in) 1

Civil Technology

(x) Dennis Coronato 26
Anthony Kostakis 6

Electrical Technology

(x) Mike Pizzo (write-in) 15
Others 9

Mechanical Technology

(x) Kenneth Pedersen 13
Franklin Walters 5
Others (write-in) 2

Liberal Arts-Non-Science

(x) Thomas Nugent 204
(x) John Barone 221
(x) Marianne Brown 153
(x) Patricia Palmer 145
(x) Chris Johansen 195
Others (write-in) 48
Francis X. Scott 132
Sheldon Anthony Williams 60
Robert W. Blei 76
Sidney Kitain 65
Peter Mudgett 90
William Ward 103
Frances Melendez 102
James O'Grady 80
Gary Libow 66
Lance Hermus 104

Liberal Arts-Science

(x) Vickie Whitmore 27
Jody Jakob 20
Alicia Rodriguez 26
Others (write-in) 4

Circle 73

(x) Ed Jagacki 54
Ray Hurley 12
Others (write-in) 2

Enid Harris Named Distinguished Teacher

Enid Harris of the Nursing faculty, expressed amazement at receiving word from City University Chancellor Robert J. Kibbee that she has been named recipient of the college's Distinguished Teacher Award for 1973. The award, considered especially meaningful because Harris' faculty colleagues, students and college administrators nominate candidates, is a \$2,500 grant established by the Board of Higher Education to recognize "the primacy of undergraduate teaching in the City University...helping its young to become better educated and responsible citizens."

Professor Harris, a nurse for 25 years, holds three degrees—a B.A. from Hunter College, an R.N. from Fordham Hospital School of Nursing and an M.A. in nursing supervision and teaching from Teachers College. This August she will receive a fourth, an M.S. in counseling from Richmond College.

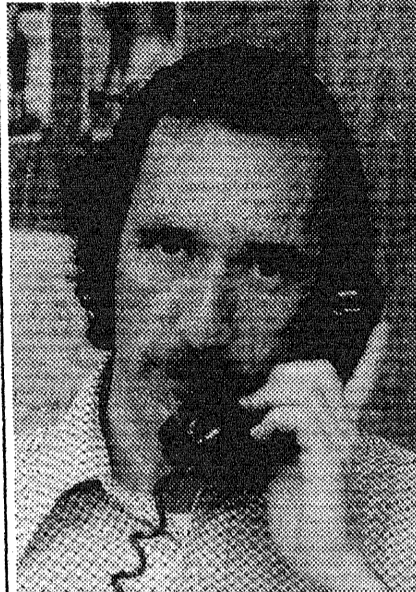
After graduating from nursing school in 1948 and working five years at Fordham Hospital, she felt it necessary to devote more time to a growing family. Not until 1964 did she again begin full-time work, at Bronx Municipal Hospital as a supervisor and consultant for new nursing procedures.

It was during this period that she realized her ambition to work with young people who were just entering nursing school.

People Center Seeks \$40,000 Budget Boost

"Although Board of Higher Education records show that Staten Island Community College ranks favorably in comparison with other CUNY colleges in retaining Open Admissions students, the college is not satisfied with its performance in this regard to date and intends to undertake a major effort to raise its retention rate and success rate for Open Admissions students."

In September, 1972 that quote began the proposal for the formation of an



STAFF PHOTO
Hub of the People Center's daily activity, Joseph Hannam.

"Intensive Services Unit" for "open admission" students. The "unit" became the "People Center" and Abraham Habenstreit, Associate Dean of Faculty for Open Admissions, recently outlined plans for expansion of the program which he described as "A novel approach for helping students proceed through the bureaucratic maze."

\$40,000 in additional funding is being sought to supplement last year's budget of \$120,000. Applications for the funds are before the Board of Higher Education and the State Education Department. With or without the additional funds the program will continue according to Habenstreit. The additional money would allow the Center to increase its present staff of 10

Medical Technology

(x) Catherine Wertz 44
John Poggi 7
Others (write-in) 1

Pre-Engineering

(x) Costanzo di Fazio 17
Others (write-in) 5

Nursing and Orthopedic Assistant

(x) Anne McAnanama 57
(x) Joan Bodden 90
(x) Helen Bracy 81
Others (write-in) 21
Carol A. Satchell 52

College Discovery

(x) Marva McKeythorn 45
(x) Peter Riggi 39
Others (write-in) 18

Place

(x) Joseph Mendez 32
Others (write-in) 2

Community Scholars

(x) Yvette Plummer (write-in) 6
Others 1

counselors to 13, and raise the number of students served from 500 to approximately 700.

The Center was designed to provide a close working atmosphere for each counselor to service 50 students. Each counselor is given two student aides to assist him with his case load and act as "peer counselors." The original proposal outlined the responsibilities of the counselors and their student aides.

Each student must be seen at least twice a month and contacted by phone twice a month. Written reports on the student's progress must be submitted every thirty days. As a means of adding to their knowledge of student's problems, People Center counselors are required to "monitor" their academic progress on a regular basis by maintaining contact within a month of their first meeting, the student and counselor must draw up a written "educational plan" that will chart the student's educational goals and the means to be used to attain these goals. After being signed by the student, and the counselor, the plan is submitted to the director of the Center, Joseph Hannam, who works closely with Habenstreit—the Center's connection with the college at large.

As the working relationship grows and problems that students might incur become identified, the counselor is responsible for arranging for any services that might resolve the difficulty. Tutoring, medical and financial aid are some of the areas that have been explored and as Habenstreit commented, "Cooperation from the college has been excellent and the counselors have gotten along extremely well with teachers and with the college staff in general."

Hannam added that the People Center approach has "Provided a new way of seeing what counselors can do. Teachers have taken 2nd, 3rd and 4th looks at students."

In February 1973, Human Interaction, Inc., an educational research firm evaluated the performance of the Center. Their report bears out the excellence of Hannam and Habenstreit.

"The People Center was created as a means to reduce attrition of Open Admissions students and to assist these students achieve well academically. All evidence indicates that to date the People Center has been a significant force in achieving those ends."

Human Interaction's report defined it as "impossible" to determine with precision, now or at any future date, to what extent the People Center affected the total lives of Open Admission students, but it did state, "The People Center is perceived by most students as a friendly, supportive, helpful person. That is one of the major objectives of the program—which has been achieved."

The need for this realization by the students was a critical factor if the program was to succeed. Again stated by the report, "We believe it is of critical importance for two reasons: first, students feel more secure knowing that there is a person who can help in times of crises, and second because without establishing a sense of relatedness the substantive work of the counselor with the student cannot be done."

Statistical verification of the Center's success was placed in the report as having been responsible for preventing between 10 and 20 pct. of the students serviced from dropping out. When

Turn to Page 3

Eve Session: Women Sweep Exec Comm

Results from the Evening Session Student Government elections have replaced three of the four incumbents of the Executive Committee. Antoinette Mara, incumbent Secretary, ran unopposed and remains the only holdover from the previous administration.

Following a lengthy and widely publicized campaign; which brought out 31 per cent of the registered student body, Lorraine Ercolano, Karen Sadoff and Anna Schraml were declared the winners for the three contested positions and join Ms. Mara on the Executive Committee.

Listed below is the official tabulation:

President	Lorraine Ercolano	683
	Roy Kohl	290
	Antonietts	2
Vice President	Karen Sadoff	654
	Gerald W. Kisse	199
	Eugene O'Byrne	122
Treasurer	Anna Schraml	702
	Robert H. Birnstein	254
Secretary	Antoinette Mara	861
Students-at-Large (6 elected)	Kathy Bepler	666
	John Capasso	708
	Gloria Cortopassi	702
	Joseph R. Modzelewski	631
	Frank Montagnino	633
	William J. Murphy	614



STAFF PHOTO
Enid Harris of Nursing was elected SICC's "Outstanding Teacher" for 1973.

The News Ferry

PUBLISHING BOARD

Administration: Abraham Habensreit, Associate Dean of Faculty... Stamos O. Zades, Dean of Students... Irene Czyz, Treasurer Alumni Assn.

EDITORIAL STAFF

Editor: Fred S. Armentrout... Associate Editor: Joe Killen... Photo Editor: Ruth Briel... Editorial Assistant: Sheryl Wachs

The News Ferry is published under a grant from the Alumni Assn. Address all correspondence to Room A-141, 715 Ocean Terrace, Staten Island, N.Y. 10301.

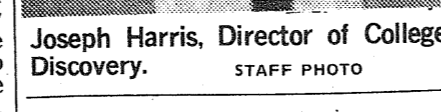
Experimental Programs May Get 5 Year Contract

This semester marked the end of the second extension for SICC's "experimental programs." Begun in 1970 in answer to the Board of Higher Education's mandate to "meet the special mission of the University and its colleges during the crucial first year of Open Admissions, SICC's programs" were enfranchised for a one year period.

In 1971, the "Experimental Freshmen Studies Program" was authorized once again and allowed to continue for a two year period that ends June 30th. Currently before the Board is a proposal that the programs be extended for five years and that the term, "Freshmen" be dropped from their title.

From its inception in 1970 the "program" has evolved into a series of four "pre-college" programs and six "in-college" programs. Originally conceived to serve approximately 400 students, the ten combined programs now service over 1500 students.

Felix Cardegna is Dean of Experimental Programs, and the mandate of the Board of Higher Ed gives him and his staff the ability "to introduce courses more quickly" to meet what is felt to be any changing needs.



Joseph Harris, Director of College Discovery. STAFF PHOTO

real GNP of 0.5 per cent in 1970, the first such decline since 1956. In the face of sharp increases in consumer and wholesale prices, Nixon's policies are credited with reducing the rate of inflation from 4.7 per cent, when the President took office, to 3.9 per cent today.

Yet over the three-month period (Feb.-April 1973) consumer prices rose at the startling annual rate of 9.2 per cent, considerably higher than during the Vietnam war inflation of 1966-70. In the same vein, Chairman Herbert Stein of the President's Council of Economic Advisors has hailed as "welcome" the news that in April consumer prices rose at a seasonally adjusted rate of 7.2 per cent, following a 10.8 per cent annual rate of increase in March.

The irony of these claims is that the Administration has set its 1973 target for inflation at 2.5 per cent!

At the same time that Mr. Ash asserts without substantiation that "confidence Turn to Page 8

The major experimental feature of the programs relates to new course offerings and new curricula approaches in which the instructor states the changes in knowledge, skills and attitudes that he expects students to achieve after completing any course.

Aligned with the removal of the programs from the "traditional curricula" is in Dean Cardegna's words, "The ability and mechanisms to check for quality more quickly." The Board of Ed proposal of 1971 ended with this objective regarding the "statement" by instructor of course goals:

"This statement leads to the formulation of evaluative methods and



Wayne Purnell, Director of Veterans Scholar Program. STAFF PHOTO

provides an opportunity to introduce new ideas into traditional disciplines, and to bring students, counselors and teachers into a closer relationship."

While it allows experimental programs to loosen "traditional" mechanisms for course and method changes, the BHE did mandate that all students taking part in any of the experiments enroll "in a special 9 credit, team taught, core curriculum comprising English, Mathematics, and Social Sciences..." This provides the basis for what has evolved into the "Liberal Arts Comprehensive Curriculum."

Under this curriculum a student must take a minimum of 20 credits in five "core" areas: Humanities, Language Arts-2 courses in two different subjects; Social Sciences-two courses in two different subjects; Natural and Physical Sciences-one course; Mathematics and Applied Sciences-one course; Physical Education 2 credits.

Reducing the minimum "core requirements" to 20 credits allows the student considerable flexibility in choosing courses and credits in a "major" and "minor" area of study. The "LA Comprehensive" presents no problem to students who remain in the "experimental programs", but those choosing from outside the programs are always pre-warned to check with their major Department to be sure it recognizes the experimental course.

Recognition by the college-at-large has been steadily easing for the "ex-

periments." The widening of traditional academic approaches and requirements has grown as programs have matured.

Cardegna views the differences as a matter of the "regular college catching up." He described the experiments as "more student oriented than the course orientation of traditional college offerings. The experimental programs are more humane. We combine teaching and counseling services. Our concentration is interdisciplinary, problem oriented. We encourage independent study and internships."

While awaiting approval for a five year extension of existing programs, Cardegna commented, "It's difficult to talk clearly of the future. The regular college faculty has produced a great number of innovations in the traditional departments. The entire college has adopted the revised Liberal Arts Non-Science Curriculum. The rest of the college is moving in our direction. Physically, the "Learning Town" concept of the college expansion program is ideal for the "experimental programs" learning center concepts.

Cardegna does have plans for the future, however. "Emphasis, we hope, will become more quantitatively on student participation."

"The 'contract learning' principle inherent in the guidelines laid down by the original BHE mandate and present in all of the 'in college' experiments, is considered the future direction of developing learning centers.

"We will always have to live with our critics, concluded Cardegna. "It is a perennial debate. I don't know if the experiments are providing an alternative to a large number of students. An alternative that must be available."

Existing experimental programs include approximately 1500 students of a total day session enrollment that numbered near 4000 as of May 11, 1973. The "pre-college" programs have an average annual enrollment of 600 students.

PRE-COLLEGE COMMUNITY SCHOLAR PROGRAM

Under the direction of Jim Wooten, this program accepts referrals from "recognized community groups" of educationally and financially disadvantaged persons who reside in the poverty areas of Staten Island.

Remedial courses in Math and English are offered in 15 week modules. Upon completion of the cycle, a graduate can enter SICC in any program or department they choose.

Over 700 students have gone through the program and graduates have gone on to all levels, including the Harvard Medical School. Some graduates have returned to work as assistants in the program.

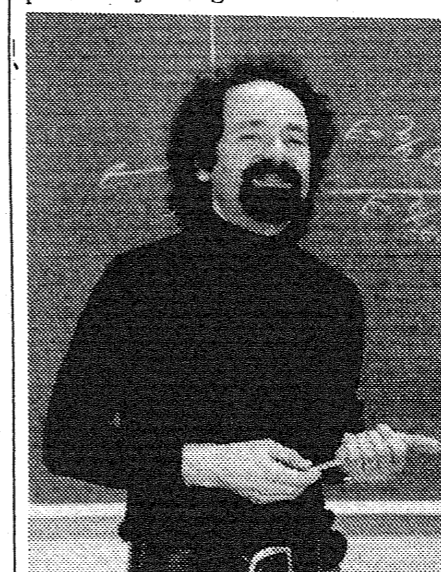
VETERANS SCHOLAR PROGRAM

SICC's veteran's program was one of the first developed in the nation. At Fort Dix, New Jersey, "Identity 69" was started to prepare returning Vietnam veterans for college. Again, remedial programs in basic skills and intensive counseling services are the core of the program.

Last year, the Veterans Scholar Program was funded through a \$95,000 grant awarded to SICC in a national competition for "seed" money. Renewed again this year, it has allowed Director Wayne Purnell to offer three 12 week cycles with one more to be offered over the summer.

One hundred veterans begin each cycle with an average of 85 completing. Next year there will be at least two cycles, and if additional money is found, the program will expand into a "Comprehensive Veterans Center."

The additional funding could come from one of two sources or both. A proposal was filed as part of SICC's package of 12 "experimental programs" submitted to the Chancellor's Grant program of CUNY. In addition to this source, the Federal Government has been ordered by the courts to release large sums of money previously designated for veteran



Mortimer Schiff, Temporary Chairman of PCA. STAFF PHOTO

education. The money referred to as "Cranston Money" could total as much as \$300 per veteran enrolled. SICC anticipates a Fall enrollment approaching 1300 veterans.

SPECIAL ADMISSIONS

35 students a semester enter SICC under this two and a half year old program. Under the direction of Zenobia Malino and two staff members, ex-addicts and ex-offenders are given supportive counseling and tutorial



Rosalie Reich, Director of PLACE. STAFF PHOTO

services when they enter the college. Recruitment talks and meetings have been held at Arthur Kill Rehabilitation Center and other "centers" located throughout the City.

Plans for next year call for expansion of the program to include college credit courses at four centers: Arthur Kill Rehabilitation Center, Queensboro Rehabilitation Center, Manhattan Rehabilitation Center, and Harlem Confrontation Center.

Each center will offer one or two courses in English Composition, Sociology and Introduction to Psychology. Students who complete the courses will be given college credit and guaranteed admission to the Special Admission Program as matriculated students at SICC.

HIGH SCHOOL PROGRAM

This began as a pilot project last Fall and attempted to involve St. Joseph by the Sea High School and the Public Schools on the Island. The administration of the Board of Education balked at the program and St. Joseph's became the only "cooperating" high school.

Figures as to the number of students from St. Joseph involved range from 12-20. The program has attempted to organize a "cooperative curriculum" by opening the resources of the college to a group of high school seniors, and work out a program that allows them to take college courses that will fulfill their high school degree requirements and also earn them college credits.

Next year, Nancy Ryan, Instructor in The Place and English Department, hopes to expand the program to include more schools and students, and arrange for a curriculum centered around "internships" and "contract learning" principles.

Dean Cardegna also spoke of the possibility of advertising an "open admission" invitation to the first 100 high school juniors and seniors who respond. They would be allowed to take courses at the college during the summer and during their senior year. The "invitation" is contingent upon the student receiving a recommendation from his high school.

"IN COLLEGE" PROGRAMS UNIVERSITY WITHOUT WALLS

Begun in 1971, with grants from the Office of Educational Opportunity and the Ford Foundation, this program is being phased out under its present structure this semester.

While it has existed, it's provided 20 students with a B.A. degree in two years. The Bachelor's Degree was worked out in conjunction with Goddard College, without students having to pay tuition to Goddard.

The present Director, Colin Greer, is leaving after this semester. Roger Ekins, an instructor in The Place and Circle '73 (two additional programs outlined below), has submitted plans to revive the "original" concepts of the University Without Walls program for next semester.

His proposal is for one "Facilitator" (teacher-counselor) to direct the study of 15-20 students through the two years of their associate degree.

Each student would devise an educational contract in consultation with a student-faculty committee, involving both on-campus classroom experiences with off-campus, non-classroom experiences.

CUNY B.A. Described as a "very important

program" by Cardegna. SICC has the largest number of students enrolled in this CUNY wide operation.

Under the direction of Allison Bernstein, 61 students in the program are currently matriculated at SICC. 21 have been "taken under Richmond's wing" and 9 are enrolled in other branches of CUNY.

"This is a highly individualistic program" lacking the communal dimensions of the other experimental programs. It's outside departmental rigidity and relies heavily upon counselors and advisors." Cardegna hopes that this type program will increase in the entire CUNY system and expand its presence on campus.

A student in the CUNY B.A. program arranges for a three member faculty committee to oversee their development of curriculum and outside study courses can be taken at any branch of CUNY with "special registration" procedures arranged for students in the program. To obtain a B.A. degree from CUNY, a student must submit at least 90 semester hours of passing grades with an overall "C" average. An additional 30 semester hours is given for "non-classroom" experience. Internships included in a college's regular curriculum cannot be applied to this portion of the degree requirement, but can be applied towards the 90 course hour requirement. CUNY B.A. students can receive as much as 15 credits for "life experience" encountered prior to enrolling in the program.

COLLEGE DISCOVERY

The "Urban Affairs" learning center of the "experimental program" this division has the largest enrollment (about 550) and is also the oldest branch of the programs.

A "core curriculum" has been devised to provide the students with basic communication skills, and knowledge of math and the social sciences. An Educational Development Seminar is at the heart of the first year studies and provides the student with a means of adjusting to any difficulties encountered in college and to provide him/her with "a growing awareness of self."

Originally funded through the SEEK educational funding mechanism it continues to receive extensive outside funding. In addition to counseling, tutorial services and remedial courses, the student is provided with financial aid if necessary.



Steve Zwerling, Director of Circle '73. STAFF PHOTO

THE DEPARTMENT OF PERFORMING AND CREATIVE ARTS (PCA)

"This part of the program enjoys a dual position as a Department-Experimental program. Temporary Department Chairman, Mortimer Schiff, described PCA as being "Distinguish from the other branches of the experiment by nature of it having a clear area of subject matter. We are a unit for the teaching and learning of the arts."

Participating in the "experiment" has allowed PCA to introduce new courses outside of departmental restrictions, thereby avoiding the extended process of course approval to which Department attached instructors are subject.

Schiff views the growth of PCA, which now includes 200 PCA majors and 80 students enrolled in the Comprehensive Curriculum, as "tremendous" in its three year existence. "Given the circumstances and time under which we were created-when the CUNY system began to experience annual budget cuts and Open Admissions."

Schiff's Department includes 11 full time faculty and 40 part-time. The operating budget supplied to the Department for the past year was \$13,000, a figure that doesn't sit well with Schiff.

Turn to Page 3

Nixonomics: Another Credibility Gap

(Ed. Note: Professor Remba has written extensively on economic issues, particularly in relation to developing nations. He has published over forty articles and contributed to several books in the field).

By Oded Remba

The Watergate affair has tended to overshadow the questionable style and substance with which the Nixon Administration has pursued its economic policies in recent months. To be sure, the conduct of economic policies has not been characterized by the same blatant deception and extralegal behavior practiced at the highest levels of the United States Government, in connection with the wide-ranging Watergate scandal. But the highly politicized campaign which the Nixon Administration has been waging to justify and glorify its economic policies has involved deliberate manipulation of economic indicators and terminology, the constitutionally controversial question of Presidential impoundment of funds appropriated by Congress, and at least one practice which has been termed illegal.

On May 4, the General Accounting Office, a fact-finding agency of Congress, said that a 14-page publicity campaign kit designed to rally popular support for President Nixon in his dispute with Congress concerning spending, "violates the provisions" of a 1973 appropriations act. The White House kit, titled "Battle of the Budget, 1973," was distributed in April to Cabinet appointees throughout the Administration, providing them with background information on the President's budget positions and arguments to be used in speeches and articles against 15 specific bills enacted by or pending before Congress. The Accounting Office left to the Department of Justice any decision as to whether the kit might have been prepared in violation of a criminal law forbidding the use of Government money for lobbying purposes.

It is this kit, or the campaign for which it was prepared, which probably inspired Mr. Roy Ash, Director of the Office of Management and Budget, to write an article entitled "The Helmsman on the Right Course" in the Op-Ed page (April 25th issue of the New York Times). The statement by Mr.

Ash is of particular importance because the office that he heads (previously the Bureau of the Budget) is directly attached to the Office of the President, and has primary responsibility for coordinating tax and spending policies with the Federal Government.

Paraphrasing, it may be noted that the Senate voted by a decisive margin to override President Nixon's veto of a bill requiring Senate confirmation of the Director and Deputy Director of the Office of Management and Budget, but that the veto was sustained by the House on May 23, 1973.

Mr. Ash's article is a glaring, though far from isolated, illustration of how economic indicators can be manipulated for political purposes to present a totally one-sided view of the state of the American economy.

Mr. Ash, a former head of Litton Industries, starts out by saying that 82 million men and women are at work, but fails to add that 4.4 million are out of work, not to mention the hundreds of thousands of officially uncounted "hidden unemployed" (i.e. workers who have become discouraged over job prospects and ceased to look for work).

He conveniently chooses an unidentified time period to show that unemployment is down from 6 per cent to 5.1 per cent, but again fails to show that unemployment rose from 3.6 per cent in January 1969, when the first Nixon Administration began, to a high of 6.2 per cent in December 1970.

The 1969-70 recession, belatedly acknowledged by the Administration, has altogether disappeared from Mr. Ash's account (as have the two devaluations of the dollar in the space of less than two years).

The statement asserts exuberantly that "we are growing at a rate of almost 7 per cent." But no mention is made of the fact that the 6.5 per cent increase in Gross National Product in 1972 was preceded by a growth rate of only 2.7 per cent in 1971 and a decline in



Joseph Harris, Director of College Discovery. STAFF PHOTO

real GNP of 0.5 per cent in 1970, the first such decline since 1956.

In the face of sharp increases in consumer and wholesale prices, Nixon's policies are credited with reducing the rate of inflation from 4.7 per cent, when the President took office, to 3.9 per cent today.

Yet over the three-month period (Feb.-April 1973) consumer prices rose at the startling annual rate of 9.2 per cent, considerably higher than during the Vietnam war inflation of 1966-70. In the same vein, Chairman Herbert Stein of the President's Council of Economic Advisors has hailed as "welcome" the news that in April consumer prices rose at a seasonally adjusted rate of 7.2 per cent, following a 10.8 per cent annual rate of increase in March.

The irony of these claims is that the Administration has set its 1973 target for inflation at 2.5 per cent!

At the same time that Mr. Ash asserts without substantiation that "confidence Turn to Page 8

Photo Club: Someone Else's Eyes

by Lance Hermus

"See Yourself Through Someone Else's Eyes" was the title of the first group project by the SICC Photography Club. Held in the library, the group mounted their own exhibition the last two weeks of May.

Beyond prestige and exposure in group showings, the club offers an individual the opportunity to share his or her basic interest in a multi-faceted field with others of a like interest. Whether theory or dark room hints, photography has become a commonality of interest to that diverse group of students who descend to the basement of "B" building and do their photo thing.

Necessary logistics for membership include a camera, film, time and desire. Darkroom, chemicals and paper are supplied sparingly for student use. It is advisable, though, to have as many of your own supplies as possible. The club has a very small budget.

According to Michael R. Gregory,

Faculty Advisor to the Photography Club, he and club members are displeased at the lack of financial support from Student Government. The club's total budget is slightly over \$200, third lowest of campus clubs. Funds, equipment and support are needed to keep the club alive, according to Gregory.

In many ways, the potential of the club has been overlooked. For instance, photographers from the club might be utilized to do photo work for other clubs or activities—a not uncommon practice at college campus activity centers.

Club Advisor Gregory has asked that interested people, in membership or other support, contact him (H-6, Ext. 7768) or any club member. Members include: Patrick Barger, President; Bob Nikosey, Vice President; Robert Gottlieb, Treasurer; Joe Carullo, Eric Hamilton; Buddy Valenti; Glen McCarty; Paul Mortenson; or Lois Anderson.

The club meets Wednesdays from 1:23 to 3:13 pm (Club Hours) in room H-7. There is also a basic photography course, instructed by Martin Bough, offered as a PCA elective (2 credits).

Letters...

It is with a measure of disgust that I read your article "Foreign Student Money Troubles Grow: Reserves Gone, 7pcr Waiver Null," appearing in your Tuesday, May 15, 1973 edition.

In an era when the world has shrunk because of modern forms of transportation, in an era when this country, the United States of America, has committed itself to foreign aid for developing countries, when this college has reached across the seas to enter into an exchange program with the University of Zambia, when the President of this college is leading an educational expedition this summer to the mainland of China, it is hard to believe that the administration of this college will blandly accept, "With CUNY budget problems and a diminished reserve fund, internationalism may soon be coming to an end."

If our own American students, who are eligible for various kinds of financial aid and whose per capita incomes are higher than those of all foreign students on this campus, and who can supplement their incomes by

unrestricted part-time employment, are desperately fighting the imposition of tuition fees at CUNY (and rightfully so), how much more difficult is it for the foreign students who are not eligible for various kinds of financial aid, whose family incomes are not as high as these are in this country, whose freedom to work is restricted, who have no choice but to find lodgings on their own since they cannot live with their parents! Furthermore, most of these students come from countries where foreign exchange controls are extant. This means that even if their parents have the resources and are willing to pay for their children's educations, they are prohibited from remitting these funds for their education and living expenses.

Dean Kreisman's choice of the term "furtive" is most unfortunate. Yet, by his own admission, these foreign students are "on the whole, good students."

If this observation of Dean Kreisman is an accurate one, should we not be making every effort to enhance the quality of student (all students) life on this campus by doing all in our power to keep these foreign students in our midst?

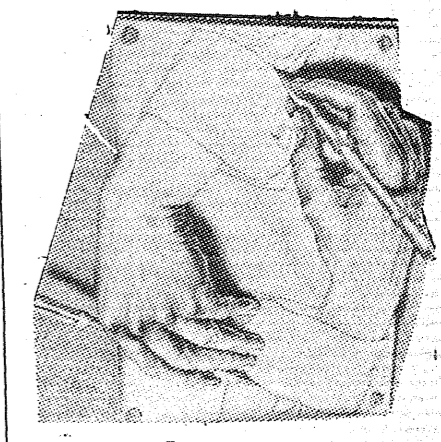
If we fail to save our foreign student population, the American student will

be the loser, because a vital part of his education will be lost.

The New York Times articles on the Nigerian problem as seen through the eyes of a reporter make interesting reading, but it is even more enlightening to meet an "IBO" and a Nigerian from the Northern Region on campus and hear their sides of the story. What about the Haitian and the Chilean problems? Do you, the student, prefer to read about them or to talk to citizens from those countries and get a first-hand view?

I was fortunate to attend a small college which had a total enrollment of about 500, of which over 120 came from many foreign countries, and which produced most of the first African leaders (Nkrumah in Ghana, Azikiwe in Nigeria, for example) and whose policy it was to encourage foreign students.

If we believe in foreign aid to developing countries as a means of avoiding wars and creating international understanding, if this institution is committed to internationalism—and it is as evidenced by the recent educational exchange programs mentioned above and the cosmopolitan nature of our faculty, if we believe in the very best education



"Drawing Hands" M. C. Escher. STAFF PHOTO

for our students and think that this is achieved in part by diversity rather than homogeneity, then it is incumbent upon all of us, students, faculty and administrators, to do whatever we can in our power to retain a vital part of our educational program—the foreign student.

Carl D. Clarke (ED. NOTE: Carl D. Clarke is an Assistant Dean of Administration and Higher Education Associate).

Greening May Miss

"Beautifying" the SICC campus is no small project, according to L. H. Murawski, Campus Architect. In between downpours, contractor confusion and the case of the missing azaleas, Ms. Murawski and her contract liaison have been quietly transplanting rhododendrons from quadrangle to various building garden areas, planting stands of trees along the campus drives and walks, and earth moving or topsoil screening between raindrops.

With \$20,000 in "HN 206" funds as seed money, Murawski and her crews are busily making the campus a plant buff's dream with over twenty kinds of trees, bushes and flowering plants. Highlights of SICC's spring planting spree include a "meditation garden" east of building "B", a stand of trees along the Milford Drive sidewalk and a rock garden between buildings "J" and "K."

Turn to Page 7



Rain and missing shrubs have held up Lucille Murawski's timetable for SICC's beautification. STAFF PHOTO

Exp Programs

Continued From Page 2

"\$13,000 was our entire operating budget for all theatrical productions, film and photography equipment, everything. We spend over \$2,000 on models alone."

THE PLACE

Described by Cardagna as, "a link with the traditional departments", The Place has grown from an original course total of three to its present twenty-five. Under the direction of Rosalie Reich, formerly of the English Department, The Place offers, "more topical content matter in its courses."

Nancy Ryan, Jeff Siegel and Roger Ekins, who splits his teaching time

Rare Peek In People's Republic

15 SICC students will spend the month of August touring the Peoples Republic of China this summer. The trip has been arranged under the auspices of PLACE, with Emile Chi of Computer Technology and PLACE handling the negotiations that had their beginning in the Fall of 1972.

From more than 300,000 Americans who have applied for visas to visit China this year, the Peoples Republic is expected to grant less than 1,000. Of these, the SICC group has managed to obtain 24.

Rounding out the group will be Chi, his wife Barry, President Birenbaum, Nancy Ryan and Ira Snor, faculty of PLACE and the English Department, and three members of the Board of Higher Education, Jean Louis d'Heilly, Minneola Ingersoll and Barbara Thacher.

According to Chi, negotiations for the trip began last Fall and confirmation wasn't received from the Chinese government until last week. Throughout the period of negotiations, on campus advertising for the trip was being carried out with approximately 60 students responding to an announcement from the President during the week of April 9-14th.

Both Chi's have been to China previously and have added their two months of experience in the country to the considerable amount of planning that has gone into the current seminar. Chi described the trip as, "A new adventure. Certainly something the college has never done before. But something that has been well researched and prepared."

A subsidy has been provided for the students going on the trip, bringing their estimated cost down to \$550-\$650 per student. Each student has been required to take the course "Perspectives on China," offered during the Fall semester and currently being offered through June 29, for late additions to the group who haven't fulfilled that requirement.

People

Continued From Page 1

considered in the total attrition rate of the college as a whole, which is estimated at about 40 pct. of the entire student body, the People Center approach appears successful.

Human Interaction summed up the People Center in its final analysis as a place, "where students have found people who really care about them, people who are seriously concerned about what happens to them and help them feel more secure and confident, and who are effective in assisting them to cope with a new and sometimes threatening environment."

"Just consider us as working in the vineyards," is the way Abe Habenstein likes to summarize the activities of People Center staff with the gleam of a man who has just enjoyed a vintage year.

The True Story of Cumudgeon U.

One of the issues not released for publication by either the Board of Higher Education or the Professional Staff Congress during their current negotiations over a new contract is the "pay as you learn-earn as you teach" concept.

The "pay" principle was formulated at Cumudgeon U.; an experimental college in the heart of the Appalachian Mountains; where it has undergone extensive examination and auditing. While limited discussion of the principle was allowed during some anxious moments in the bargaining taking place in the CUNY system it was disregarded by both sides as "unadaptable to the economic climate of the northeastern region of the United States." Reportedly, the New York Times who first obtained knowledge of the matter, was coerced into not printing their findings by offers of quarter page ads from both the Union and CUNY.

Several administrators at SICC privy to the innermost topics of debate involved in the current negotiations did find out about Cumudgeon and agreed "off the record" to relate the details of this "fiscal experiment."

Cumudgeon U. was founded in the Fall of 1874. Chartered under a "land grant" from the King of Poland to George Cumudgeon, a British emigre who "displayed a keen insight into the governance of educational institutions," the U enjoyed a prosperous tenure until the coming of the Middle States Association.

Immediately shut down for "incorrect course titles" its 1 1/2 acre campus lay dormant until the arrival of George Cumudgeon III, direct descendant of the founder and recent graduate of the Wharton School of Finance.

In his doctoral dissertation George had outlined "A Plan for the Financing of Higher Education in the 1970's" which gained the attention of the National Institute for Mental Health who provided him with a grant to further his studies. Taking his seed

between Place and Circle '73, complement Reich as the Place's full time teaching staff. It is supplemented by "another six part-time instructors from traditional departments who do their creative thing with us."

PLACE course offerings were described by Reich as being, "quite diversified. We open new avenues. We introduced the mini-course (a two credit course offered in different subject matter that runs for a shorter period than the traditional 15 week course)."

The PLACE, according to Reich, began the January "mini-term," during which a student can participate in several courses offered, or do an independent study for the month worth three credits.

"We don't pretend to handle everything for everybody, but we do offer a cordial relaxed atmosphere that includes experiential learning." The PLACE was also the originator of the "internship" program and, according to Reich, "The PLACE's apprenticeships don't exist in a vacuum without course curriculum."

As an example of her explanation, she mentioned the well received internships that 15 students of Place received while serving with the Board of Education's Bureau of Attendance. The internships were a component of a course on Mental Illness.

Following her ideas on experiential learning, tied to course matter, The Place has sponsored the "Internship Program" under Michael O'Shea, who intends to extend the practice to the college at large. Included in the O'Shea program is a core of legal courses, one of which will be taught by PLACE instructors.

The last week of classes was to in-

AID; CHOICE

Continued From Page 1

Black and his staff of seven full-time faculty members will be involved in seven programs, directed by seven teams of full and part-time staff with the aid of student interns who will be "invited to join the staff enjoying the rights and privileges of the staff."

The invitation to student interns isn't open ended, however. In return for the extension of the rights and privilege of staff, "They must show evidence of an understanding of what they are doing. They must have a job description and to participate in a professional manner."

While all the specifics of the programs to be launched in the AID Center haven't been finalized, they will include a revitalized International Students Center, A Human Interaction Program and an increased advocacy role for Student Government in Faculty Council. Assigned with these proposals will be a "redefinition of the role of the Secretary" to allow them policy making decisions. Four clerical student interns will be assigned to the Center to aid the present staff of secretaries. "Establish office procedure."

According to Black, "AID will be a constantly evolving rather than revolutionary Center. We are willing and able to do outstanding work. The necessary commitment of staff to student interests will be made. And we are looking forward to the opportunity of working creatively in the AID Center and invite others to join us."

HARRIS

Continued From Page 1

addition to her other assignments during the regular academic year. Her outside activities include a vice-presidency of the Parent Teachers Fellowship of the New York Christian Academy and directorship of her church's vacation bible school. Her success in teaching, she feels, is coupled with her "ability to get along well with everybody."

"I view teaching as a positive art. Teaching involves the classroom, the home-it's a continual experience. With each student treated as an individual and known as an individual. This gives you the key to give your students the ability to help themselves."

clude a two day meeting for the PLACE faculty to outline new directions and programs for the coming semester. "We want to discuss new thrusts and evaluate what has been done." The teacher-counselor role was to be one of those matters discussed, as The PLACE contemplates a larger emphasis on the "affective" approach to education - a major concern of its sister program, Circle '73.

A direct descendant of the "Prep-Skills" program, forerunner of all the "experimental programs" Circle '73 represents an intensive effort in the "affective" approach to education that underlies the major overhauling in educational programs which struck the system of higher education when it expanded to include "Open Admissions" students.

"Affective" is the feeling aspect of consciousness. Improvement of the student's self-image is seen as the primary step in a Circle student's education.

"Before you can begin to compensate for the failure of a student's previous years of education, you must achieve a breakthrough. Before giving them a series of papers, tests and projects that frighten them away from school, you've got to remove the intimidation. When you have students who enter the 13th year of education reading at the 5th and 6th year level, it's ridiculous to think they can be pushed into learning under traditional methods," according to Zwering.

Circle instructors are expected to do more than teach their required course loads. It's important to the affective approach, employed in the program, that the instructors contribute to achieving the "breakthrough."

Internships play an important part in the Circle program. "A student may come into the program and decide they want to teach. We arrange for them to intern in a teaching position. Then, in a once a week Educational Development Seminar (EDS) we discuss their experiences and what they felt they've learned." After exposure to their pre-conceived career, students have been able to translate "real experience" into their concepts and the internships and EDS have remained as the basis for achieving the "breakthrough."

"They can find out if what they're doing is really what they want. It's only a first step when they begin to think and answer on those terms."

DANCE

Continued From Page 1

cerned about the effect of Item V-B, particularly on evening students. Currently, students may fulfill part of their physical education requirements with a maximum of two dance courses (one-half credit each). The dance classes were originally part of the physical education program, satisfying physical education credits while the courses were physically located in that

When they were moved to the P.C.A. Department as "service" courses, it was still possible for students interested in dance as a physical activity to select from a variety of dance courses for one-half credit each and to fulfill part of their physical education requirement. Evening students have sought and taken and continue to enroll in PCA 395, PCA 396, among others, as

I oppose regulations enforcing earlier retirement as a solution to the tenuring problem. Indeed, I am increasingly impressed by the number of people over 70, over 80, who in my judgment, are superior teachers and scholars. Adoption of my second proposal would allow for the abolition of compulsory retirement ceilings, which I think, makes good sense.

For the purposes of their report, the Presidents Council divided tenured faculty into two groupings. The first includes full-time members of the instructional staff in tenure bearing titles (Prof., Assoc. Prof., Asst. Prof., Instr. Nursing Science). The second group includes Lecturers, full-time, with Certificates of Continuous Employment. Also included are tenured faculty on leaves of absence, including Sabbaticals, and those with fractional appointments based on partial leaves of absence.

With the claim that, "the early 70's have been slamming the brakes on hard," the Council report bases its recommendations on a deceleration in enrollments and funds that has hit higher education almost as hard as the middle fifth to late sixties accelerated its growth. According to their figures, American higher education went from 1700 degree granting institutions with enrollment of 1.5 million students to 2400 institutions enrolling 6 million students in that period.

The several premises upon which the report is based are "stated here as principles which can be taken for granted," and include, in essence, a reiteration of the college's institutional prerogatives over tenure. The five premises of institutional action are as follows:

According to estimates provided at the meeting, the present Dance option services 300-350 students a semester with twelve courses. Other Phys Ed offerings service about 3600 students in 102 courses.

Arguing that the Dance program has solidified student interest and begun to build the focus of Dance activity for Staten Island high schools as well, via a recent Dance Symposium, the leaflet implicitly questioned the base of interest for sports oriented Phys Ed programs by pointing out there is no CUNY requirement for any number of Phys Ed hours, nor would there be any Community Colleges but SICC that require Phys. Ed. without a Dance option should the motion carry.

The gist of the leaflet's argument with Sweet's department suggested Phys Ed was attempting to hoard the reduced required hours of class time to maintain the strength of its student enrollment, and thereby its pre-eminence over Dance. It was this suggestion, most implicit in the leaflet in statement four: "Dance Survival depends on Service Courses (classes taken in lieu of push-ups) which are viable to its development..." that stirred Sweet into counter-accusations of "politicizing" with curriculum on the part of Dance.

One could, of course, make the same accusations toward Dance's defense of its "option" status, in that "negative choice" of Dance over sports oriented

Pres. Council Sets Quotas on Tenure Birenbaum Opposed

Schedule Summer Discussion BHE Decision in Early Fall

At a July meeting of the CUNY President's Council will again discuss its President's Committee (November, 1972) report and recommendations on faculty tenure. Based on a New York State Board of Regents ratio, the plan calls for tenure quotas at college levels and possibly department or division levels within colleges; the possibility of early enforced retirements to meet the ratio where present colleges exceed the tenure ratio allowed; five-year plans from colleges and their departments or divisions on present and projected tenure ratios; post-tenure and post-certification evaluation and review; and external reviews of new recommendations for tenure.

SICC President, William Birenbaum, has taken a strong stand against the present Presidents' Council report and has countered with his own "reverse tenure" approach. In a recent interview, Birenbaum held, "as a matter of principle," he would oppose any kind of quota system and forced retirement. His counter proposal, made in the form of a statement to Vice Chancellor Healy, would, according to Birenbaum, "provide security and protection where it is most needed, with the young."

Following is the text of the Birenbaum "reverse tenure" proposal:

I propose a plan involving a system of reverse tenure. I write you now to emphasize that I was in dead-earnest and intend to pursue this approach in our future discussions.

RECOMMENDATIONS:

1. That the Board of Higher Education require the President to prepare a five-year tenure plan for his college as well as for each department or division at the college (1973-78). The plan should indicate how many people will have been recruited and will have retired over a five-year span and how many people will be eligible for tenure or certification by rank, academic preparation and specialization.

2. Fifteen years of automatic tenure for all faculty appointed at assistant professor level or promoted thereto. Such contracts would be renewable following evaluation of performance at the end of each 15 year period, so long as the person remained in that rank.

3. Ten years automatic tenure for all faculty appointed to associate professor rank. These 10 year contracts would be renewable following evaluation of performance at the end of each 10 year period, so long as the person remained in that rank.

4. Five years automatic tenure for all faculty members appointed at full professor level. These contracts would also be renewable after evaluation each five years.

I believe that a quota system on tenure or the freezing of tenure by the units will work severely to the disadvantage of the presently untenured faculty.

I oppose regulations enforcing earlier retirement as a solution to the tenuring problem. Indeed, I am increasingly impressed by the number of people over 70, over 80, who in my judgment, are superior teachers and scholars. Adoption of my second proposal would allow for the abolition of compulsory retirement ceilings, which I think, makes good sense.

For the purposes of their report, the Presidents Council divided tenured faculty into two groupings. The first includes full-time members of the instructional staff in tenure bearing titles (Prof., Assoc. Prof., Asst. Prof., Instr. Nursing Science). The second group includes Lecturers, full-time, with Certificates of Continuous Employment. Also included are tenured faculty on leaves of absence, including Sabbaticals, and those with fractional appointments based on partial leaves of absence.

With the claim that, "the early 70's have been slamming the brakes on hard," the Council report bases its recommendations on a deceleration in enrollments and funds that has hit higher education almost as hard as the middle fifth to late sixties accelerated its growth. According to their figures, American higher education went from 1700 degree granting institutions with enrollment of 1.5 million students to 2400 institutions enrolling 6 million students in that period.

The several premises upon which the report is based are "stated here as principles which can be taken for granted," and include, in essence, a reiteration of the college's institutional prerogatives over tenure. The five premises of institutional action are as follows:

According to estimates provided at the meeting, the present Dance option services 300-350 students a semester with twelve courses. Other Phys Ed offerings service about 3600 students in 102 courses.

Arguing that the Dance program has solidified student interest and begun to build the focus of Dance activity for Staten Island high schools as well, via a recent Dance Symposium, the leaflet implicitly questioned the base of interest for sports oriented Phys Ed programs by pointing out there is no CUNY requirement for any number of Phys Ed hours, nor would there be any Community Colleges but SICC that require Phys. Ed. without a Dance option should the motion carry.

The gist of the leaflet's argument with Sweet's department suggested Phys Ed was attempting to hoard the reduced required hours of class time to maintain the strength of its student enrollment, and thereby its pre-eminence over Dance. It was this suggestion, most implicit in the leaflet in statement four: "Dance Survival depends on Service Courses (classes taken in lieu of push-ups) which are viable to its development..." that stirred Sweet into counter-accusations of "politicizing" with curriculum on the part of Dance.

One could, of course, make the same accusations toward Dance's defense of its "option" status, in that "negative choice" of Dance over sports oriented

1. No institution of higher learning in the United States of any claim to respectability whatsoever would hold that tenure for an individual faculty member is a right and not a privilege. Like all other legislated rights, it becomes one when it is conferred and not before.

2. The decision to tenure or not to tenure is one of the principal actions which a college performs and possibly the most critical for its own health, growth and future.

3. Tenuring a faculty member is a decision which is specifically different from the decision to appoint or to reappoint him. Institutional reasons necessarily play a larger part in this decision than they would play in the others.

4. Inasmuch as a tenured appointment is one without limit of time and implies a financial commitment of some \$80,000 in salary and benefits, it cannot be lightly entered into by any institution.

5. Too high a proportion of tenured faculty can effectively limit the flexibility that an institution needs to meet the developing future. Academic and professional fields change, and new ones are born. An institution with too high a tenure ratio can adapt to neither movement.

Following are the specific recommendations of the Presidents' Council's report:

RECOMMENDATIONS:

1. That the Board of Higher Education require the President to prepare a five-year tenure plan for his college as well as for each department or division at the college (1973-78). The plan should indicate how many people will have been recruited and will have retired over a five-year span and how many people will be eligible for tenure or certification by rank, academic preparation and specialization.

2. Fifteen years of automatic tenure for all faculty appointed at assistant professor level or promoted thereto. Such contracts would be renewable following evaluation of performance at the end of each 15 year period, so long as the person remained in that rank.

3. Ten years automatic tenure for all faculty appointed to associate professor rank. These 10 year contracts would be renewable following evaluation of performance at the end of each 10 year period, so long as the person remained in that rank.

4. Five years automatic tenure for all faculty members appointed at full professor level. These contracts would also be renewable after evaluation each five years.

I believe that a quota system on tenure or the freezing of tenure by the units will work severely to the disadvantage of the presently untenured faculty.

I oppose regulations enforcing earlier retirement as a solution to the tenuring problem. Indeed, I am increasingly impressed by the number of people over 70, over 80, who in my judgment, are superior teachers and scholars. Adoption of my second proposal would allow for the abolition of compulsory retirement ceilings, which I think, makes good sense.

For the purposes of their report, the Presidents Council divided tenured faculty into two groupings. The first includes full-time members of the instructional staff in tenure bearing titles (Prof., Assoc. Prof., Asst. Prof., Instr. Nursing Science). The second group includes Lecturers, full-time, with Certificates of Continuous Employment. Also included are tenured faculty on leaves of absence, including Sabbaticals, and those with fractional appointments based on partial leaves of absence.

With the claim that, "the early 70's have been slamming the brakes on hard," the Council report bases its recommendations on a deceleration in enrollments and funds that has hit higher education almost as hard as the middle fifth to late sixties accelerated its growth. According to their figures, American higher education went from 1700 degree granting institutions with enrollment of 1.5 million students to 2400 institutions enrolling 6 million students in that period.

The several premises upon which the report is based are "stated here as principles which can be taken for granted," and include, in essence, a reiteration of the college's institutional prerogatives over tenure. The five premises of institutional action are as follows:

According to estimates provided at the meeting, the present Dance option services 300-350 students a semester with twelve courses. Other Phys Ed offerings service about 3600 students in 102 courses.

Arguing that the Dance program has solidified student interest and begun to build the focus of Dance activity for Staten Island high schools as well, via a recent Dance Symposium, the leaflet implicitly questioned the base of interest for sports oriented Phys Ed programs by pointing out there is no CUNY requirement for any number of Phys Ed hours, nor would there be any Community Colleges but SICC that require Phys. Ed. without a Dance option should the motion carry.

The gist of the leaflet's argument with Sweet's department suggested Phys Ed was attempting to hoard the reduced required hours of class time to maintain the strength of its student enrollment, and thereby its pre-eminence over Dance. It was this suggestion, most implicit in the leaflet in statement four: "Dance Survival depends on Service Courses (classes taken in lieu of push-ups) which are viable to its development..." that stirred Sweet into counter-accusations of "politicizing" with curriculum on the part of Dance.

One could, of course, make the same accusations toward Dance's defense of its "option" status, in that "negative choice" of Dance over sports oriented



George Delaney, Con Edison Vice President for Staten Island, presented President Birenbaum with the check. Looking on is Con Ed Director of Personnel, Bruce Wittmer.

Con Ed Gives \$25,000

A \$25,000 grant to Staten Island Community College from Con Edison for the advancement of technological education at the college, was received on May 24th by President Birenbaum. The gift, in a check presented to Birenbaum by George J. Delaney, Con Edison vice-president for Staten Island, and Bruce Wittmer, the company's director of personnel administration, is a landmark in a joint program begun last year by SICC and the giant utility. In the program, Staten Island Community College offers regular college courses to matriculated students employed by Con Edison at five of its plant locations. Also at the presentation of the grant were Jay Kubalek, manager of specialized training, and Joseph Domenic, education administrator.

Approximately 180 Con Edison employees are enrolled in the program, directed by SICC's Professor John Antonopoulos and Dr. Nathan Weiner, chairman of the department of electrical technology. Con Edison furnishes the classrooms, any necessary training

aids and other backup support. As SICC students, the Con Ed workers have the use of the college's library and its laboratories, and consequently do some of their lab work on campus Saturday mornings.

The program, as distinct from Con Edison's own "on-the-job" training classes, is aimed at making a college education available to utility workers desirous of promotion to supervisory and managerial levels. Plans are being completed for a two-year degree program in industrial management and supervision, from which the students then would be able to go on to a baccalaureate degree in a senior college.

Classes, given after working hours, now are available to Con Edison workers at the utility's Long Island City training center and at plants in Staten Island, Manhattan, Ravenswood and the Bronx. Emphasis in the present list of courses is on mechanical and electrical engineering technologies and industrial management, with supporting courses in English and mathematics.

Women's Center Submits Budget

Budgets for summer funding and the Fall-Spring semesters have been submitted to the Staten Island Community College Association (SICCA) by the newly formed Women's Center. If approved they will provide the basis for a multi-service center designed to service women from the entire City.

The Center's need to approach SICCA for funds is an indicator of the rapid growth it has undergone in its short existence. Participation in Center planning and activities presently involves over 200 women, according to a prospectus prepared by the group. In the past semester it has sponsored the 2nd Annual Women's Conference, a luncheon for Gittleson (a civil service designation) Staff people on campus. The luncheon led to the presenting of a series of positions to the administration on issues affecting this group of mostly women staff members.

A full array of "Women's Studies" courses are now available in the curriculum of the college. A guide to the various departments and programs these courses are listed with came into existence as a result of the efforts of women connected with the Center.

The budget proposals contend that funds are needed to continue these operations and to expand a developing "reference and referral service" for women that provides information on abortion, health care, day care and related subjects. Included in the proposal for the Fall-Spring semesters are allocations for a gynecologist and a part-time psychological counselor to aid women in "solving their problems and become independent of the obscurantism of male dominated professionalism," by providing instruction in self-help methods of treating health problems.

To expand its services to the campus and community, the Center is planning to offer additional courses and services among which are courses in carpentry, auto mechanics and electronics to be sponsored in conjunction with Continuing Ed.

Despite its rapid growth, continuation and expansion of the Center is contingent upon its receiving funds for both the Summer and semester periods. \$4,500 has been requested for Summer with an additional \$21,000 asked for the academic year.

ELECTRIFYING
If you're not interested in the SUPER-NATURAL -----Don't come.

FANTASTIC
We dare you to come

ENTHRALLING
The Supernatural Happenings you will see will burn themselves into your memory.

DYNAMIC
RICHARD VINYARD
A stimulating speaker, enormously forceful: will keep you on the edge of your seat. Will end his talk with SUPERNATURAL DEMONSTRATIONS

STATE OF SIEGE

UNBELIEVABLE
Come and see things that will blow your minds. See the laws of science drawn to a halt and things happen that you have to see to believe.

Mutual Participation Singing
This event is a happy, joyful and supernatural happening. Be one of the first to see it.

ADMISSION FREE at: Wagner College Auditorium
631 Howard Avenue Grymes Hill
Staten Island, N.Y.

COMMENCING — JUNE 17TH TO JUNE 24TH
SUNDAY, JUNE 17TH AT 2:30 p.m.
MONDAY THROUGH SATURDAY 7:30 p.m.
SUNDAY, JUNE 24TH AT 2:30 p.m.

News Ferry Review: The Finance Commissions

Hurd Commission

Gov's Task Force on Financing Higher Education

February, 1972

BASIC CONSIDERATIONS

From the beginning of its brief existence the Task Force viewed its charge to study the financing of higher education as a quite literal description of its assignment. No attempt was made to isolate financial considerations from the full range of concerns confronting higher education today.

Given this focus on finances, two fundamental principles were immediately recognized as overriding considerations:

1. The State's higher education programs must continue to provide assurances that every individual will have the opportunity for post-secondary education regardless of limited financial resources.

2. The problems of higher education must be viewed within the present context of severe fiscal restraints upon the State, the counties, New York City, public and private institutions, and, most important of all, upon individual families.

The Task Force was faced with a situation in which the State's resources for higher education included the most comprehensive student aid program in the Nation, the most substantial collection of private colleges and universities of any state, the largest and finest system of public universities in the world, and an unbeatable record of citizen support for higher education. Each of these resources has to be drawn upon to the fullest, yet each is presently constrained by economic limitations.

DEVELOPMENT OF HIGHER EDUCATION IN NEW YORK STATE

The history of higher education in New York State dates back to 1754 when King George II granted a charter for the founding of King's College (now Columbia University). In subsequent years, numerous private institutions were founded in New York, including some of the Nation's outstanding universities and colleges.

For almost 100 years the responsibility for higher education remained exclusively with private institutions.

In 1844 the State assumed a limited responsibility in the field of higher education when the first state normal school was established in Albany. This was the beginning of the present State

University of New York. Following a public referendum in 1847, New York City established a "Free Academy" which ultimately became the College of the City of New York. Student enrollment in private institutions continued to exceed that in public institutions until about five years ago.

Landmarks in the development of the present system and in the development of public policy include the following:

1913. The Regents College Scholarship program was instituted. At the time this program was hailed as one which would forever set at rest the question of a State University of New York, and, at the same time, provide for the people of the State all the benefits of a State University on a liberal basis and at minimum cost. In this action there was a recognition of a State obligation to contribute to educational costs at the college level; but this obligation was limited to the relatively few talented students who were able to win scholarships through competitive examinations.

1948. Following the report of the Temporary Commission on the Need for a State University in New York State, headed by Owen D. Young, the Legislature created the State University of New York. On April 1, 1949, the State University Trustees assumed jurisdiction over the 29 existing state-supported institutions of higher education, thus providing a start toward coordination of state-supported programs of higher education. Institutions initially constituting the State University included Teachers Colleges, Specialized Colleges (mostly contract colleges) and two-year Institutes. At its start, the University included no liberal arts college. For over a decade, expansion of the University was limited.

1950. The first Community Colleges were established. Although the University initially included 11 two-year institutes with programs somewhat similar to those of community colleges, the provision for community colleges, enacted at the same time the State University was created, represented the first major legislative recognition of an obligation to make public post-secondary education generally available to high school graduates throughout the state.

1960. The Committee on Higher Education, under the chairmanship of Henry T. Heald, in its report to the Governor and the Board of Regents recognized the need for the State's institutions to take care of greatly

Keppel Commission

(Task Force on Financing Higher Education) March, 1973

GOALS

The major goals for post-secondary education in New York State are not found in any single, comprehensive statement which has been adopted officially as State policy. We have tried to construct from official statements of the Governor, the Legislature and the Board of Regents, a listing of desired goals for post-secondary education in New York State. Any program for financing and providing post-secondary education, we believe, should contribute to the achievement of these goals:

1. Every New York State high school graduate with the desire and ability to pursue post-secondary education should be provided full opportunity to do so without regard to financial ability, sex, race or geographic residence in the State.

2. Diverse opportunities should be available to students to pursue post-secondary education. A pluralistic system of post-secondary education should include institutions which are large and small, public, private and proprietary, traditional and experimental, urban and rural, and should have programs ranging from non-collegiate and vocational to the most advanced scholarly and professional fields.

3. Genuine freedom of choice should be provided to students to select the institutions and programs most appropriate to their needs and abilities and at whatever time in their lives further education is needed.

4. The overall quality of post-secondary education in New York should be maintained and improved.

5. The size, complexity and cost of the State's system of post-secondary education require effective statewide governance, planning and coordination, and concern for the most effective use of resources.

PREMISES FOR ACTION

1. Both the students and the State will benefit if high school graduates desiring up to two years of post-secondary education are afforded that opportunity throughout their lifetimes. State policies should be established to guarantee students financial support on

the basis of need, and to make available the necessary programs and facilities. This report uses the phrase "post-secondary education" to refer to all educational programs, collegiate and non-collegiate, after high school. The phrase "higher education" refers only to collegiate programs.

Appropriate opportunities for college level studies through the bachelor's degree should be made available for all who qualify.

2. Both the students and the State will gain by a policy which provides full student choice of programs and institutions throughout the State through the removal of financial barriers. To make this possible, public policies should rely increasingly on the funding of students, and less on direct funding of institutions.

3. The size, complexity and cost of post-secondary education require a streamlining of governance, planning and coordination. The post-secondary system must be made more responsive to both student and State needs. The best way to administer an open and competitive system is to strengthen institutional initiatives and incentives under policies and standards which encourage healthy competition and free student choice but discourage wasteful duplication.

I. MAJOR RECOMMENDATIONS

1. A Student Bill of Rights should be enacted to guarantee New York high school graduates the right of access for up to two years of post-secondary education, with necessary financial support so that all may choose the programs suited to their needs. Those who qualify academically for the last two years should have the right to the financial aid needed to complete the bachelor's degree.

2. Low-income students must be able to count on grants from public funds adequate, as a minimum, to cover their full tuition during all four years of attendance at public institutions in the State as well as adequate support from all sources to allow attendance at private institutions to which they are admitted.

3. Tuition charges should be uniform in public institutions throughout the State, including the City University of New York. Charges in the first two

years should be lower than in the second two years.

4. The methods of financing of post-secondary education in New York should be related to the Federal Education Amendments of 1972.

5. The concept of the University of the State of New York, which has broad responsibility for all education in the State, should be maintained and strengthened in order to assure the integration of post-secondary education with other levels of education.

6. A Statewide Planning Council for post-secondary Education should be established under the aegis of the Board of Regents to plan and coordinate all post-secondary education, public and private.

7. The Governor should nominate the members of the Board of Regents for confirmation by both houses of the Legislature.

8. The State should increase its funding of, and its responsibilities for the governance of, the City University of New York, the City University Construction Fund and the community colleges. The City University should remain an independent entity, and local concerns must be adequately reflected in the new governance patterns.

9. Individual campus autonomy should be strengthened throughout the State by reduction of unnecessary administrative regulations and supervision.

10. Special studies should be made (a) of the financing of graduate and professional education and (b) of improving methods for informing students and parents of available financial aid for post-secondary attendance.

II. THE BILL OF RIGHTS SHALL FURTHER GUARANTEE THAT:

1. Students from low-income families shall receive support in the form of outright grants, loans and work, adequate to cover all reasonable actual expenses of attendance at public and private post-secondary institutions. In the case of students from very low-income families, extra allowances shall be made for unusual personal expenses.

Outright grants should cover approximately two-thirds of actual reasonable expenses during the first two years at all institutions. Outright grants should cover the cost of all tuition, fees, reasonable expenses of room and board or the cost of commuting during the first two years at all public institutions.

The financial support needed to cover additional expenses should be provided by subsidized loans and student work. Grants for the third, fourth and, in some cases, the fifth year shall cover declining percentages of actual expenses.

In all cases, grants for low-income students would cover full tuition and fees at public institutions, and the total of grants, loans and work would be

sufficient to cover the costs of attending private institutions.

2. Students from middle-income families shall receive grants which, when added to a required level of family support, shall cover approximately two-thirds of the actual costs of attendance during the first two years. Grants will be based on declining percentages of costs in the third and subsequent years. The remainder shall be provided by subsidized student loans and work.

3. Students from families whose income level makes them ineligible for grants should be eligible to receive support from subsidized student loans and work. The level of this support, however, is contingent on the family's ability to pay, diminishing to zero at the point where the family can defray a student's entire educational expense.

4. Families shall be guaranteed loans without subsidized interest, in order to support those families which do not receive benefits under articles 1 through 3 above shall be entitled to loans without a means test.

FINDINGS

Overall, New York's higher education institutions, public and private, appear to be well financed relative to comparable institutions elsewhere in the country. Although available data are neither up-to-date nor directly comparable, costs per student in New York appear relatively favorable compared to institutions in other states.

In general, the financial health and stability of the private institutions in New York State seem to have improved in the last two years. Most institutions have achieved a financial balance through adjustments in programs and operations. Their circumstances are precarious, however, and a few institutions are still in serious trouble. The public institutions also have been affected by recent fiscal problems and have had to make adjustments.

The total costs of higher education will continue to rise, though at a lower rate of growth than in the past decade as enrollments level off. Costs per student also will rise, in part because of higher living costs generally. Higher education is a "labor intensive" industry, and improvements in productivity in the past have been

Assuming continued healthy economic growth, New York State appears able to attain its goals of access and quality in post-secondary education (a) if the present proportion (about 10.5 percent) of the total State Budget continues to be allocated to higher education, and (b) if an appropriate ratio is achieved among individual and State, local and Federal contributions.

With the adoption of the Education Amendments of 1972, the Federal government has established new priorities for Federal funding of post-secondary education. Grants to

State operating aid to the City University and to community colleges combined was \$199 million.

Direct aid to students and to private universities and colleges totaled \$105 million—or 11 per cent of the total.

Capital expenditures included \$88 million for the State University and a total of \$43 million as capital aid to the community colleges and City University.

ENROLLMENT TRENDS

The full-time credit enrollment in all degree-granting institutions of higher learning in New York increased from 336,200 in 1965 to 494,600 in 1970 and is projected to reach 729,800 in 1980.

These enrollment projections were developed by the State Education Department and assume that: (a) the number of high school graduates will continue to increase until about 1980;

(b) by 1980 an estimated 70 per cent of the high school graduates in the State will be enrolled in institutions of higher education in New York.

The projected 1980 enrollment of 729,800 represents an increase of 116 per cent over 1965 and 47 per cent over 1970.

Total full-time enrollment in the State University is expected to increase from 206,800 in 1970 to an estimated 356,800—an increase of 73 per cent—by 1980. The anticipated rate of increase in the two-year community colleges is

estimated at 86 per cent in contrast to 59 per cent in the State University four-year institutions.

Based upon the most recent information, it is estimated that full-time enrollment in the senior colleges at the City University will increase from 70,600 in 1970 to 128,200 in 1980.

Private institution full-time enrollment is expected to increase from 217,600 to 242,800—an increase of 12 per cent—from 1970 to 1980.

These figures indicate that, under present circumstances, while enrollment at both public and private institutions will continue to increase through the early 1980's, enrollment at private institutions is projected to increase by a much smaller percentage.

Consequently, private college enrollment as a percentage of total enrollment in the State, which has

been public institutions currently enroll more than 55 per cent of the full-time students in the State, the record of this period documents the continued commitment on the part of the people of the State to assure every resident an equal opportunity for higher education.

Overall, average costs per student vary in both public and private institutions; such costs at public institutions appear to be somewhat below those of private colleges. On the average, space is used more efficiently at public colleges than it is at private institutions.

In recent years, with a declining proportion of the total enrollment in students of up to \$1,400 a year for needy students (Basic Educational Opportunity Grants) have been authorized as well as a program of direct grants to institutions. If funds are appropriated for these two programs alone, New York State institutions and students could ultimately receive at least \$150 million in Federal support. Students would receive approximately \$56 million in 1973-74 and \$83 million in 1974-75 in grants if Congress adopts the President's budget as proposed.

It is important to note that New York State students and institutions will fail to some degree to qualify for Federal funds under the new statutes unless the public institutions charge higher tuitions than they do at present. The Federal Grant to a student cannot exceed one-half of his total expense including tuition. Under present circumstances, many New York students could not receive the maximum Federal Grant of \$1,400 because they pay low tuition or none at all.

Local governments in New York spend a higher proportion of the funds provided for public higher education by state and local governments than do local governments elsewhere (41 per cent compared to the national average of 15 per cent).

Capital facilities in higher education have been developed in recent decades in the State to a level which not only meets current needs but, for the most part, will meet the probable needs for the coming decade. The major exception is the inadequate state of the physical facilities in parts of the City University of New York.

already declined from 60 per cent in 1960 to 43.9 per cent in 1970, is expected to decline further to 36.6 per cent in 1980.

In addition, while total higher education enrollment is expected to increase significantly to 1980, the rate of increase can be expected to slow down with the probability of reaching a peak in the early 1980's followed by more stable enrollment and possibly even a slight decline.

It is recognized, of course, that in making projections a decade ahead, many variables may significantly change such estimates including those such as changing manpower needs, a shift to three-year degrees, greater use of "external" degrees, greater corporate training and the possible increase in proprietary institutions.

FINANCIAL AND SPACE PROBLEMS OF PUBLIC INSTITUTIONS

New York State's public institutions of higher education have experienced a period of unparalleled growth. By almost any measure — full-time enrollment of 311,000 at public institutions in 1971 — total direct State operating support for public institutions of nearly \$700 million in 1971-72 — over 75,000 degrees awarded at public institutions in 1970-71 — \$846 million of new construction completed since 1967

News of the final approval of the Governor's move to increase State influence in the CUNY system is, in some ways, yesterday's headline. But the process of reports and special "commissions" that provided the Governor with his political ammunition have only begun to take effect.

For those committed to the preservation of "open admissions" and the 128 year old tradition of free tuition at CUNY, the problems and recommendations outlined in these reports must be questioned, countered and, ultimately, answered in such a way as to protect the basic premise that makes CUNY unique in the nation's system of higher education...one that holds higher education, at all levels, to be a right.

Hurd and Keppel skirt and answer the key question of their recommendations for tuition at CUNY with the same interlocking premises: the State is short of funds; private colleges are in financial trouble; State and City schools are frozen at diminishing levels; a financial compromise must be made; students must pay the bill; and the State will choose their careers.

Hurd skirts the issues with "options." The Keppel report concludes the State cannot take the financial strain of "having" to provide higher education. As such, students who prefer not to be channeled into two year technology fields will be financially penalized. As will all students with a shift in emphasis from "grants" to "loans" for aids (which, in the most recent report, will not be subsidized on interest rates).

The "draft" channel of the sixties is apparently scheduled to become the "job" channel of the seventies. And the notion of a "social" debt, based on a social right to education, will be replaced with a "no money down" loan system with special rates to those who can least afford a loan.

Based upon the most recent information, it is estimated that full-time enrollment in the senior colleges at the City University will increase from 70,600 in 1970 to 128,200 in 1980.

Private institution full-time enrollment is expected to increase from 217,600 to 242,800—an increase of 12 per cent—from 1970 to 1980.

These figures indicate that, under present circumstances, while enrollment at both public and private institutions will continue to increase through the early 1980's, enrollment at private institutions is projected to increase by a much smaller percentage.

Consequently, private college enrollment as a percentage of total enrollment in the State, which has

been public institutions currently enroll more than 55 per cent of the full-time students in the State, the record of this period documents the continued commitment on the part of the people of the State to assure every resident an equal opportunity for higher education.

Overall, average costs per student vary in both public and private institutions; such costs at public institutions appear to be somewhat below those of private colleges. On the average, space is used more efficiently at public colleges than it is at private institutions.

In recent years, with a declining proportion of the total enrollment in students of up to \$1,400 a year for needy students (Basic Educational Opportunity Grants) have been authorized as well as a program of direct grants to institutions. If funds are appropriated for these two programs alone, New York State institutions and students could ultimately receive at least \$150 million in Federal support. Students would receive approximately \$56 million in 1973-74 and \$83 million in 1974-75 in grants if Congress adopts the President's budget as proposed.

It is important to note that New York State students and institutions will fail to some degree to qualify for Federal funds under the new statutes unless the public institutions charge higher tuitions than they do at present. The Federal Grant to a student cannot exceed one-half of his total expense including tuition. Under present circumstances, many New York students could not receive the maximum Federal Grant of \$1,400 because they pay low tuition or none at all.

Local governments in New York spend a higher proportion of the funds provided for public higher education by state and local governments than do local governments elsewhere (41 per cent compared to the national average of 15 per cent).

Capital facilities in higher education have been developed in recent decades in the State to a level which not only meets current needs but, for the most part, will meet the probable needs for the coming decade. The major exception is the inadequate state of the physical facilities in parts of the City University of New York.

private institutions of higher education and with increasing difficulty in balancing budgets at those institutions, the financial problems of private universities and colleges have become a major public concern.

Among the significant reasons for these growing difficulties are the following: 1. Spiraling costs and the consequent need to increase tuition rates

2. Student vacancies 3. Instances of inadequate planning 4. Declines in the per cent which receipts from gifts and endowments represent in relation to total costs

5. Growth of facilities and enrollment at public institutions 6. Reduction in Federal research grants

7. New and developing management challenges

While no single index of the level of costs in universities and colleges is available, the following increases indicate the extent of the problem: — faculty compensation, on the average, is up about 100 per cent since 1960-61 for the State as a whole.

— overall costs at private institutions have been rising at a rate of from 7 to 10 per cent per year.

— tuition rates are up 42 per cent since 1966-67 at the Bundy-aided private institutions in the State.

Reductions in Federal research funds since 1966-69 have been especially serious for the State's largest private institutions. For the State as a whole, such funds declined from \$354 million in 1966-69 to \$320 million in 1969-70.

This reduction of \$34 million in Federal research funds for the State was approximately equal to the combined deficits of all private institutions in the State in 1969-70 although this was not the only causal factor and not all of the deficits occurred at institutions which had experienced reductions in such funds.

For the six largest private institutions, it is significant that their combined deficit of \$29,920,000 in 1970-71 was strikingly similar to the \$29,897,000 of their own resources which they provided for student aid programs in 1970-71.

It is estimated that, for the State as a whole, the private institutions could accommodate approximately 14,000 more freshmen than they have today with no major increases in costs.

Representatives of some private institutions have maintained that few institutions would have serious financial problems if all were operating with capacity student enrollment.

Among the most commonly given reasons for the vacant student places in the private institutions are the following: 1. An increased differential in tuition rates at public and private institutions

2. Inflation — which reduces funds that students might otherwise have available for college expenditures

3. High scholastic admission standards in some private institutions

4. Evidence that growing urban problems are adversely affecting the

This declining growth rate or actual reduction in numbers of students may sharply increase the competition for students among institutions, a phenomenon which to some extent is already occurring.

The private institutions state that they have room under certain conditions for almost 56,000 more students.

The relative demand for two-year programs appears to be rising, and there may be some shift in student preference away from full-time study to part-time study. More students are demanding greater variety in programs and greater flexibility in scheduling post-secondary education into the sequence of their lives.

On Access
New York State is approaching a situation in which facilities and programs for two years of post-secondary education are available for most high school graduates who seek them. The most visible recent gains in educational opportunity have been

desire of students to attend urban institutions.

5. Indications that increasing numbers of New York State students are attending out-of-state colleges

MAJOR AREAS OF CONCERN
While it was originally anticipated that the report of the Task Force would include specific recommendations for action to deal with each of the many problems which have been identified, it became apparent that there was inadequate time to do the intensive study needed to formulate a comprehensive program to which all members could subscribe.

Because of the importance of the problems requiring attention, the Task Force chose to identify the major ones and to list the options — or proposals — which have been made by individual Task Force members and others for dealing with them.

It is the recommendation of the Task Force that there be established a Temporary State Commission on the Financing of Higher Education. The Task Force hopes that such a commission will produce a promising and effective program of action to deal with the serious and immediate problems that face the people of the State.

I. TUITION
In considering tuition charges, the Task Force believes that the most important principle guiding any decisions should be assured of the opportunity for post-secondary education regardless of limited financial resources. The Task Force urges, therefore, that any decisions affecting tuition be accompanied by changes in the present programs of student assistance and loans to continue the policy of no net tuition for students from very low-income families.

Because of sharply increased costs, in the period from 1966 to 1971, average tuition at the State's Bundy-aided private institutions increased from \$1,630 to \$2,285 while tuition at State University increased from \$400 to \$550. As a consequence there is a wide disparity between tuition rates at the two segments of New York State's higher education system: the private institutions with average undergraduate tuition in excess of \$2,300 and public institutions, such as SUNY, with undergraduate tuition of \$550 or CUNY with no undergraduate tuition.

Against the background of the inflationary decade of the 1960's, and the current State fiscal crisis, it is clear that it is becoming increasingly difficult to fund continued expansion of the State's system of higher education from large annual increases in tax revenue support.

These two facts have led to several proposals regarding tuition at the State's various public institutions.

RESIDENT TUITION AT SUNY
OPTIONS
1. Adopt the policy of having a differential in tuition rates, related to costs, for the (a) lower division and (b) upper division in four-year programs.
Turn to Page 5

made in New York City because of the open admissions policy of the City University of New York. There are, however, certain exceptions:

a. In a few major and several smaller counties students do not have the facilities and programs they need for two years of post-secondary education. Thus some students have lesser opportunities for access solely because of their residence.

b. Disproportionately low numbers of women are enrolled in higher education institutions.

The poor and the academically disadvantaged, especially from minority groups, are not now able to benefit from higher education in proportion to their numbers. This is true despite the no-tuition policy in the City University. Many students can not enter higher education at all because of the high school drop-out rate, par-

Turn to Page 5

GOVERNOR'S PLAN ON CITY U. BOARD PASSES IN ALBANY

Bill Gives Rockefeller Power to Name 3 of 10 Trustees

By M. A. FARBER
Special to The News Ferry

ALBANY, May 26—The Legislature today narrowly approved the latest version of Governor Rockefeller's proposal to install gubernatorial appointees on a new Board of Higher Education, the governing body of the City University of New York. The vote was 32 to 27 in the Senate and 76 to 65 in the Assembly.

To head off the Governor's renewed attempt to reduce pension costs. Legislative Salaries — a measure providing legislators with an \$8,500 raise, effective in 1975, awaited action. It contained increases for expense accounts and judges, too. Supplementary Budget—A sizable measure adding several hundred million dollars to various state programs was expected in the final hours. Urban Development—Over protests from Democrats that it was "racist," the Senate voted final passage curbing the powers of the Urban Development Corporation to overrule towns and village ordinances. A Rockefeller Victory
(Copyright 1973, New York Times)

Hurd

Continued From Page 4

2. Increase tuition at SUNY on the basis of one of the following:

0. a. Make no changes in State University tuition beyond the increase already approved by the SUNY Board of Trustees for the 1973-74 academic year, as follows:

Undergraduate	.....\$700
Graduate	.....1,000
Professional	.....1,600

0. b. Advance the effective date of the above increases to the 1972-73 academic year.

0. c. Increase tuition rates, in the 1972-73 academic year, to a higher level such as one of the following:

A		B	
Lower Division	.....\$600	.....\$700	
Upper Division	.....850	.....1,000	
Graduate	.....1,000	.....1,800	
Professional	.....1,500	.....1,800	

0. d. Increase substantially tuition rates at SUNY to narrow the existing gap between public and private tuition rates.

3. Adopt a net tuition schedule geared directly to family net taxable income, thus eliminating the need for scholar incentive awards at SUNY.

4. Work toward a tuition schedule which will represent a specified percentage of direct instructional costs.

5. Relate SUNY tuition increases to increased scholar incentive payments, SUNY program enrichment and/or reduction in tax dollar appropriations.

NON-RESIDENT SUNY TUITION

OPTIONS

1. Continue the present policy of having a "surcharge" of the following amounts:

a. Undergraduate	.....\$350
b. Graduate	.....\$200
c. Professional	.....\$300

2. Advance to the 1972-73 academic year the effective date of the already enacted 1973-74 academic year increases, providing for "surcharges" of:

a. Undergraduate	.....\$500
b. Graduate	.....\$400
c. Professional	.....\$400

3. Provide for automatic "surcharges" of amounts such as the following, above the regular resident rate but not to exceed actual costs:

a. Lower Division	..... plus 100 per cent
b. Upper Division	..... plus 75 per cent
c. Graduate	..... plus 50 per cent
d. Professional	..... plus 50 per cent

STUDENT CHARGES AND FEES AT SUNY

OPTIONS

1. Continue to subsidize such student

services as dormitories, health services and counseling.

2. Increase the regular student fee from \$25 to \$50 for the 1972-73 academic year.

3. Adopt a policy that some — or all — of such services eventually become self-supporting.

TUITION AT CUNY

OPTIONS

1. Continue the present policy of charging no tuition to full-time undergraduate students but continue charging tuition for evening and part-time students and all graduate students.

2. Eliminate the present tuition charges for evening and part-time students which now discriminate against them.

3. Adopt tuition for all students at CUNY.

4. Adopt the present SUNY tuition schedule at CUNY — which, with the present scholar incentive and SUNY scholarship programs, would require no tuition payments for students with family gross incomes under \$5,300 and full tuition only for those with family gross incomes over \$26,000.

5. If tuition is adopted at CUNY, gear future changes to changes in SUNY tuition rates.

TUITION AT COMMUNITY COLLEGES

OPTIONS

1. Maintain the present widely differing tuition schedules at individual institutions, which range from zero in New York City to \$550, based on a maximum equal to one-third of operating costs but not to exceed the present SUNY tuition.

2. Maintain the present policy (as above) but increase the maximum to the SUNY lower division rate as it is increased.

3. Provide for a flat tuition rate in all community colleges, related to the lower division tuition rate at SUNY.

4. Require that tuition be equal to one-third of operating costs.

II. STUDENT AID AND LOANS

Traditionally, the support for higher education demonstrated by the people of New York State has been marked by a thorough mix of programs. One constant and exceedingly significant element is the most comprehensive program of student assistance and loans in the Nation.

Among these programs are the following:

1. Scholar Incentive awards, costing \$44 million in 1971-72, are non-competitive grants based on family income, limited to tuition charges, and available to every State resident who is in an approved program of post-secondary education in New York State.

NET TAXABLE INCOME MAX. ANNUAL GRANT

\$2,000 or less	.....\$600
2,001—\$6,000	.....300
6,001—8,000	.....200
8,001—20,000	.....100
20,001 or over	.....0

2. Regents Scholarships — 18,843 competitive scholarships costing \$25 million in 1971-72 are awarded each year, with the number allocated to each county proportional to the number of high school graduates in that county. The maximum award of \$1,000 is awarded to students with family net taxable income of \$1,800 or less (average gross income of \$5,300). For every \$10 that the net income exceeds \$1,800, the scholarship is reduced by \$1.00, down to a minimum of \$250.

3. SEEK AND HOPE are programs which in 1971-72 provided a total of more than \$31 million to assist financially and educationally disadvantaged students.

4. Higher Education Assistance Corporation (HEAC), since its establishment in 1957 has guaranteed more than \$1 billion of bank loans to State residents for the purpose of attending institutions of post-secondary education.

All student assistance programs must be recognized as interlocking parts of a State system of financing higher education. Scholar incentive awards provided by the State relate indirectly to the amount of tuition collected in the State and must be viewed in conjunction with operating aid for public institutions, with institutional aid for private colleges and universities, and with scholarships and other grants provided for students.

OPTIONS

Scholar Incentives - Amounts

1. Retain the present schedule of scholar incentive payments.

2. Increase the amounts of the scholar incentive awards if and when funds become available.

3. Increase the schedule of scholar incentive payments when tuition in public institutions is increased so that students from lower income families do not have increases in actual tuition costs.

4. Replace the present five-bracket scholar incentive schedule with a schedule that provides the maximum award to persons with average gross family incomes of \$5,500 (net taxable income under \$2,000) and no award to those with gross family incomes of \$21,000 (net taxable of \$15,000). Awards would be based on a schedule graduated for each \$1,000 of net taxable income.

5. Increase the maximum scholar incentive payment at the lowest income level to the following proportions of tuition at public institutions:

Lower Division	..... 100 per cent
Upper Division	..... 90 per cent
Graduate & Professional	..... 50 per cent

6. Grant scholar incentive payments to part-time students on a pro rata basis.

Scholar Incentives - Eligibility

1. Continue the present policy of making scholar incentive payments to all eligible students at approved public and private colleges.

2. Restrict scholar incentive payments to students at private institutions if SUNY adopts a net tuition schedule based on family net taxable income.

3. Provide different scholar incentive schedules to students at public institutions and those at private institutions, applying a higher level of payments to students at private institutions.

4. Provide an increased schedule of payments under the present SUNY scholarship program.

levels as recommended in the Executive Budget.

2. Increase the amounts appropriated to permit an expansion of these programs.

3. Permit HEOP funds to be applied toward payment of some portion of regular tuition costs at private colleges.

4. Limit the programs in public colleges to stipends and special tutoring and counseling, or stipends only.

STUDENT LOANS

OPTIONS

1. Retain the present HEAC program unchanged.



GOVERNOR ROCKEFELLER

Regents Scholarships

1. Continue present program at current levels.

2. Remove the present \$250 minimum payment to scholarship winners in high-income families.

3. Increase the maximum award to some larger amount such as \$1,500.

4. Phase out the Regents scholarships in favor of non-competitive student aid payments based on need.

SEEK AND HEOP

OPTIONS

1. Continue the programs at existing

2. Make HEAC loans without interest subsidies available to students whose net taxable family income exceeds \$15,000.

3. Authorize HEAC to increase its guaranteed loan limits to conform to any changes in Federal law.

4. Impose a HEAC charge upon each borrower as permitted by Federal law, to help offset administrative costs.

5. Provide standby legislation such as the expanded loan program proposed by Senator Brydges and passed by the 1971 Legislature (S. 5707A) to become effective if the Federal government fails to implement a similar plan.

III. COMMUNITY COLLEGES

The Task Force did not attempt to make an in-depth study of the community college system. It did, however, receive a number of proposals concerning the future of the State's community colleges.

OPTIONS

1. Continue the present system of community colleges and State aid programs in support of them.

2. Adjust the State operating and capital aid formulas to reflect (a) tuition increases and/or (b) increased scholar incentive payments.

3. Return the present 40 per cent operating aid provision to 33 and one-third per cent either at once or on a phased-out basis.

4. Transfer responsibility for the community colleges in New York City to CUNY but continue to pay State aid on the same basis as for upstate community colleges.

5. Transfer complete responsibility for upstate community colleges to SUNY with appropriate adjustments in State aid and shared revenues to finance such transfer.

IV. CITY UNIVERSITY OF NEW YORK

As with the Community Colleges, the limited time frame within which the Task Force had to work did not permit an in-depth analysis of the City University of New York.

OPTIONS

1. Continue the present City University system and State aid provisions applying to it.

2. Redefine "shared expenses" under the Education law to restrict State operating aid to approved direct expenditures for the University's educational program.

3. Adjust the State operating and capital aid formulas to allow for any future changes in tuition policy and scholar incentive payments.

4. Provide that up to one-half of the members of the New York City Board of Higher Education be appointed by the Governor.

5. Consider a study of the future relationships between SUNY and CUNY to maximize the effectiveness of available resources, including, the possibility of the merger of CUNY with SUNY with appropriate adjustments of revenue sources and State aid to offset the increased costs to the State.

6. Provide that the Chairman of the State University Board of Trustees become an ex officio member with full rights of the New York City Board of Higher Education.

V. DIRECT INSTITUTIONAL AID

The principal items of direct institutional aid in 1971-72 are:

Amount (millions)

General Aid Based on Degree Granted (Bundy Aid)	\$29.9
Categorical Aid in Health Education	12.9

Almost all private institutions, nevertheless, continue to face growing deficits and shrinking fiscal resources. Whether this is attributed to inflation, vacant spaces, poor management, increased competition from public colleges, or overexpansion is less important than the decisions about the appropriate F-F's, amount and public purposes which should guide the State in future policies of direct institutional aid for private institutions.

DIRECT INSTITUTIONAL AID

OPTIONS

1. Continue, unchanged:

a. Bundy Aid
b. Categorical aid for health education

2. Phase out Bundy Aid while replacing it with a more effective program to be developed during 1972.

3. Reduce Bundy Aid and use such savings to:

a. Increase scholar incentive payments to students at private institutions, or

b. Pay flat amounts related to costs in public colleges for each enrolled freshman and sophomore student, or freshman and junior students, or

c. Pay flat amounts for each added enrolled freshman and sophomore

4. Increase Bundy Aid:

a. Provided that specific accountability standards are met (serving the disadvantaged, participation in cooperative and regional programs, meeting manpower needs, etc.)

b. Provided that undergraduate enrollment is increased by specified amounts

5. Re-evaluate categorical aid for health education on the basis of experience under the Federal Comprehensive Health Manpower Training Act of 1971.

6. Develop regional operating arrangements throughout the State while placing top priority on those areas in which private institutions are in the most serious financial difficulty.

VI. CAPITAL CONSTRUCTION

The rapid recent gains in student enrollment and projections of further gains through 1980 have led both private and public colleges and universities to significantly expand and improve their physical facilities.

Private

Since 1967 private institutions are reported to have completed new construction totaling about \$400 million, including \$233 million under the State

Turn to Page 6

Keppel

Continued From Page 4

tiarily in the cities. Those who graduate from high school face a lack of money for daily living expenses, books and transportation costs, which are not adequately met by present student financial aid programs.

Students with lower and middle incomes are limited in their choice of post-secondary institutions by the high costs of attending private colleges or of living away from home.

Tuition differentials between private and public universities have grown over the years. Tuition levels in New York's private institutions are roughly comparable to those elsewhere in the country; State University's tuition is somewhat higher than that of other public institutions; City University's free tuition policy for full-time undergraduates is almost unparalleled.

The movement toward universal access has put severe strains on the institutions, particularly in the City University where many students require considerable remedial work.

On Financial Aid

New York State's budget for student aid is the nation's largest. But because of the very large number of beneficiaries, average grants are small and insufficient for low-income students.

There are so many student aid programs, and they are so complex and so varied in their eligibility standards, as to be confusing to the students themselves and at times inequitable.

On Diversity

New York's higher educational system is extremely diverse, offering students a wide choice of institutions and programs. Our consultations, however, have revealed concern that the system may not have adequately adjusted or supplemented traditional curricula to meet the needs of changing times. There is also much discussion about the desirability of providing opportunities for "life-long learning" to all citizens, regardless of age.

On Quality

The existing system of governance over post-secondary education in the State has produced good results in the past, but difficulties have arisen as the system has grown. Relations among the Office of the Governor, the Legislature, the Regents, the State University, the City community colleges, the City University and the private institutions are not satisfactory for today's requirements, still less for tomorrow's. Decisions affecting higher education in the State are not always reached in a sufficiently orderly and prudent manner. Ad hoc solutions to specific problems have been made without

adequate regard to an overall pattern of development.

In adopting the Education Amendments of 1972, the Federal government has embarked on an expanded role in the planning of higher education throughout the United States. These amendments require states to establish statewide post-secondary planning commissions if certain Federal funds are to be received.

Another result of the 1972 Federal legislation is an increased emphasis on the role of non-collegiate institutions and the support of vocational and technical programs to supplement what has usually been considered "higher education" with a view to making it truly "post-secondary education."

Access to post-high school education cannot be viewed solely in traditional collegiate terms. About 480 non-collegiate institutions offer post-secondary programs in the State. There is increasing public criticism of the mounting costs of higher education and a justifiable insistence that these costs should be controlled through better planning and coordination and more effective governance. One common complaint concerns the failure to utilize resources as efficiently as possible, a shortcoming which may stem from the 1960's when institutions were forced hurriedly to expand to meet the crush of added enrollments.

Significant differences in governance and finance exist among the State University of New York, the City University of New York, the community colleges outside the city, and the private colleges. Differences are to be found in tuition charges, the quality of physical facilities, levels of faculty compensation, money expended per student, and availability of programs geographically. We believe that some differences are desirable since they lead to valuable diversity. Others, however, have created—and will continue to create—social and political tensions and confusion. Feelings of inequity exist in the minds of students, faculty and the public, and the situation is likely to grow more serious unless changes are made.

The State's present role in the governance of both the City University of New York and the community colleges has created problems in achieving effective governance, planning and coordination. For example, the State's inability to assure access to community colleges throughout the State has resulted in the de facto geographical discrimination mentioned earlier.

There is increased public concern about accountability for all higher education expenditures. Some public institutions, because of their public funding, are continuously subject to such detailed controls and scrutiny that their ability to exercise institutional initiative may be threatened. On the other hand, as public support for private institutions increases, they too must be held accountable for their expenditure of public funds.

The State and City Universities, the community colleges, and some of New York's private institutions have entered a new period of collective bargaining with their employees. Many questions about its effects remain unanswered, and the problems posed by collective bargaining clearly deserve priority attention.

On Future Manpower Requirements

The State's projected supply of

The examples that follow are intended to illustrate the concept of student support which is the basis of our recommendations. The program will have to be worked out in detail, after careful analysis, before adoption and implementation.

The following table gives examples which illustrate the effect of the proposed student aid program for a student from a family of five with one student in college. Different family sizes or numbers of college students would lead to different figures. The examples are based on gross family income.

The examples show student financing at five levels of family income and for two types of budget, a commuter student at a public college and a resident student at a private college. They show the different patterns of support between the first two years and the last two years of the usual college program only for the \$4,000 income level; appropriate adjustments would be made at higher income levels.

The "Grant" would be the amount guaranteed by the State and would include grants from Federal and other sources. Grants equal 67 per cent of total expenses for families with \$4,000 and \$7,000 gross income in the first two years, 55 per cent in the third year, and 40 per cent in the fourth year. For families with \$10,000 gross income with a student at a public or private institution, the grant plus family support would be equal to two thirds of total expenses. For families with \$14,000 gross income with a student at a private institution, the grant plus family support would be equal to two thirds of total expenses. "Student loan/work" would be the amount guaranteed through student loans which could be made up in part from summer earnings or part-time work.

college-educated citizens appears to exceed the economy's projected demand for those who complete the baccalaureate degree and for many graduate degrees as well. The demand appears to be greater for students at the two-year, technical and occupational level. The forecasts are uncertain, however, partly since it seems likely that employers have increased their reliance on academic credentials, and may continue to do so in the future.

RECOMMENDATIONS

Since these recommendations concern a total structure, with all of its parts indispensable to each other, we respectfully urge that our proposals be considered as a unit and not piecemeal. One major cause of the snail's pace of reform in higher education is the fear that any comprehensive new plan will be picked apart by special interests to the point where its effectiveness will be largely vitiated.

In this particular instance it would be all too easy for the pressures for economy, tax reduction or institutional reputation to distort or shrink our specific proposals concerning student aid. But severe damage to any part of the new structure we are proposing

would work severe damage to the whole. The resulting compromise might constitute a retreat from State goals instead of an advance. It would almost certainly in this instance force institutions into an unseemly and damaging struggle for funds in the political arena, with their well-being, if not survival, at stake. Such a situation would be sadly inconsistent with New York's educational traditions.

If it is decided to adopt the policies recommended in this report, most

the needs of all students who apply and who are academically qualified by institutional standards.

The private institutions would, of course, maintain their own standards of admission, and no student would have the right to admission to a private institution.

B. We recommend that a student financial aid program be enacted to implement the Student Bill of Rights.

Examples of Proposed Student Financial Bill of Rights for Family of Five with One Student in College Student Aid Includes Federal, State and Other Funds

	\$4,000 Family Income		\$7,000		\$10,000		\$14,000	
	1st and 2nd yrs.	3rd and 4th yrs.	1st and 2nd yrs.	3rd and 4th yrs.	1st and 2nd yrs.	3rd and 4th yrs.	1st and 2nd yrs.	3rd and 4th yrs.
COMMUTER STUDENT—PUBLIC COLLEGE:								
Tuition and Fees	\$ 650	\$1,000	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650
Commuting and Other Costs	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400
Extra Personal Expenses	500	500	500	500	500	500	500	500
Total	\$2,550	\$2,900	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550
Financing:								
Family Support	—	—	—	—	\$ 650	\$1,500	\$2,050	\$2,050
Grant	\$1,710	\$1,595	\$1,160	\$1,375	725	—	—	—
Student Loan/Work	840	1,305	1,740	675	675	550	—	—
Total	\$2,550	\$2,900	\$2,550	\$2,050	\$2,050	\$2,050	\$2,050	\$2,050
RESIDENT STUDENT—PRIVATE COLLEGE:								
Tuition and Fees	\$2,100	\$2,100	\$2,100	\$2,100	\$2,100	\$2,100	\$2,100	\$2,100
Room, Board and Other Costs	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900
Extra Personal Expenses	500	500	500	500	500	500	500	500
Total	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
Financing:								
Family Support	—	—	—	—	\$ 650	\$1,500	\$2,700	\$2,700
Grant	\$3,015	\$2,475	\$1,800	\$2,680	2,030	1,180	—	—
Student Loan/Work	1,485	2,025	2,700	1,320	1,320	1,320	1,300	1,300
Total	\$4,500	\$4,500	\$4,500					

HURD

Continued From Page 5

Dormitory Authority programs alone. The Dormitory Authority also has another \$91 million under construction and \$61 million being planned or designed. No comprehensive information is available on construction completed without Dormitory Authority participation.

Private institutions, however, are finding increased difficulty in financing current and planned new construction as well as obtaining sufficient operating funds for new and forthcoming facilities. Expanding capital facilities have created serious financial problems because of escalating costs and some unrealized enrollment projections.

Public

Since 1967, public institutions of higher education have completed new construction costing \$846 million. Projects now under construction total \$514 million. In design or planning are other projects amounting to \$990 million.

State University, exclusive of the community colleges, has completed \$814 million of new construction since 1967 while its enrollment has increased by 45 per cent.

The State University recently announced suspension of projects amounting to \$240 million.

City University has met its expanding space needs primarily through maximum use of existing space, together with the use of large amounts of rental space, most of which was not initially designed for academic purposes.

SUMMARY

On the basis of all available information, it would appear that a capital construction policy for higher education for the next decade should give careful consideration to basing future plans on the fact that buildings now under contract will add significantly to the amounts of existing space.

More efficient use of space ("open colleges," longer days, longer weeks, larger classes, summer "semesters" and so forth) will help keep total space requirements below what would traditionally be required.

In addition, increasing numbers of students are finding housing off-campus, thus reducing what would otherwise be continually expanding dormitory space needs.

Finally, more inter-institution and cooperative use of facilities will result in smaller increases in space than would otherwise be required.

CAPITAL CONSTRUCTION

OPTIONS

1. Urge that all institutions of higher education join in a moratorium on the letting of construction contracts for all new construction projects for public and private higher education, not already under way, including dormitories, except in rare instances where such contracts are absolutely essential to meet critically important needs or to fully utilize existing facilities.

2. Limit CUNY and community college construction to that which can be supported by tuition and fees.

3. Permit community college construction by State University Construction Fund.

4. Consider the use of a State Council and regional councils, similar to the Hospital Review and Planning Councils, to review and make recommendations upon each proposal for construction of a new higher education facility.

5. Urge that a complete inventory be made of all current plans for any pending construction in order to reassess the need for all such proposals.

6. Urge that in planning to meet immediate needs (within the next 3 to 5 years) top priority consideration be given to the conversion or remodeling of existing structures; for example, surplus dormitory space might be used for faculty offices.

7. Encourage cooperative use of existing facilities such as athletic facilities and auditorium to increase utilization of them and avoid new unnecessary investment.

8. Consider the possibility of including debt service costs instead of only construction or acquisition costs in calculating State capital aid in the community college programs.

OPTIONS

1. Provide no additional special aid to private institutions facing emergency financial problems beyond possibly increased scholar incentive payments if funds permit.

2. Terminate present aid of \$3 million to Polytechnic Institute of Brooklyn.

3. Continue present aid to the Polytechnic Institute of Brooklyn.

4. Establish a new program of direct emergency aid to private institutions.

5. Authorize public institutions to make arrangements with private institutions to educate students applying for admission to or enrolled in public institutions thus utilizing the existing vacant capacity of the State's private institutions.

6. Authorize SUNY to acquire, on a contract basis, over a period of several years through the State University Construction Fund, New York University Heights Campus, with its engineering school to be used as the nucleus of an upper level and graduate center for engineering and technological studies, at which could be consolidated also such units as:

- a. Polytechnic Institute of Brooklyn
- b. Parts of the SUNY engineering programs at Stony Brook and Buffalo

c. Parts of the CUNY engineering program

d. Possibly parts of engineering programs at Manhattan College, Cooper Union, Pratt Institute and other institutions.

7. Establish such a center as that described above, but under private sponsorship.

8. Develop plans, if Polytechnic Institute of Brooklyn becomes part of an upper level and graduate center program, such as that mentioned above, to insure that the existing Polytechnic Institute of Brooklyn campus would continue to be used under private auspices, if possible, with a reoriented undergraduate program and mission.

9. Develop a center for engineering and technological studies similar to that above (or perhaps encompassing all levels of engineering studies) at the present Polytechnic Institute of Brooklyn.

VII. INTER-INSTITUTIONAL COOPERATION AND REGIONALISM

In continuing to meet the higher education needs of the State every possible effort must be made to utilize most efficiently and effectively all facilities, personnel and other resources. Conventional standards must often be thrust aside and replaced with new and imaginative ways of greatly increasing our higher education output while still preserving — and improving — quality.

In achieving these goals:

1. Each institution must make maximum effort to help utilize fully all physical facilities in each region of the State.

2. No new physical facilities should be considered by any institution until it has satisfied itself that no cooperative or exchange relationship with one or more other institutions in the region is possible.

3. Program changes should be made wherever possible to avoid duplication and inefficient operation.

OPTIONS

1. Urge that cooperation on a regional basis be promoted so that all institutions in each region may fully benefit from such cooperation for planning purposes.

2. Encourage cooperation on a regional basis so that all institutions in each region may fully benefit from such cooperation by more efficient and effective operation with emphasis upon such arrangements as:

- a. Sharing library facilities
- b. Providing computer service
- c. Accepting course credit from other institutions on a dual registration basis and student exchange basis
- d. Joint appointment of staff
- e. Exchange professorship arrangements
- f. Cooperative use of facilities such as auditoriums and athletic installations
- g. Cooperative purchasing
- h. Working relationships which might lead to the merger of two or more private institutions

VIII. EMERGENCY PROBLEMS OF PRIVATE INSTITUTIONS

Private institutions in New York anticipate combined deficits in excess of \$50 million in 1971-72 (up from \$35 million in 1969-70). Included are a few institutions which are in serious financial circumstances and are reported to be in need of some form of emergency aid. The problem is particularly acute among institutions operating engineering programs in New York City. Polytechnic Institute of Brooklyn, for example, is receiving special State aid of \$3 million in the current year.

New York University sustained deficits of \$4.6 million in 1969-70 and \$6.8 million in 1970-71. A deficit of \$10 million is anticipated for the current year. Past deficits have been covered primarily by using unrestricted endowment funds, a procedure which cannot be continued. An important part of New York University's deficit is attributable to the high costs of its engineering school.

FEDERAL AID FOR HIGHER EDUCATION

Under present circumstances it is not possible to continue to rely solely upon large annual increases in State and local government contributions to insure the continued growth of New York State's system of higher education. The Task Force, therefore, recognizes that there must be significant increases in Federal support of higher education.

Because of such problems as a lack of a uniform Federal reporting system and a variety of Federal agencies disbursing funds to hundreds of different sources, it is difficult to make a fair estimate of total Federal funds supporting higher education in New York State. One indication of the level of Federal support in recent years, however, has been discussed previously. As reported, the amount of Federal funds in support of research in the State declined significantly from 1968-69 to 1969-70, and is estimated to have declined further in subsequent years.

The Task Force recognizes the need for increases in Federal funding of unrestricted or categorical institutional aid, permitting the channeling of funds to areas of greatest need and highest priority. Likewise, increases in Federal student aid might partially free both public and private student aid resources to be redirected, while at the same time assisting more students to meet increasing tuition costs.

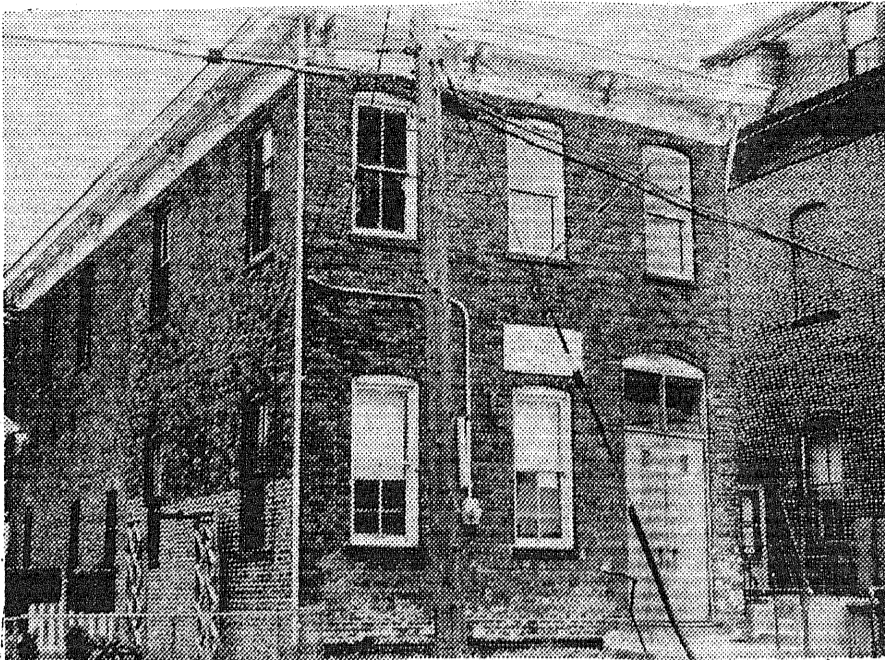
OPTIONS

1. Support passage of a new Higher Education Act.

2. Expand and fully fund the following existing Federal programs:

Killside:

Last Stop on the Toonerville...



STAFF PHOTO



STAFF PHOTO

- a. Education Opportunity Grants
- b. College Work Study
- c. National Defense Student Loan
- d. Higher Education Facilities Act
- e. Library Services and Construction Act

3. Urge the Federal government to provide matching funds for State scholarship programs.

4. Propose that tuition be approved as a deductible item on the Federal personal income tax.

5. Suggest that a Federal tax credit for tuition be considered.

6. Explore the possibility of a Federal negative income tax (actual payment) for tuition for low-income families that have no tax liability.

OPPORTUNITIES FOR FURTHER IMPROVED MANAGEMENT

While institutions of higher education have been forced to take management

KEPPEL

Continued From Page 5

institutions attributed to student aid.

II. TUITION CHARGES

1. a. Tuition charges at public institutions should be uniform throughout the State, including the City University of New York. Students now enrolled should complete their course of study in the lower or the upper divisions at the tuition rate (or no tuition) at which they entered these divisions.

b. We recommend that relatively low tuition charges be maintained for the first two years of study at all public institutions. The guideline might be that tuition equal about 40 percent of lower division costs for educating students. The remaining 60 percent would be divided between State, Local and Federal governments and other sources.

c. We recommend somewhat higher tuition charges for work in the last two undergraduate years, averaging perhaps 50 percent of upper division costs. The remaining 50 percent of costs would be provided by State, Local and Federal governments and other sources.

Among the institutions most affected by these recommendations would be the City University of New York, which charges no tuition to full-time undergraduate students. By charging tuition according to the uniform approach recommended here, City University would no longer have to fully subsidize those of its students who can afford to pay. Low-income students attending City University would fare even better than they do now. Not only would their full tuition be paid for under the proposed student aid program, but their non-tuition expenses would be covered as well. The net result would be greater equity and a more sensible employment of public resources. Finally, we consider it extremely important that the State take maximum advantage of Federal funding in order to reduce the burden on State taxpayers.

2. Consideration might be given to a policy authorizing local governments to provide limited funds to students beyond those we recommend to offset tuition or other costs for students who live in that government's jurisdiction. If they do so, however, funds should be

steps that will help to minimize deficits, more remains to be done in both the public and private sectors.

The basic problem in all such institutions is runaway costs — which are flexible, in relation to sources of income which are relatively inflexible.

Numerous possible means of supplementing income are outlined in this report.

Sharper emphasis needs to be put upon even more efficient management of the private institutions are to survive and if the public institutions are to continue to fulfill their obligation to the taxpayers of the State.

While means of cutting costs have been mentioned repeatedly, the Task Force lists for consideration by public and private institutions of higher education the following options for cutting costs still further:

- 1. Larger classes
- 2. More complete utilization of classroom and laboratory space

provided on the same basis to all students resident in the jurisdiction and available for them to use at both public and private institutions. Local adoption of this proposal could encourage the families of students to continue to reside within the local jurisdiction.

III. STATEWIDE GOVERNANCE

A. According to the Constitution of the State of New York, the Board of Regents is responsible for overseeing all branches of education — public and private, elementary, secondary and post-secondary, cultural and professional. All are subsumed under the title of "The University of the State of New York." The University of the State of New York is a policy-making and not an operational body. Under its policies, public and private institutions are accorded maximum autonomy and initiative consistent with overall State aims for post-secondary education.

B. Political competition among public and among private institutions and between the two for scarce resources should be replaced by mechanisms which will reflect the needs of these separate institutions to available resources and public and student needs. These mechanisms should allow for differences in institutional financial structures. They should ensure maximum local autonomy and responsiveness to the needs of students and of society. At the same time they should provide a procedure for state-wide planning and inter-institutional policy and coordination which will reflect the capacities and requirements of the New York citizens. They should also strengthen existing processes of qualitative monitoring to ensure that funds are not wasted on inferior programs, and to protect students and parents.

C. The Board of Regents:

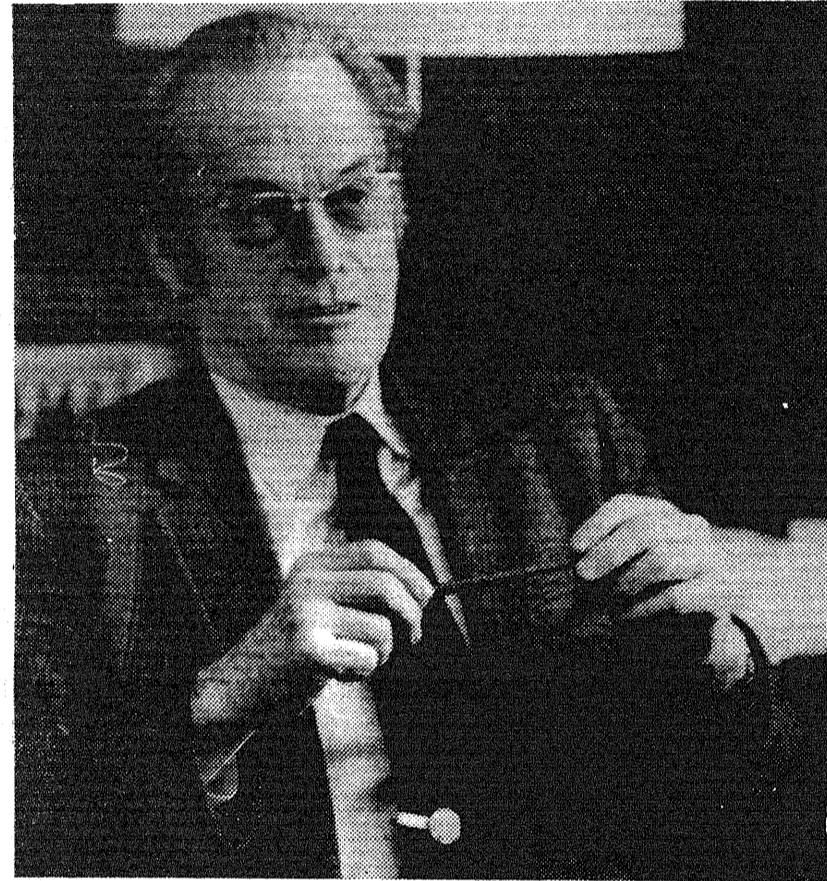
1. The present method of appointment of the Board of Regents and the length of the Board's terms should be revised in order to achieve greater coordination at the State level and greater responsiveness to changes in the State's needs. We agree with the Board of Regents, which has recommended that the term of its members should be shortened appreciably from the present 15 years, although not shortened to such an extent as to leave the Board continuously vulnerable to current political influence.

"Politics is the art of allocating limited funds to unlimited demands," says James L.G. Fitzpatrick, Dean of the College, about the proposed killside satellite campus of SICC.

Sponsored by Nancy Ryan and Claude Campbell, English Department, and Ralph Gut, Director of Continuing Education, the proposal, as now drafted, could be implemented no earlier than Spring of 1974 according to Fitzpatrick.

News Ferry photographers took a brief tour of the Tottenville site. The building itself is a former police headquarters for the 23rd precinct on Staten Island. It sits a block away from an overgrown park and derelict pier structure on the Kill Van Kull, outdoor areas considered likely adjuncts to campus activities.

The park and pier site is directly adjacent to the last stop of the Staten Island Rapid Transit... "Toonerville Trolley" as it is known to most long-time Islanders.



STAFF PHOTO

3. Expanded summer semester programs

4. Extending the three-year degree program

5. Avoiding duplication of courses and programs available at nearby institutions

6. Much greater cooperative use of facilities and equipment

7. Cooperative purchasing

8. Retention of professional management consultants to assist in improving administrative capabilities.

APPENDIX A

Family Income Levels and Scholar Incentive Awards For Students Attending Public and Private Institutions Under a Two-Year Phase-In Plan Beginning 1972-73

New Taxable Income ¹	Scholar Incentive Basic Award ²	
	Phase I	Phase II
0 - \$3,000	\$1,200	\$1,500
\$3,001 - 5,000	1,000	1,300
5,001 - 7,000	800	1,100
7,001 - 9,000	600	900
9,001 - 11,000	400	700
11,001 - 13,000	200	500
13,001 - 15,000	100	300
15,001 - 20,000	100	100
20,001 and over	0	0

1 Illustrative for 2-child family only, based on 1971 tax table.

2 Award for first two years. Students in junior year will receive awards scaled to 80 percent of the basic award and those in senior year, scaled to 60 percent of the basic award.

a Full-time undergraduate students from families with net taxable income of \$9,000 or less, attending public institutions, will receive scholar incentive awards for the full amount of tuition.

firmation by both houses of the Legislature. This recommendation is designed to ensure the ability of post-secondary education to respond to the State's fiscal responsibilities and to prevent educational policies from falling subject to political control.

D. The present method for introducing changes into post-secondary education involves the development of a master plan that is updated and approved every four years (with intervening progress reports and amendments) by the Regents and the Governor on the basis of recom-

mendations made by the State and City Universities, by private institutions, and by other agencies. We believe that post-secondary education in New York State requires the full and continuous attention of a new, broadly representative planning group under the aegis of the Board of Regents. This State Planning Council for Post-secondary Education should have the following characteristics:

1. The Governor shall appoint the members of the State Planning Council of Regents, who should be nominated by the Governor subject to con-

firmation by the Governor and the Senate.

SPACE REQUEST JUSTIFICATIONS OF CUNY

..The various agencies and administrators involved tend to view requests for space not only in the light of a descriptive educational program but rather on the basis of FTE students serviced per square feet of floor space.

..The arithmetic breaks down somewhat as follows: ..Roughly one FTE student represents 15 credits per term of 30 per year.

..The situation in CUNY should be minimally 100 sq. ft. of space for each FTE. Actually it approaches 25 sq. ft. per FTE. (N.Y. State colleges run 150, N.Y. private colleges 250).

..Putting the two figures together in suggesting rented or other specially assigned space we should show for each square foot an annual program which would produce between 0.25 and 1.00 credits per square foot.

..If we take the mean, a 1,000 sq. foot rental should yield 500 credits per year, or support 16 FTE students.

..On a 15:1 faculty ratio the 1,000 sq. ft. would support one full-time faculty member and the accompanying ratio of auxiliary personnel. (Secretaries, administrators, maintenance and operation, etc.)

post-secondary education to assure achievement of State goals;

b. General coordination of all post-secondary education activities;

c. Consideration of manpower supply and demand;

d. Establishment and maintenance of an adequate data collection system. (This duty deserves particular comment. Improved information is badly needed if decision-making in post-secondary education is to be improved.)

e. Undertaking the responsibilities recommended elsewhere in this report, and other duties as may be required.

5. It should consult with the Governor and the Director of the Division of the Budget with regard to realistic budget expectations, and should work with the Governor on planning and advise him on annual allocations for post-secondary education. It should not, however, be in the direct line of budget preparation and approval.

6. As indicated above, it should report to the Board of Regents and to the Governor. It should prepare the Statewide Master Plan for Post-secondary Education for submission to the Regents and the Governor.

7. It should have an executive director and a staff adequate for its responsibilities.

8. It should carry out its activities in direct communication with the various institutions and systems of post-secondary education.

IV. STATE RELATIONSHIPS WITH THE CITY UNIVERSITY OF NEW YORK AND THE COMMUNITY COLLEGES

A. City University of New York:

As a first step we recommend that New York State increase support for the City University of New York to 60 per cent of net operating costs after the deduction of tuition payments and to 60 per cent of capital costs. We recommend that any additional State funding be related to the nature and amount of Federal institutional aid that may be appropriated under the Federal Education Amendments of 1972.

We also recommend that the governing board of the City University be given full responsibility over community colleges within the City as well as over its present four-year and graduate institutions.

Killside Project Would Be First Satellite Campus

A combined team of faculty and administrators have been working for over a year on a proposal to establish the "first satellite campus" of SICC. While their plan was described as a "roughed out" version by Dean of the College, James Fitzpatrick, it does have promise of becoming a reality by next Spring.

Nancy Ryan and Claude Cambell, of PLACE and the English Department, have combined with Ralph Gut, Director of Continuing Education, and Roslyn Atkinson, Dean of the Evening Session, on a plan that calls for the college to take title to a former police station and nine acres of adjacent land in Tottenville. The site would be used to "develop a learning center in an historical building located near the center of a town."

Following two meetings with community residents, the sponsors of the program submitted their proposal which stated in part, "We assume that the people of the South Shore of Staten Island will be involved in all aspects of program planning and design for the satellite center. Thus, we base this proposal upon the suggestions they have offered in terms of the needs of the citizens of the South Shore."

Community involvement has been a central focus of the proposal from its inception, and is included as an integral part of the actual plan. By employing the "charrette" technique, (a process designed by architects and the Federal Office of Education) the physical conversion of the building would

provide the focus for faculty, administration and neighborhood student collaboration.

A cost of \$20-25,000 has been estimated by the campus architect for renovating the building. This figure and an additional investment of \$20,000 for an administrator and a secretary, are not considered to be exceptionally high. But, the fiscal situation of CUNY has made the availability of funds a major stumbling block.

"The City is understandably reluctant to spread itself thin," commented Dean Fitzpatrick—responsible for steering projects such as this through the various levels of approvals.

"They demand a strict accounting of how you are going to use the facility. A detailed program showing how each square foot will produce a specified number of credits has to be provided. A good idea just isn't enough," he added.

Fitzpatrick explained that, while the amount of money being asked for on the Killside project isn't very large, "The City may have another proposal for the same amount of money that would produce more credits per square foot. They'll obviously choose the one that will give them the most for their money."

The "roughed out" Killside proposal has suggested five programs that would have an immediate enrollment capacity of 85 children, 100 adults in "continuing ed" courses and 75 people in credit bearing courses in psychology, sociology and business.

It is anticipated by the originators of the plan that following an initial investment of \$10,000 for lectures, special events and to initiate courses, the center would collect enough in fees to justify instructor's wages.

At present the group is working on a definite plan to present to the college to justify its request for funding.

Corporations, have given her a multi-faceted background in student affairs.

This summer Mahajan hopes to deliver a lecture tour in India, on the proviso that one of the major political parties provides her with the necessary funds. She plans to combine her experiences in America and India, and refresh the strengths of both groups of students with the experiences of the other. Her lecture tour in India will be the immediate step before implementation, in the Fall, of her revised plan for the International Students Center on campus.

While her main concern and source of income rests with the organization of students, her activities off-campus have reflected the community development background of her own country's student heritage.

Her community organizing skills are currently being devoted to the Indian Sikh Cultural Society, which she described as a "community service organization with a membership of people from all walks of life and from a city-wide basis." Members come for many reasons: financial assistance, medical aid, information, but primarily, "for a sense of belonging." Meetings are held every Sunday in a former church purchased by the group in Richmond Hill, Queens.

Religious services are held in the morning. The afternoon is divided into



See Ed Gray at the box office in "C" building for summer parking deals. 11-7 Mon-Fri.



See Ed Gray at the box office in "C" building for summer parking deals. 11-7 Mon-Fri.

Nursing Strapped, Waiting List Grows

In 1965, 30 students comprised the first class of nursing students at SICC. The present enrollment has grown to a bulging 700, with 200 students waiting for two or three semesters for the opportunity to begin their training. Statistics like these suggest Nursing has only grown in its future, but constraints outside of the college structure make that highly unlikely.

Harriet Levine, Department Chairwoman, has some rather hard facts concerning the reality of nursing education to relate to those lingering on the waiting list.

"We have approximately 200 students waiting to enter the program. And they'll have a two or three semester wait. They might move up on the list slightly, but no great advancement can be expected. Some students might move up if past averages of those on the list who have dropped off hold. In the past, the average number who have given up on SICC's program has been in the area of 5 per cent of total enrollment.

Nursing students "run the gamut" according to Levine from all levels of "open admissions" to age ranges from 19-55 years old. One of three graduates of the program this year, with a 4.0 cumulative average bears the description out, she is 50-years-old and a foreign student.

While the staff in the department currently numbers 32 full-time instructors, 10 part-time and 2 college science technicians, finding competent help has been a problem. "It's easing up somewhat," commented Levine, "but it still remains a problem."

Enid Harris, SICC's "Outstanding Teacher of the Year," is a member of the Nursing Department faculty and she gave some insight into the need for having well prepared faculty.

"In the beginning of my course, I noticed a change in one of my students. She had just spent her first time in the clinic, and that can be a trying experience. I thought it might be a good idea to talk to her. I called her at home that night and talked to her for some time. From wanting to drop out of the program she changed her mind, stayed on, and finished with very good grades I might add."

Students entering the program are required to be pre-tested in Math and Biology. Levine described this procedure as intended, "To give every student a break. We've found that those achieving a certain level on the test after being mandated to take remedial work in either or both areas, have more of a chance of succeeding. They are able to take college work."

With all students required to serve in "health experience," the absence of facilities to place them in is the biggest constraint on the Department at present.

"A hospital can only absorb or assume so many students. At present we are using 11 hospitals in Staten Island and Brooklyn. In addition to the hospitals, we have established programs with numerous community based health care facilities. Day care centers, Visiting Nurse Association, Mental Health Societies and Drug rehabilitation centers are some of the areas our students are serving in."

Levine added that the department is always on the lookout for programs to place the students in.

Hospitals and health care facilities in general are strapped for funds. They just aren't expanding, on a city-wide basis, as rapidly as graduates are being turned out. Levine explained that this lack of funds not only affected the nursing programs ability to expand, but it is also beginning to have an effect on the job market for nurses in the metropolitan area.

"I wouldn't say it's critical, but the picture is definitely changing. A few years ago a graduate could pick their hospital. That isn't so today. The Northeast don't have a shortage of nurses as they did a few years ago. The Midwest and South Central states still have a shortage."

While the picture isn't as bright as it

or members of a department or division, but it should also include other senior faculty members and senior administrators at the college.

3. A plan to improve the skills of the individual in question must be prepared with a minimum of two years being provided for the member to correct his/her deficiencies.

4. Provisions for appealing adverse decisions must be available.

IV. That the Board require the colleges to establish procedures for the external reviews of recommendations for tenure.

External Review Committees

In a report on preservation of faculty excellence which it issued on November 2, 1970, the University Faculty Senate Executive Committee explicitly allowed for "consultation with faculty members or other qualified persons within or outside the City University" in cases of controversial, early, or other special tenure decisions. In support of that resolution, the Present Committee recommends that the principle

of members of a department or division, but it should also include other senior faculty members and senior administrators at the college.

3. A plan to improve the skills of the individual in question must be prepared with a minimum of two years being provided for the member to correct his/her deficiencies.

4. Provisions for appealing adverse decisions must be available.

IV. That the Board require the colleges to establish procedures for the external reviews of recommendations for tenure.

External Review Committees

In a report on preservation of faculty excellence which it issued on November 2, 1970, the University Faculty Senate Executive Committee explicitly allowed for "consultation with faculty members or other qualified persons within or outside the City University" in cases of controversial, early, or other special tenure decisions. In support of that resolution, the Present Committee recommends that the principle

ERICKSON PROFILE:

What is this thing called Scholarship?

Carl Erickson, Director of the Language Lab, has recently had published (by the Anglo-Norman Text Society of Oxford) a book entitled, A Critical Edition of Le Lai du Cor. Written in Anglo-Norman French, La Lai du Cor, is considered in the general field of Arthurian literature.

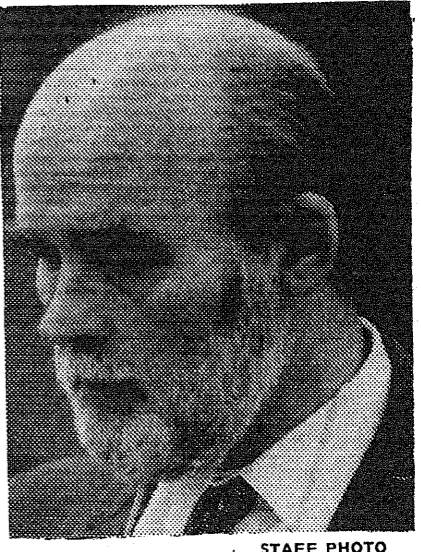
The book was developed from Erickson's doctoral work while a student at Oxford. Four years at Oxford and a year at Calgary University went into producing the final material for his dissertation. Erickson, a Canadian newsman, became involved with the ancient poem as a result of a suggestion from one of his instructors at Oxford who commented that he, "... might find it interesting."

"Oxford was a stimulating place. You would only see an instructor once a month, every six weeks or two times a term. In the three years of actual study, I took a year off to do newsbroadcasts in Sweden—to refurbish the "Erickson Scholarship Fund," I suggested, or had suggested to me, five or six different topics of study. But that instructor was right, I did find La Lai du Cor interesting."

The first version of the poem had been edited in 1880. The suggestion from his instructor was for an "update" of that version. Once into the project, however, Erickson emerged with a complete translation.

Anglo-Norman attracted him because of his French background and because, "It has a method, it follows developed laws and regulations. It's actually a bridge between Latin and French and provided the perfect scientific study of a language."

Working from the original



Carl Erickson, Director of Language Laboratory.

manuscripts, he noticed some striking differences between the manuscript, what he had known of Anglo-Norman form and the 1880 translation.

"Anglo-Norman is written in a six syllable meter. But, La Lai du Cor has its first fourteen lines in 8 syllable meter. Which at the times it was written was a lofty style used as a manner of formal address, explained Erickson.

While the scribe who had done the earlier translation had noticed the difference and re-edited the poem to six syllable, Erickson's translation developed the first fourteen lines as an intended joke by the author and changed the entire translation. The "lofty" poem of a 19th Century translator became the discovery of an Anglo-Norman "put-on" to Erickson in the 20th.

"Early in teaching, I realized I wasn't getting through to the kids. No Turn to Page 8

Foreign Students Fall Program

Pam Mahajan, Student Activities, has gained approval for a major overhaul of the international student program offered at SICC.

With over 200 students, from 60 countries, presently enrolled at SICC an organized, centrally administered foreign student program has been contemplated for several years.

Mahajan's proposals date back to June, 1972. While the specific content and administration of the program is still being developed, "a special program of experiential learning designed to help international students maximize the educational opportunities that their stay in the United States can afford."

Included in the plan is an attempt to reach "American" students with "planned educational activities to facilitate a healthy exchange of ideas, opinions and views". Programs are being considered to provide the native population of students and faculty with a cultural and political understanding of the different countries represented by their fellow international students.

Mahajan's plan calls for the break down of the program into three distinct units:

1. Admission and selection of the International Student which will be handled by the Admissions Office.
 2. Counseling and Placement (handled by Counseling Center).
 3. Familiarizing the International Student with the Policies and Procedures of American culture, and specifically, college life.
- This portion of the program will be conducted by the Student Activities Office under the direction of Mahajan. Extensive use of student interns will supplement any additional staff that may be hired.
- A two-part orientation period is contemplated. One at the time of arrival, and a second proposed in the form of an organized course under the new SPAD offerings. Martin Black, Director of Student Activities, does not feel that the course, tentatively titled SPAD 110, will become a reality until the following Spring, but the formulation of the total program is expected to meet most of the needs outlined in the course.

Periodic workshops will be scheduled to which officials from the Immigration Department and other agencies entering into foreign students lives will be invited to explain the workings of their agencies or services. Extensive use of video tape, cassettes and slides is expected to be an integral part of the program.

From its inception students have been included in the planning proposal and will continue to provide input, both in terms of ideas and manpower. The International Center plans to establish an internal review process to evaluate the program on a continual basis.

Continued From Page 2

For the serious campus botanist, following are some of the species featured in the beautification program: Japanese Black Pine; Scholar tree; Wintercreeper; Climbing Hydrangea; Yews; Andorra Juniper; Azaleas; Tallhedge Buckthorn; Coralberry; Cranberrybush; Austrian Pine; Norway Spruce; Pinus Thunbergii; Russian Olive; Forsythia; Dogwood; English Ivy; Crabapple; Hemlock and Viburnum Dentatum.

Apparently, some campus botanist has taken specimen collection a bit too seriously. Murawski reports some of the finished garden areas have been stripped of flowering azaleas. For those who might ask, "what's in a flower garden is no small investment to protect.

In addition to the plantings at various campus-wide locations, interior campus-wide buildings "C", "D", and "E", is scheduled for this week.

Though not tied to the beautification program, campus maintenance crews have begun preparation of a new "covered bench" for Milford Drive. Known to the commuter set as a "bus stop," the bench will feature a lowered roof and deeper inset for protection against the elements which, as in the case of the SICC greening program, are doing their best to stop construction.

Mahajan Profile: STUDENTS AS POLITICAL FORCE

Pam Mahajan, Student Activities, is a product of the Indian student movement that, "actively participated in convincing the British that they don't belong to my country."

Now a nationalized citizen of the United States, she continues to pursue the interests of student leadership in a community development that are inseparable ideals in her home country.

"The non-violence of Ghandi's movement in India would have been impossible if not for the oceans of young people who were so active in that movement." With a tradition rooted in Ghandi the modern Indian student is ever conscious of his role in the total Indian society. This ideal is reinforced by the practicalities of Indian politics, according to Mahajan.

"No organization can exist in India without being involved in politics. The national political parties, through the Presidents of the Universities, actually provide funds to subsidize student elections." Competing parties back their junior counterparts on the campus a procedure that makes the student mobilizing "the main sounding board for national and local elections."

While Mahajan views the Indian student's role as much more imbued in the actual political development of the nation, she doesn't see them possessing the, "Political sophistication" of their American counterparts. "American students are much more politically sophisticated. They can plan and organize their strategies much more efficiently." Her experience with American students hasn't been limited to the SICC campus. Previous experience at Michigan State and Columbia and a stay at the International House on Riverside Drive, where the "cream of the world" is brought by the Ford and Carnegie

Transcontinental community organizer, Pam Mahajan.

workshops to deal with specific problems encountered by the membership. Recent projects that have grown from the workshops have been a child care program, a legal aid service and income tax preparation aid. An intensive course in conversational English and an emergency loan program for foreign students are to be the beginning of a complete "service oriented center to serve the needs of the Sikh community."

Mahajan's residence in this country has provided her with a cross-cultural view of life from which she's decided, "Freedom is a myth. It is only possible to exercise the many options available in this society within a certain structure. Too many people are reacting to things rather than acting upon them. That is what I hope to convey to my students and friends."

FC Announces Delegates-at-Large

Lester Keyser, Secretary to the Faculty Council, recently announced the results of the faculty wide elections for "delegates-at-large" to that body.

Francis V. Delly, Modern Languages; Jesse Gilmer, College Discovery; Joan Hartman English; and Grace Petrone of the Business Department were chosen in a lengthy election.

Delegates-at-Large are elected for three year terms and serve "technically as representatives for the faculty-at-large," according to Keyser.

Tenure Report

Continued From Page 3

rank, sex, and ethnic identity, and procedures for the dismissal of incompetent tenured faculty should be reported by all institutions in their 1974 Progress Reports."

The Committee feels that the Regents' plan provides for maximum flexibility while at the same time assures a satisfactory base of faculty security and continuity. It is critically important for colleges to consider the proportion of tenured faculty on both an institution-wide and departmental-wide basis when evaluating candidates for tenure.

When recommendations for tenure or certification which would raise the total of these levels above those indicated in recommendation number 2 are presented to the Board, special action is indicated. The special action could be one of the following:

- a) special review by a senior faculty committee appointed by the Faculty Senate and joined by members of the Chancellor's staff.
 - b) special review by the Chancellor's office
 - c) a waiver
- III That the Board instruct the Chancellor to report on the establishment of procedures in keeping with collective bargaining agreements whereby each college will be responsible for instituting a system of post-tenure evaluation and review. The present contract mandates post-tenure certification evaluations and permits post-tenure evaluations. The process for evaluation should look both to the improvement of teaching performance and to the dismissal of tenured faculty when performance continues to be unsatisfactory.
- Post Tenure Evaluations
- One of the serious charges brought against the use of tenure in American higher education is that it constitutes a

lifelong commitment to an individual about whose performance there can be no further question. This is obviously not part of the original meaning of tenure, but it is the de facto situation at the City University of New York. For this reason the Committee in addressing itself to the problem recommends serious and organized post-tenure evaluations of faculty members.

The basic thrust of this evaluation should be to help the individual faculty member evaluate improve his teaching performance. If the thrust is seen as purely punitive it will rightly not be accepted by the faculty, and could be used as a threat against tenure itself. If on the other hand, the considerable resources of every college are brought to bear upon the improvement of the teaching skills of even its tenured members, there can hardly be a rational objection, nor can the occasional instance when stronger methods are needed be considered a norm.

Each college of the University should develop methods of evaluating the teaching effectiveness of the tenured members of the faculty. While it is understood that such a system of evaluation would turn up few cases of clear inadequacy, the Committee recommends that each college produce a well defined procedure for the termination of tenure appointments should the evaluations over an extended period of time continue to be negative.

Any well defined procedure for the termination of a tenured appointment should include but not be limited to the following:

1. A recommendation for the termination of a tenured appointment should be made in consultation with other members of the department or division only after careful evidence has been collected.
2. This recommendation should not be the sole responsibility of a member

Women's Action: "Gittleson" Group Protests Clock

A luncheon sponsored by the Women's Center for Gittleson Line secretaries has served as the forge for the beginning of a mini "affirmative action task force" on campus.

Excluding the janitorial and manual service staffs, who are primarily men, the secretaries of the college categorized under the title of the civil service law, under which they fall (Gittleson), are the only employees required to punch a time clock.

The Women's Center organized a luncheon around the issue, featuring a cake with a large time clock iced on top, to bring the matter to the public for discussion. Following the luncheon, the issue was raised at a subsequent meeting with Dean of Administration, Leonard Kriesman.

According to members of the Center, who participated in the meeting, the matter of removing the clocks is under consideration by the administration. Apart from the discrimination felt to be inherent in requiring the secretaries to punch a clock, Florence Greco, head of the campus chapter of the Gittleson Union, related that only two colleges in the CUNY system employ that procedure. SICC is the only community college to do so.

The Women's Center luncheon also raised other issues being studied by the union. The possibility of a four day work week and allowing secretaries to take courses for credit during the day are receiving their share of reflection.

PSC Slate Nominated

At an all day meeting May 24th, SICC's chapter of the Professional Staff Congress (PSC) managed to nominate a full slate of candidates for offices in the campus local of the CUNY-wide union. PSC is the collective bargaining agent for all full time instructional and professional staff in the CUNY system.

Mohamed Youssef, Mechanical Technology, was nominated to succeed himself as Chairperson. Sandra Adickes, English Department, was nominated for Vice Chairperson. Irene Lukazewski, Nursing, was the incumbent nominee for Secretary. George Thomas, Lester Keyser, and Dure (Jo) Gillikin, all of the English Department, were nominated for At-Large-Delegates.

Each candidate is unopposed for their respective positions, which carry two year terms of office.

The current slate of candidates marks a transition for the newly elected PSC. Born of a merger last year between the United Federation of College Teachers and the Legislative Conference, the union has spent the last year primarily concerned with its internal governing structure. According to Frank Battaglia, Associate Professor of English and Speech, the union now represents 429 dues paying members on SICC's campus. CUNY wide membership has been listed as 16,000.

In addition to nominating local officers, union members discussed the possibility of actively supporting two members of the campus chapter who are running for City wide office. Claude Campbell and Ted Simms, both of the English Department, are running as part of a slate of candidates to unseat the present executive board of the Union. Clara Melman, Assistant Professor of Sociology, is also running for a position to the City wide Delegate Assembly.

While ironing out its internal governing structure, the PSC has engaged in negotiations with the Board of Higher Education on a new contract for its members. Pending a settlement, the union has set an October 1st strike deadline.

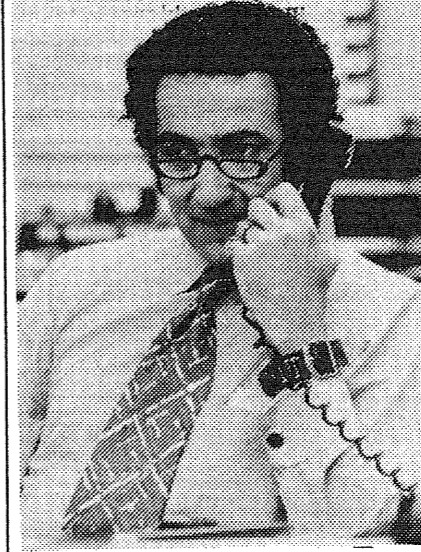
Language Lab Looks To New Outlets

If Carl Erickson, Director of the Language Lab, has his way, room A-315 may soon be transformed into a multimedia learning center with activities ranging from visually dissolving pronouns to a rebirth of the "Fireside Chats of FDR."

While the traditional view of the language lab depicts rows of earphoned students sitting in isolated cubicles trying desperately to imitate proficient tapes, Erickson doesn't share the fear of what he termed, "\$49,000 sophistication of Thomas Edison's original concepts."

As he explained it, "The lab is far superior to any living being in teaching languages. It never loses its temper, and it's still pronouncing the same at 9:00 P.M. as it was at 9:00 A.M."

Although students still continue to



It was Leonard Kreisman, Dean of Administration, who spread the word to students regarding a possible strike at Staten Island Hospital. 8

students from the general student body called and offered their services to the hospital. They weren't needed, but the hospital wants to say thanks.

Elect Wooten Director of State Board

James P. Wooten, director of community relations has been elected to the board of directors of the New York State Association of Junior Colleges. Wooten has been chairman of the group's legislative commission during the last year.

The state association, through its governing board and nine commissions, provides an avenue for two-year colleges within New York State to share concerns and work on mutual problems. In addition, the group is a liaison with Albany and the federal government in seeking legislative reform to provide more funds to meet with the special needs of two-year colleges.

Wooten has been five years at SICC, where he has directed the college's Community Scholar Program which currently enrolls some 600 "high risk" students in an intensive program of pre-college counseling (some students enrolled in the program are still in high school) with academic and vocational counseling and tutoring while at SICC.

Wooten's social concerns range from a deep involvement in minority group students' relationships to the total campus community, to off-campus activities as a member of the board of directors of Big Brothers, and to the religious community where he advocates greater commitment on the part of the church in fighting the war on poverty.

gram their "lab hours" into the last days of the semester, the staff of the lab is working to develop new modes of increasing its potential, and they hope enliven its future.

Erickson has prepared a half hour documentary film on "How to Run a Language Lab" to show the unlimited capacities of audio-visual techniques in language arts. As a means of supplementing language study, Erickson is working on film strips to transform audio presentations into visual aids.

One area to be explored is the use of video monitors at each of the cubicles so a student can watch slides and film strips of a language lesson he or she studies. Colors, table settings and different types of human faces, that pulsate into pronouns, will aid the student with visual substitution taking place.

Added to this potpourri is an idea for "tapping" short wave broadcasts from other countries, either in English or in the language of the country from which the broadcasts originate.

Erickson feels that this use of the lab would more than compensate for any additional cost. "American kids don't know what goes on outside their country. This would be a tremendous eye opener."

Aligned with the "in house" extensions contemplated by lab staff, Erickson has two proposals circulating among other departments to increase the use of the lab and expand its interdisciplinary possibilities.

One of his suggestions is with the English Department. Coupled with his knowledge of audio-visual methods of instruction, Erickson collects tapes of western dramatizations of "Great Novels of Western Literature" which happens to be an English offering.

The possibility of supplementing the reading "Of Mice and Men" with a radio dramatization of the 1930's has caused some interest.

With a collection of over 3000 broadcasts, Erickson has been able to develop a 13 week course, broken down into two modules, that would provide an audio-social history of America (Circa 30's and 40's).

An analysis of news broadcasting would begin with "Fireside Chats of FDR", proceed through Walter Winchell and continue into Walter Cronkite. A full array of commercials is available to complement a module of "children's broadcasts"— Superman, Jack Armstrong and the like. Providing students with the opportunity "to see the changes in attitude, if any, towards heroic figures," is Erickson's goal.

A collection of the series "X-1" contains the work of some of the most well known science fiction writers of the century. Animated recounting of science fiction to tantalize the student of science fiction with just how much "sci-fi is fact today," is another audio idea.

Erickson described his collection of broadcasts of the program "Vick and Sade" as "one of his more prized sets of tapes." It is a show he characterizes as, "American wit and humor at its sharpest." Tapes of the broadcasts were originally collected by the Procter and Gamble Company. After accumulating over 3,000 broadcasts the company decided they no longer were of value and began to reduce the collection by destroying the tapes. Erickson managed to save 120 of the set and believes his collection to be the largest existing.

At present his proposal is circulating in English and PCA Departments waiting for a sponsor.

Creating new approaches to audio-visual teaching is in no way viewed by Erickson as reducing the role of the human instructor. "It creates work for you." He stressed that, on the average, it takes 15 minutes of preparation for 1 minute of audio presentation and at least an hour of preparation for 1 minute of visual presentation. Its rewards are equally demanding of the student. "You get out of it what you put into it," according to Erickson.

Keppel Commission

Continued From Page 6
V. RECOMMENDATIONS FOR FURTHER ACTION

A. A crash program should be undertaken to accelerate the construction program of the City University in those colleges in which the physical plant is in poorest condition. We recommend that the Governor be authorized, after a project has been approved by the State Planning Council proposed above, to require speedy clearance by all other government agencies. The project should then be expedited by the City University Construction Fund.

B. The existing Bundy Aid grants to private institutions for baccalaureate degrees awarded should be phased out as the student aid under the Bill of Rights program is phased in. These grants should be increased temporarily in 1973-74 (see "Transitional Proposals"). We recognize that direct public support of private institutions may be desirable in some cases, but we believe that it is better policy to support private post-secondary education through students than through institutional grants. Such an approach will foster healthy competition among institutions, public and private, and will relieve the private institutions of some of their costs for student aid. We also note that substantial sums for institutional aid are authorized in the Federal Education Amendments of 1972.

C. It is essential for the State to use its resources in post-secondary education more effectively. The State Planning Council should make this its highest priority.

D. The State should encourage inter-institutional and regional cooperation by providing funds to staff regional planning councils. These councils should have only the power to recommend actions to their member institutions and to the State Planning Council and would not have powers of approval.

E. The State might make available grants and loans to private institutions in serious difficulty if they serve a clear State purpose and show promise of surviving with such aid, by among other things, presenting a plan to balance their budget within two or three years. All such grants and loans would be subject to approval by the State Planning Council. The Council also may wish to consider other forms of public-private cooperation which could be of aid to such institutions.

F. The State should expand its efforts to provide remedial help for academically deficient students, including those with English language difficulties, to insure that all students

have a fair chance to succeed in post-secondary education. If more funds are needed for this purpose the resources must be found. The ultimate answer to the remediation problem lies in the elementary and secondary schools.

G. The Regents should be responsible for developing a state-wide program to inform and advise all high school students of the aid available under the proposed State Student Financial Bill of Rights. Such information also should be given to the parents of all school children, bi-lingually when appropriate. We recommend that a special committee be appointed to study this problem and prepare a plan of action for inclusion in the Governor's 1974-75 Budget.

H. The State should review its administrative relationships with all public institutions with a view to giving campuses more academic and administrative discretion.

TRANSITIONAL PROPOSALS
During 1973 and in preparation for inclusion in the Governor's 1974-75 Budget, we recommend that the State undertake detailed planning and cost estimating of our basic recommendations. We hope that it will be possible to put the plan as developed into effect in the 1974-75 academic year.

We recommend meanwhile that the following steps be taken in 1973-74 to maintain and strengthen the present system and to provide a transition toward the implementation of our basic proposals. The Board of Regents' legislative proposals for 1973-74 provide the basis for the following recommendations:

1. The current Scholar Incentive Awards for students in public and private institutions should be amended as follows during the 1973-74 fiscal year:

(a) The maximum payment for low-income students would rise from the present \$600 to \$800.

(b) The current requirement that students pay the first \$200 of costs would be eliminated for low-income students, and lower-middle income students would pay only the first \$100.

2. Increased funds should be provided for the Higher Education Opportunity Program.

3. For the present, and pending the further study of graduate education that is urgently required, we believe that the increase in Bundy Aid at the graduate level proposed by the Regents should be provided. This action, however, benefits only the private institutions. It is equally important to maintain excellence in graduate education in public institutions.

We also propose that, while careful planning of the new student aid program goes on, the Regents' proposal for increased Bundy Aid for baccalaureate degrees should be adopted temporarily.

4. During the 1973 legislative session, the State should begin to provide a larger share of the costs of City University and the community colleges and to revise the current systems of governance and of tuition charges. It should also begin to encourage inter-institutional and regional cooperation by providing funds for staff.

COST OF BASIC PROPOSALS

We estimate that if our Recommendations had been fully implemented in 1972-73, the additional cost to the State's taxpayers would have been approximately \$68 million. The State government's costs would have risen by roughly \$156 million, but local governments would have saved \$88 million because the State would have provided a minimum of 60 percent of the net costs of the community colleges and the City University of New York and tuition would be charged uniformly throughout the State. These estimates do not take into account potential increased Federal aid which may become available in 1973-74 and for 1974-75.

COST OF TRANSITIONAL PROPOSALS

The Transitional Proposals would cost the State an additional \$48 million in 1973-74, with an annual cost of about \$53 million. Increased Scholar Incentive Awards would require about \$36 million, and expanded Bundy Aid would require \$17 million. Additional funds would be required if actions are taken on the proposals for State support for City University and the community colleges during the current legislative session.

SPORTS FLASH

Koks beat Duques 29-19, following an 11 run rally in the last inning by the Duques. Linda Loving, the Lush and Bubbles were Duque hitting stars that turned game around for the Duques and led to what some have termed their first "closer" second to the Koks Bombers.

Koks had an all male team, except for a female pitcher, charged Duques manager, Big Bob. "We'll let it pass this time," he claimed, apparently still feeling elated about the "closer" second his team pulled out of the 11th inning run sweep. Two girls are required "in play" at all times by league rules.

Following a Duque "win" prediction for the May 25th game, it was rained out. Duque manager Big Bob planned a June first win with the help of what he termed a "new secret weapon."

Though rules are not yet in, News Ferry investigation produced only veiled hints about the new arsenal. "Game plan," a Watergate term, was used extensively in shaded references to "dealing" with the Koks' Bombers and "leaks" involving infield play.



Paul Braithwaite walked off with two trophies after making his way to wins in the intramural trampolines and ring competition. STAFF PHOTO.

the K building - badly needed for the safety problem - and our first hope of building a dance concentration, are misused, if intentions to scuttle the dance offerings are passed.

8. Violation of Women's Lib - Students LOVE the dance program; attrition is less than 5 pct. - we service approx. 350 students per week-mostly females. Has anyone asked them their opinion, their suggestions, their comments???? The politicians wouldn't dare.

PHYSICAL EDUCATION offers 102 courses for September 1, 1973.

Dance offers 12 courses for September 1, 1973.

POLITICS SHOULD NOT INTERFERE WITH CURRICULA SCUTTLE THE POLITICS, LETS GET BACK TO EDUCATION.

HELP US SAVE DANCE-VOTE NO to Item VI, part C, page 6 - May 2nd 1973.

CD Honors Four Grads

College Discovery held its Second Annual Awards Dinner at the College on Friday, May 11th. Awards were given to four students for their outstanding academic progress. They were Kathryn Jefferson, Brooklyn; Luke Nelson, Queens; Maureen Hermelyn, Brooklyn; and Kwok Ng, New York. Dean Joseph Harris, Director of College Discovery, reaffirmed the Program's purpose as providing educational opportunity for students to develop themselves, so they may be better prepared to return to help the communities which enable them to have the opportunity of learning.

Robert J. Kibbee Chancellor of CUNY and President William Birenbaum spoke at the affair.

Faculty Welfare, Benefits Expand

Through the efforts of the City University Faculty Welfare Trustees, a delegate body of faculty representatives from all branches of CUNY, all faculty members will receive "full service benefits for out-patient care and for emergency first aid within 24 hours after accidental injury."

Members of the instructional staff are eligible to choose from among three offerings of health policies: Blue Cross and Blue Shield (The Associated Hospital Plan), H.I.P. or G.H.I. Prior to the extension, "emergency room" coverage was available only to those who had chosen the Associated Hospital Plan.



The day care center took the kids into the quadrangle for a commencement pony ride. STAFF PHOTO.

TENURE

Continued From Page 7
of external review be extended to include all the recommendations which Presidents must present to the Board for tenure.

Procedures for the review of tenure recommendations by persons outside the University should be established at each college in consultation with a representative committee of the faculty. While this Committee does not wish to spell out the exact point at which these consultations should occur, it appeared most appropriate to the Committee members that they occur between the recommendation of the college Personnel and Budget Committee and the President's recommendation to the Board of Higher Education.

It is of course the understanding of this committee that all material concerned with tenure decisions if submitted to qualified persons outside the University would remain strictly confidential.

NOTE 1. At the beginning of its discussions the President's Committee on tenure spent some time in investigating the possibility of easing the problem in over-tenured departments by a change in the retirement ages. While this proposed solution presents major legal and possibly even moral problems, it was still thought advisable to collect throughout the system an indication of what impact it would have on the University faculty ranks if the ages for mandatory and optional retirement were lowered. As soon as this data has been collected it will also be submitted to the Council of Presidents.

NOTE 2. President Wingfield of Baruch College expressed reservations about the setting of tenure percentages at the departmental level. He feels that setting such percentages at the departmental level introduces inflexibilities into the colleges. While he

Under their current contract with the Board of Higher Education, in addition to health benefits, faculty members receive a \$15,000 life insurance policy and a "scaled" dental plan. The dental plan allocates a maximum payment for types of work done. If the cost rises above that amount the individual pays the balance.

The Welfare Trustees are currently investigating other carriers for their dental plan, according to Nat Weiner and Grace Petrone, SICC representatives to the Welfare Trustees. Complaints regarding service and a lack of cooperation were given as the reason for the search.

would object to the setting of percentages at the departmental level, he has no objection to University policy which establishes appropriate college tenure percentages and which would assure that this percentage is observed college-wide.

The proposal became a topic of considerable discussion at the May 31st Faculty Council meeting, following the reading of a faculty letter of protest to the plan from New York Community College by Lester Keyser, FC Secretary.

The NYCC letter called for no resolutions or actions by faculty until October, the present strike date set by the Professional Staff Congress.

Speaking from the floor, the President suggested that no affirmative action by the Presidents' Council would occur until early Fall. Though the next meeting of the Council was scheduled for Monday of this week, he pointed out that the task force responsible to prepare the resolution (Committee of Presidents), on which Birenbaum sits, has not met and will not be prepared to present materials until the July meeting (the Presidents' Council meets the first Monday of the month).

In answer to Keyser's support of a statement of protest similar to NYCC's, by the SICC Faculty Council, Birenbaum suggested the action was "somewhat superfluous," in light of the fact that no Board of Higher Education action is likely until Fall. He also explained that no campus level recommendations are being accepted by the Board, according to a verbal statement by the Chancellor, until the Council of Presidents recommendations have been approved.

Distressed by the current quota and retirement provisions in the preliminary report, Birenbaum claimed he had repeatedly been voted down in attempts to build "safety valves" into a quota system should it be imposed. These "safety valves," as he explained them, called for three, two and then one year contracts to be allowed should a faculty be at the quota level and desire to retain non-tenured members until openings were available. In each case he was overruled.

Final discussion centered on the lack of notice provided Faculty Council members regarding the tenure report's recommendations and current status. Apparently, union representatives had not alerted faculty, though a member of the Council claimed the Professional Staff Congress has come out against quota systems for tenure. A query from the Chair to SICC Vice President Arthur Kaufman disclosed that copies for public distribution had been sent to Department Chairman two weeks ago, though no members of the Council could recall the report being brought to their attention. The Keyser motion was then tabled pending publication of the Presidents' Council's Report text in this issue.

- Free -

Send your notices for Calendar and Classified to the News Ferry, Rm. A-141, or call 720-9198.

Deadline for next issue is June 25th. Any events, items, services or needs of the SICC community for the month of July are eligible.

Social Science Change

Continued From Page 1
the theme of "death" as important subject matter for nurses, and students generally.

As to the dissolving of the department structure the President commented that, "Many academic forms other than the department structure exist. For example, the divisional structure of our sister institution Richmond."

All parties in the discussion expect an answer and new directions for the Social Sciences to be evolved within the next few months. A major factor affecting those paths will be the choice of a permanent Department head. The staff of the Departments has recommended four choices to the President.

Following is the text of the "interdivisional" approach suggested by Birenbaum:

FOR DISCUSSION PURPOSES ONLY:
RESOLVED that
A Division of the SOCIAL SCIENCES be established at SICC, consisting of three subdivisions, to wit:

- (a) Political Economy and Philosophy
- (b) Psychology, Sociology and Anthropology, and
- (c) History.

Be it further RESOLVED that
1. a subdivisional chairman be elected by each subdivision, and
2. from among the three subdivisional chairmen, one be appointed as divisional chairman, and

3. that together these three persons shall serve as the executive council of the Division.

Be it further RESOLVED that
1. the division shall conduct its internal curricular, budgetary and personnel affairs in accordance with the direction of its executive council, and that
2. all members of the divisional Council shall sit on the College P and B Committee, enjoying all the rights and privileges of membership thereon.
Be it further RESOLVED that the Division of the Social Sciences is charged by the Dean of the Faculty and the President of the College as follows:
1. to conceive of the curriculum of the Division as a whole, relating each course and program to a total divisional plan;
2. to develop interdisciplinary and thematic studies as a regular portion of the divisional curricular offering;
3. and to experiment in the redeployment of divisional personnel through new teaching methods and formats.
Be it further RESOLVED that during the first two years of the Division's life, the Division shall report twice each academic year to a special convocation convened by the Dean of the Faculty. On these occasions the Division shall summarize its progress pursuant to this resolution.

Practical Spanish, Two New Manuals

Professors Marguerite Bomsse and Julian Alfaro, of Modern Language Department, have developed two manuals of practical Spanish. Entitled "Practical Spanish for Hospital Personnel" and "Practical Spanish for School Personnel, Firemen, Policemen and Community Agencies," their purpose is self-explanatory.

Both projects were supported by grants from SICC's Alumni Association in 1969 and 1970. An outgrowth of their work has been the Spanish 200 course-Practical Spanish for Hospital Personnel and Community Workers, offered in both day and evening next Fall.

Future plans to adapt the courses to language lab application include the use of film clips and video monitors to allow students to view the situation as it is relayed over the audio monitors.



Marguerite Bomsse and Julian Alfaro, creators of the manuals of practical Spanish. STAFF PHOTO.

Nixonomics

Continued From Page 2

for the future is high," the University of Michigan's Institute for Social Research finds that a substantially larger proportion of families think that they are now worse off than before and expect to be still worse off in the future.

A Gallup Poll, released May 19th reveals that 62 per cent of those answering considered the high cost of living to be their top concern as compared with 16 per cent who thought that corruption in Government (Watergate) was the most important problem facing the country.

The reduction in the inflation rate, in the 1970-72 period, was not only accomplished at the expense of high unemployment, but also with growing poverty a term which the Administration has officially changed to "low income."

The number of Americans with incomes below the official poverty line rose from 24.3 million in 1969 to 25.4 million in 1970, and to 25.6 million in 1971-reversing a steady decline in the 1961-69 period.

Similarly, income inequality, which lessened slightly in the 1950's and 1960's, widened in 1970. The share of income received by the poorest one-fifth, or 20 per cent of all families in the U.S., fell from 5.6 per cent in 1969 to 5.5 per cent in 1970. That of the second fifth fell from 12.3 per cent to 12.0 per cent. At the same time, the share of total income received by the highest fifth of families (ranked by income) rose from 41.0 to 41.7 per cent.

Mr. Ash is distressed by the fact that the Federal budget increased two and a half times since 1965. But in relative terms (i.e. as a per cent of GNP) Federal spending remained almost constant since the mid-50's, accounting for about one-fifth of GNP. The small relative increase in recent years is partly explained by the introduction of the unified budget since fiscal 1969, which includes all trust accounts-especially social security.

While deploring the sharp rise in Government spending, Mr. Ash lauds President Nixon for budgeting more for the poor, sick, aging and the hungry than did President Johnson. But again he fails to mention that, during the unspecified period used, population grew consumer prices rose by nearly 30 pct. in the 1967-72 period aone; and many of the social programs were pushed through by Congress, often over the Administration's opposition.

Worse yet, in the last several months the Nixon Administration has impounded, curtailed or vetoed appropriations for public health, public housing, the handicapped, pollution control and a variety of anti-poverty programs. At the same time, military spending is scheduled to rise by several billion dollars in the 1974 fiscal year.

Mr. Ash is trying to scare the American people by predicting a trillion-dollar Federal budget before the end of the century, raising the specter of higher prices and taxes. Whether prices will rise depends on the effectiveness of fiscal, monetary and incomes policies, and the Administration's policies, from the introduction of the New Economic Policy

in August 1971 to the premature dismantling of most Phase 2 controls in January 1973, have not been particularly effective or equitable.

Perhaps most cynical is the comment that wage-earners should look at how much Federal taxes they are paying now and ask whether they are willing to pay more taxes. It is the Administration that should look at the serious inequities in our tax structure, which allows persons with high incomes to escape or greatly reduce their tax burden.

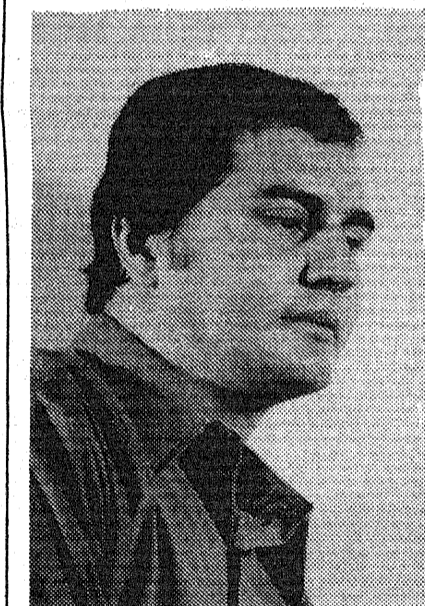
Finally, the frequent use of emotionally loaded terminology (such as "big spenders", "unworkable social programs", "giveaway programs", "runaway spending" and "budget busters") contributes no more to the understanding of the important economic issues, which Mr. Ash wishes the American people to ponder and act upon, than does his manipulative use of economic data.

CALENDAR

June 9—Spring Picnic for Graduates at Croton-on-Hudson. Free transportation to and from SICC. All Day students invited. Contact Student Activities in C-129.

June 10—Commencement at Noon in the Quadrangle.

June 22—Concert by New York Philharmonic Orchestra; in the auditorium. 8.p.m.



Job Valentine, former SICC student has organized a "happening" for Wagner College. Week of June 17-24.

Robert's Rules Newly Revised

Scholar

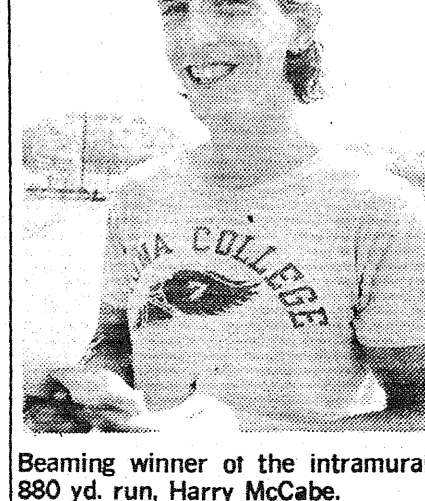
Continued From Page 7

matter what approach I took it didn't seem to have any effect. After thinking and talking it over with my wife, I decided to change my method, drastically. From the next day on I found I was right. Students don't want to hear what Erickson thinks Smith wrote in his book. They want to hear what Erickson thinks and that's what I decided to do."

"Immediately results were apparent. The whole class became much more personalized and stimulating. And you can tell when your getting through," claims Erickson.

"Knowledge is a continually expanding commodity. A researcher produces material to feed the teacher who produces knowledgeable people. The two are inseparable. A contribution to knowledge is the result of either. Combined you have the perfect leap frog."

During the first two years of the Division's life, the Division shall report twice each academic year to a special convocation convened by the Dean of the Faculty. On these occasions the Division shall summarize its progress pursuant to this resolution.



Beaming winner of the intramural 880 yd. run, Harry McCabe.

A Secretarial motion to supplant the present use of Robert's Rules of Order Revised with the "Newly Revised" edition passed the Faculty Council by a large majority at the May 16th session.

Noting that the hard cover edition was outrageously overpriced and, in some ways, more difficult to decipher than its predecessor, Council Secretary, Lester Keyser, held that its many illustrative "examples" of knotty questions in parliamentary procedure were worth the reading troubles and price.

PASS THE BUCK TO ALBANY — One service provided by the office which has been used very sparingly so far is to answer questions and aid in solving problems at the local campuses. It is not uncommon for campus administrators to give students the run-around by passing the buck to Albany, informing them that a particular decision was made in Albany rather than at the local campus. The face is that campuses have a great deal of autonomy and most decisions are made at that level. So if you have any doubts about the locus of authority in a given area, pass the buck to Albany — to the SASU Capitol Office and we'll find out for you. Feel free to address any questions, problems, suggestions, criticism, etc. to the SASU Capitol Office, 109 State Street, Albany, New York 12207 or phone: 518-465-7789. We're here to serve.

(Ed. Note: SASU is the Student Association of the State University System).

Reduce tolls! Need ride from downtown Bklyn. Arrive SICC before 1.p.m. Call 858-0813—ask for Al.

DANCE

Continued From Page 3

The attack on the Dean of Faculty, Martin Kuhn, stemmed from the publication of a "question and answer" sheet for incoming students in the Liberal Arts Non-Science Curriculum. Distributed in April 1, for use by counselors in guiding students toward fulfilling requirements and choosing electives, the document (blue sheet referred to in item 5 of the student leaflet) presumes a decision to eliminate the Dance option in the May meeting of the Faculty Council. Following is the text of the "blue" sheet:

Question 6: What is the new Physical Education requirement?

Answer 6: The interpretation of the new Physical Education requirement is that the student must successfully complete 2 credits, excluding dance courses. For example, if a student has taken 1 Physical Education course for one-half credit, he will still need 2 more Physical Education courses for 1 credit each. If a student has already taken 2 Physical Education courses for one-half credit each, then he will need 1 more Physical Education course for 1 credit. In other words, the student must have successfully completed a minimum of 2 credits in Physical Education regardless of the number of courses needed to achieve this.

Its early circulation, as a formal guide for students, has, according to Watson, implications beyond the usurpation of a Faculty Council governance prerogative, in that incoming students have been "counselled" away from Dance as a natural option to fulfill their Phys Ed requirements.

Kuhn acknowledged that he had released the information prematurely and promised to "send a letter" out to clarify the situation. The letter was sent and put into effect May 31st. As of that date, counselors were notified of the final Faculty Council decision on both sides. In essence, a compromise motion though no changes were made on the blue sheets distributed to students.

There was considerable dissatisfaction with the final Faculty Council decision on both sides. In essence, a compromise motion was made. The result is a ruling that limits a student to one Dance option between the two required courses for Phys. Ed.

To Dance students, it is somewhat of a bitter victory in that the terms of the decision reside with a compromise between the more "political" aspects of the issue such as budget and part-time faculty loads. To make the compromise, their strong case for Dance's right to provide a Phys Ed option has been shelved by the arbitrary quota. Following is the text of their leaflet:

Dear Colleague -

On March 30, 1973, the Curriculum Committee voted 14 yes, 2 no, 0 abstentions, that dance courses could no longer be used to fulfill any part of the physical education requirement, was approved September 1, 1973.

On MAY 2nd, the FACULTY COUNCIL votes on this

Facts:

1. There is no central requirement for Physical Education in Community Colleges of CUNY.

2. CUNY has 7 Community Colleges. In all but 1, students can elect to take dance in lieu of a physical education course. FOR THE PAST DECADE, dance programs through the country are rapidly growing in educational programs, but SICC is 10 years antiquated, in thinking about DANCE. It's only 3 years young.

3. Violation of Professional Ethics! While discussions between an administrator, department heads, and physical education were held on numerous occasions, the DANCE FACULTY and DANCE STUDENTS remained uninformed and totally ignorant. It was never brought to our attention, nor was it discussed at any time. A STUDENT told the dance faculty something was happening to dance in the curriculum committee meetings.

4. Dance Survival- depends on Service Courses (classes taken in lieu of push-ups) which are viable to its development, since NO MENTION OF DANCE can be found in either the Curriculum Handbook, nor in the SICC Cataog curriculum charts. Our best 2 channels of communication. Why was dance refused publication??

5. NO Alternate Course or promulgated plan of action was formulated to insure the viability of the dance program for September 1, 1973. On the blue questions and answers sheet, printed at the suggestion of an administrator assuming Faculty Council would vote in favor of deleting dance, it specifically states dance is no longer credited in lieu of physical education. No student can register for dance.

6. Community Service - High schools on Staten Island do not offer classes in dance. Response to the very first ALL HIGH SCHOOL DANCE SYMPOSIUM on Staten Island, by the dance faculty of SICC, was tremendous. Over 40 students participated and wanted to return the following Saturday. Why should these students be denied the freedom of choice at S.I.C.C. upon registration?

7. Wasting Tax Dollars - Public funds spent on building a new dance room in