

The Dolphin

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Peace In Vietnam And Why

By Ralph Palladino

The Vietnam situation touches all Americans in some way: economically, politically or personally. The Moratorium on October 15 gave American people who want peace in Vietnam to voice their disapproval of our involvement in the war. I feel we should get out of Vietnam within six months and I have my reasons.

In 1954 the French lost Dien Bien Phu to the Communist guerrillas in Vietnam. The French had been fighting a long, hard war against the revolutionaries and were losing. An agreement was made at Geneva settling the dispute and it called for the end of fighting and French rule. It also called for free elections to take place and for the division of Vietnam into North and South sections.

President Eisenhower made a pledge of support to the South Vietnam government against any outside interference with them in striving for self-determination for the people of South Vietnam. The President also stated that his support was binding as long as the South Vietnam government carried out needed reforms.

The 1956 Free Elections never took place. The Saigon government did not allow them to take place. President Eisenhower backed Saigon in this move. The reason given for this action was that the South Vietnamese were not ready for Free Elections. The real reason was that Saigon feared that the Communists would win the election.

In 1957 the Vietnam Civil War was renewed, but this time it was directed against the Saigon dictatorship and later the United States advisors. The Communists said that the Geneva accord was broken and this was true. No elections were allowed. In truth, it was the Saigon government with our backing that started the whole Vietnam mess.

Under Diem and Thieu little, if any, reforms were administered. Living conditions are just as bad as in 1956 and in some cases worse. People are starving, being terrorized, imprisoned, and free press and speech is non-existent. Thus, we need not keep our commitment to Saigon.

One of the sad facts of the whole thing is that the American people were brainwashed by our Presidents. I don't blame them too much. In all actuality, I think it was our Presidents who were brainwashed by our Military leaders. President Kennedy was dislodged by General Paul Harkins. President Johnson was brainwashed by Generals Maxwell Taylor and William Westmoreland. All these men have since been "retired." We constantly heard from them how victory was just around the corner and just a year away.

President Nixon has now fallen

into the Promise Trap. He said he would get our boys out of Vietnam and had a plan to end the war. In May 1969 at a Press Conference he stated he was hopeful that we could get our boys out of Vietnam by the end of 1970 or 1971. Now he says that half of the U.S. force will remain as non-combat advisors after 1972. I'm perfectly sure that the Vietcong will not shoot at our boys over there because they are designated as non-combat advisors. In 1960 we had non-combat advisors in Vietnam and we sent our first combat troops over because we had to protect them. Who is President Nixon trying to kid?

Many people say that Mr. Nixon is not to blame for what's going on in Vietnam. He's doing his best, they say. The fact of the matter is that it was Vice President Nixon and Secretary Dulles who urged President Eisenhower to "put our boys in" to help the French in 1954. Richard Nixon urged President Kennedy to send troops to Vietnam in 1961. He also backed President Johnson's handling of the war. It's not Mr. Nixon's war? If we'd listened to him we would have been there sooner, in more numbers and with more deaths, with little results.

On the President's say so, he could bring our troops back at any time. He has the power of recall. But, President Nixon still

wants to follow his course of "ending" the war. The October 15 Moratorium's purpose was to show the President the error of his ways and to plead with him to bring our troops home.

I believe that because we are presently backing a dictatorship that has little support of the people of South Vietnam and because we aided Saigon in stopping free elections in 1956 against the terms of the Geneva accord that we have no moral right in Vietnam. The government we support is not a legal government. If we were fighting in Burma and Thailand it would be different. Those people support their government and have self-determination. These people would bare the great brunt of the fighting.

In South Vietnam we've been training the Vietnamese Army for fourteen years and now they are beginning to show some spunk and drive. If they really believed

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Leadership Conference A Time Of Awareness And Learning

By M.G. & J.H.

After a year of intense planning by the committee, headed by Prof. Hersh, The Leadership Conference was made a reality.

The students who attended the conference were divided into

four groups: Leadership Skills Workshop, College-Community Workshop, Group Dynamics and Nuts and Bolts.

In the Leadership workshop, the students were able to exchange their ideas and experiences in leadership. With this exchange of ideas, the participants gained further experience in this field.

The outcome of the College-Community Workshop were two proposals concerning ourselves and the community. One was the establishment of a Day-Care Center which would be conducted and planned along with the working mothers of the Island. Its purpose would be two fold: to care for the pre-school children and to offer evening classes to members of the community.

During the Group Dynamics Workshop, the participants were given a chance to become more sensitive to the feelings and ideas of each other. This was accomplished through discussions from the Vietnam war to the question of Open Admissions.

The paper work of the various clubs and organizations on campus were explained to the students in the Nuts and Bolts workshop.

Besides the Day-Care, another major issue upon which action was proposed, concerned the Open Admissions Policy. Those present found it to be a topic which would affect every student at SICC. For this reason, they initiated a committee whose purpose is to educate the students and community to the issues involved in Open Admissions. After gathering all possible information, the committee decided to present it to the student body in an Open Forum at 1:30 today in the Student lounge.

CUNY Open Admissions

By Christine Benedict

In September 1969, 21,000 students were enrolled as freshmen in the City University of New York (CUNY). With an open admissions policy in September 1970, the rate of college admittance would be increased 75%. A "Report and Recommendations" was submitted recently to the Board of Higher Education by the University Commission on Admissions. All high school graduates will be guaranteed entrance into the City University next Fall.

The new system will not "lower" the standards of CUNY, or "cheapen the college degree" as some people may think. Although the specialized system will reduce requirements for college entry, adequate high school preparation for a successful college career is still vital. Students who have selected "easier" high school courses will find themselves at a great disadvantage in September 1970. For the student who lacks sufficient knowledge in an area of study, the Board of Higher Education has announced its intention to create compensatory services in reading, writing and mathematics, before engaging in college work. It is certain that the open admissions policy will help correct the inequities by the Black and Puerto Rican students. However, these appli-

cants will not receive the sole benefit of this new specialized system. The policy will give the many white students who come from families with low income just as great an opportunity.

One of the principal weaknesses of the traditional system which was used to determine who would enter the University in September 1969 was the use of test scores and grades as the only means to predict college admission and "success." The use of college admission as a reward for grades and test scores gives these averages preeminence over personal motivation, maturity, ambition and intellectual potential. Under the traditional system, the unique character of each individual was embedded only in an application.

"The only way of determining whether a student is capable of succeeding in college is to admit him and evaluate his performance," the Commission on Open Admissions has stated. The members also suggest that the present two year community colleges develop into four year schools. This would eliminate the painful problems of readjusting to a new campus every two years. Beginning next Fall, approximately \$60 million per year will be needed for student financial aid which includes loans and grants.

Perhaps the alumni of the City (Continued from Page 9)

Board Of Educations Contends With New Enrollment Policy

by Kalen Strohm

The Board of Higher Education, faced with implementing its open admissions policy, has recently received reports from the University Senate and the University Commission for Admissions concerning the policy.

The Commission's report described their three part plan as follows: 1. The major portion of the freshman class in September 1970 should be admitted on the basis of their class rank. A spokesman for the Commission said that since grade averages differ among New York City High Schools, class rank is a more realistic measurement of academic achievement. 2. A sufficient portion of freshmen should be admitted in the Seek program as to attain ethnic balance. The Board of Higher Education asked for a plan for open admissions which would result in this ethnic integration of the college. 3. Places should be reserved for students who were previously eligible. This bid goes along with the Board of Higher Education's criteria "that opportunities for students now eligible should be retained." This particular plan agrees with the recommendations of the University Senate.

The University Senate also formulated their ideas into three parts: 1. All students who would have satisfied academic criteria for admissions in 1968 should be admitted to the college of their choice. The Senate estimates that this group would be about 60% of the entering class. 2. Applicants who do not satisfy this criteria will compose 10% of the class. They will be chosen according to their potential ability. 3. Students with the highest class rank in their high schools will fill the remaining places.

The Senate and the Commission agree that an open admission policy should "maintain and enhance the standards of academic excellence of the University." They also conform to the idea that open admissions "should result in the ethnic integration of the colleges. The Senate and the Commission agree that class rank should determine who is admitted; and that opportunities for students with high grades should be retained. Both groups realize that with an open admissions policy, restructuring of the University is a must.

The Senate and the Commission think differently on the role of the Seek Program. The Commission feels that Seek should be expanded for all students as an admissions program, while the Senate feels that there should be a change of legislation so that Seek would be a supportive program rather than an admission's program.

No matter which plan the Board of Higher Education accepts, students will benefit, with the academic standards of the University will be maintained.

S.G. Representatives How You Picked Them, What They Promise

By Tony Amatullo

The following is a wrap-up of the newly elected Student Government representatives. Besides having at the helm, Sam Wohl, known affectionately as Sammie, to comrades and veterans of Cuttybackville, and Tony Lepere alias Tony the Pipe, we also have Ariann Harper as Chief Justice and Roy Mingo as treasurer. Marie Appierto has taken over as secretary followed by a solid line-up of senators who include:

Korrine Ebnsten, Jamette Spenser, John Gino, Mary Ellen McDonough, Greg Carlson, Ivan Kronenfeld, Gina Meglia, Terry Morgan, Mike Lorenzo, Ricky Cox, Arthur Klein, Joseph Piccirilli, Ronnie Mingo, Marcellus Jones, Mary Ellen Byrnes, Samuel Lopez, Harvey Nobles, Louis Barea, Ann Maria Kunick, Jose Martine, Joe Morales, James David, Loretta Argue, Maureen Malloy, and Paul Misch.

These people ran on a platform of student interest and participation. Now that they have been elected, let us utilize their minds and bodies to form a strong Student Government that will function with the best serve, we the people.

Open Admission—Minority Report

THE CITY UNIVERSITY
OF NEW YORK
COMMISSION ON ADMISSIONS
Minority Report
by
Harry Lustig*

Member of the Commission
from the University Senate
Ethnic Integration of the Colleges

Everyone familiar with the events of the last few months knows that the policy of open admission was announced by the Board largely in response to claims that the City University was a "white, racist institution" and to militantly expressed demands for major admission quotas for Blacks and Puerto Ricans. The justice of these claims and demands was pressed by a substantial faction on the Commission and at least tacitly accepted by some of its other members. Indeed, the tone for the deliberations of the Commission and for the resulting report was set by the Vice Chancellor for the Executive Office at the first meeting, when he said: "Under present admission procedures Black and Puerto Rican students are systematically excluded. This is an intolerable situation."

In devising a new admission policy it is useful to check the accuracy of these claims, to examine the effect of the proposed changes on the racial composition of the student body and perhaps also to voice some thoughts on the propriety and efficacy of enforced ethnic balance.

The situation that obtained in the fall of 1968 (the latest date for which figures are available) is summarized in the following table, with data expressed in percentages (except for first line the data are taken from Report of the Fall 1968 Undergraduate Ethnic Census-Office of the Vice Chancellor for the Executive Office, the City University of New York, December 1968).

Item	Blacks	P. Ricans
New York City High Schools Graduates	11.9	7.7
Total Enrolled in CUNY	12.5	3.5
Matriculated	8.0	3.3
Non-Matriculated	20.7	3.9
Enrolled Senior Colleges*	8.1	2.3
Matriculated*	5.5	2.2
Non-Matriculated*	14.5	2.7
Enrolled in Community Colleges	20.9	5.9
Matriculated	14.4	6.4
Non-Matriculated	28.1	5.3
Entering Class in CUNY	21.4% (combined)	

*The Vice Chancellor's Report contains the following Note: "Caution—Internal analyses of these data indicate that comparisons of non-matriculated with matriculants in the senior colleges in 1968 may not be accurate because of the confusion of students in completing portions of this year's census card. It is probable that actual senior college enrollment of Black and Puerto Rican matriculants is approximately 2 percent larger than indicated, and that non-matriculated enrollment of these groups is 2 per cent lower than indicated by the census."

The following conclusions emerge. 1) The percentage of Black students in CUNY in 1968 was actually somewhat higher than the percentage of Blacks graduating from high schools; the percentage of Puerto Ricans was significantly lower. 2) Blacks

tend to be somewhat and Puerto Ricans substantially underrepresented in the senior colleges and among the matriculated students, and somewhat overrepresented in the Community Colleges. By no stretch of the imagination however can the former be referred to as "lily white" and the latter as "ghettoes." 3) The trend in recent years has been a dramatic increase in the percentage of students from the two minority groups, as shown by the fact that the combined percentage for the 1968 entering class significantly exceeds the percentage for the total enrolled population as well as for the high school graduating class of that year.

This trend has been accelerated in large measure by the special admissions programs instituted by the University in recent years. However an increasing number of Blacks and Puerto Ricans have also entered through the normal channel based on grade average.

The question facing the University at this moment is not whether to implement Open Admissions—but rather how to implement it. If it is implemented well, New York City and the University will both benefit; if done badly, the University will seriously decline and the City lose a good part of the benefits currently derived from CUNY.

At the very beginning of our analysis we must accept two unpleasant facts:

1) For some time CUNY has become increasingly unattractive to the City's academically most gifted students. The brilliant high school graduates, black and white, in ever larger numbers go to Harvard, Cornell, MIT, Stony Brook, Princeton, Yale, . . . and frequently supported by full scholarships, living stipends, etc.

2) It has been and still is difficult to recruit outstanding scholars, teachers and scientists to CUNY. Our high salaries do not compensate for the overall lack of amenities and necessities so characteristic of our institutional life. We refer the reader to BHE data on faculty office space, telephone and secretarial service, lunchroom and library facilities, etc.

The BHE has acknowledged these problems and through its planned construction program has promised a solution to these long standing ills. This, after all, is the reason why the Board had originally scheduled Open Admissions for September 1975—since only then would facilities be available for an expanded student body. It is also clear that the Board's decision to hasten Open Admissions by five years was motivated by political considerations only: **additional facilities do not exist, and will not exist unless appropriate steps are taken immediately.**

We are faced by three problems:

1) How is the Board going to find class rooms, offices, laboratories, lunchrooms, libraries, study halls, . . . for the additional students and faculty expected by September 1970?

2) How is the Board to recruit

Thus it has been estimated that at City College 8% of the 1968 freshman class admitted on the basis of traditional qualifications was Black or Puerto Rican. These are several reasons for this percentage increase, including the continuing replacement of white New York City residents by members of these two minority groups and the accelerating trend among academically qualified white New York City residents to attend colleges outside the City University.* In any case the City University is not only the best integrated major university in the country but perhaps the best integrated institution of any kind in the City of New York.

It is therefore ironic that according to some well informed observers of the urban scene open admission may result in a reduced proportion of Black and Puerto Rican students in the City University. The reason is that whereas under the current

system those who did not make it on the basis of the 82% cut off but were admitted under the supplementary schemes were overwhelmingly Black or Puerto Rican, open admission will let in a whole new class of students, namely those who currently qualify neither on grounds of academic performance nor on grounds of ghetto residence. While this group probably contains a larger fraction of non whites than the "above 82% group," it is quite possible that relatively few of the Blacks and Puerto Ricans and relatively many of the whites will in fact seek admission to the University.

The authors of the majority report seem to be aware of this and reconciled to it, since they content themselves with asking that "integration should be defined as having an ethnic distribution in the senior college freshman class identical to the ethnic distribution in the com-

munity college freshman class." *On the other hand there is also a complementary development which would tend to reduce the number of Blacks entering the CUNY system, since many private colleges inside and outside New York City now actively recruit students from the ghettos and give preference to Black applicants.

This criterion, of course, creates its own problems and is probably more difficult to realize than the demand that the overall college population have the same ethnic mixture as the high school graduating class. In any case the demand for equal ethnic representation (which in essence is a demand for racial quotas) raises the most profound ethical and social questions. Even if the statement that "under present admission procedures, Black and Puerto Rican students are systematically excluded" from the City

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Alternatives For Open Admission

the additional supportive personnel (counselors, special instructional staff, etc.) which rough estimates put at about 800, as well as the regular faculty necessary to handle the expected increase in student body for September 1970?

3) How is the Board going to allocate students among the various units of CUNY?

With respect to the first two items, there are two contrasting ways of proceeding:

Trimester—6 Day Week

(1) By a combination of a trimester, 6 days a week, 10-14 hours a day academic program we could do with existing physical facilities. This would be a continuation of an old policy of running the University as an understaffed, undersupported, and overcrowded institution, and a betrayal of the BHE's commitment, in its Master Plan to improve the situation. The consequences of such a policy are examined in detail in the attached Addendum, where it is argued that this program would create intolerable academic and human conditions resulting in a mass flight of students and faculty from CUNY and the creation of a slum University. No one would benefit from such a development, and certainly not the youth graduating from ghetto high schools and expecting decent educational opportunities.

These arguments, when presented to high officers of the University have been met by appeals to "spirit," requests for "willingness to sacrifice and claims that these were self-fulfilling prophecies. We think that such rejoinders are unworthy of the magnitude of the problem and the seriousness of the debates. We find it surprising that anyone can seriously believe that will and spirit, unsupported by facilities and resources, can create a decent institution of higher learning. There seem to be remarkable parallels between this attitude and that underlying the Chinese "great leap forward" — and we are convinced that if it failed in China it would surely not work in New York City. It is especial-

ly galling to hear requests for sacrifice and belt-tightening being made of students and faculty who have been living, institutionally speaking, on the edge of destitution all their lives. Surely no private University, and surely no State University would ever ask its students and faculty to study and teach in the kind of squalor and crowding projected for 1970 by the above proposals.

As important as the physical surroundings are, it is surely equally important to provide quality faculty for all phases of the new program. In particular, it is universally acknowledged that Open Admissions will result in an influx of large numbers of under-prepared students, requiring specialized help. No pool of such trained personnel exists in the City, and in our haste the BHE will be seriously tempted to raid high schools for their best teachers, thus creating problems for future admissions. But, without adequate personnel we either face the creation of a revolving-door policy for CUNY, or a drastic lowering of standards of performance in the university as a whole.

Maintain Standards

We utterly reject the notion that anything faintly resembling quality education can be maintained in existing facilities, and, without the necessary additional staff of all kinds. We propose therefore as alternative:

(2) That CUNY engage immediately upon a crash program of leasing, renting, and buying additional space for instruction. Hayer Lindsay has declared himself ready to establish a City task force to enable CUNY to bypass red tape in this effort. What we still need are funds and the proper determination on the part of CUNY leadership to implement this approach.

A parallel special effort must be made to recruit and train counselors and instructors in adequate numbers. In the absence of already trained people it will be necessary to begin a training program this summer that must continue through the following years.

It is not clear that even the most determined well founded crash program of this kind would provide the necessary facilities and staff in time for fall 1970—in which case some hard decisions would have to be made. We believe that a slowdown in the time table of Open Admissions would be preferable to additional serious overcrowding of our facilities and staff. Such a slowdown could and should still be accompanied by an expansion of SEEK type admission resulting in increased admission of ghetto youth. But it is of the utmost importance that we permit no further deterioration of the present universal standards of space and instructional resources.

With respect to the final question, the procedure for allocating students among the various CUNY units, we believe that the University Senate proposal (the Lustig Report) offers the best opportunity for providing quality education to our students. At the heart of this issue lies the assumption that it is possible for honorable, intelligent and well intentioned educators to evaluate educational potential by some set of criteria and do better than pure chance. We choose to make that assumption, both with respect to white middle class as well as Black and Puerto Rican youth.

We have examined this proposal in terms of its impact on the admission of ghetto youth to the senior colleges and have satisfied ourselves that it provides for a slightly larger admission percentage than the corresponding percentage among New York City high school graduates. To be specific, while in 1968 Black and Puerto Rican students made up 19.6% of H.S. graduates, the Senate proposal would provide for approximately 20% Black and Puerto Rican admission to the senior colleges. This figure is derived as follows: Of the three tracks provided for under that proposal the first, or traditional one yields something like 4%, the second or SEEK type track

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Recommendations: Open Admission

The problem of implementing this problem is, in practical terms, even more significant than the basic policy announced by the Board.

That policy has a long history of Senate support, as the Senate was the first institution in the University to call for open admissions as a means of increasing the number of black and Puerto Rican students in all our constituent units. We formulated that policy in our Report on Special Admissions in February, 1969, and at that time we enunciated the dual goals of maintaining the University's standards of excellence while offering admission to the University to every New York City high school graduate.

Those goals have continued to guide us in reviewing the Report of the Admissions Commission. They underlie all of the following recommendations which the Senate approved in Special Session on October 1, 1969.

Recommendations

1. The Senate views any open admissions implementation plan for 1970-71 as a necessary but temporary expedient to be reformulated in the context of serious consideration of a restructuring of the University.

2. The Senate insists that adequate physical facilities be made available by September 1970 so that open admissions will be educationally feasible.

3. The Senate insists on the recruitment of necessary competent personnel to meet the needs of those additional students who will be admitted to our institutions under an open ad-

missions policy.

4. The Senate believes that any allocation plan adopted by the Board must provide for substantial racial, and ethnic integration in all the units of the University. But the Senate reaffirms its opposition to any plan based on quotas or designed to achieve absolute ethnic and racial balance or distribution.

5. The Senate considered carefully all of the allocation plans presented by the University Commission on Admissions. Among the three Commission proposals, Plans 1 and 2 received no support. Plan 3 and a separate proposal based on similar principles and objectives became the focus of our discussion. While there was substantial support for Plan 3, the Senate submits to the Board as the proposal supported by the greatest number of its members the separate proposal appended to this statement.**

6. In the interest of fairness the Senate urges that in implementing an open admission policy, the Board offer matriculation to those non-matriculated fee-paying students presently enrolled in the Schools of General Studies.

7. The Senate requests that no action be taken by the Board on non-immediate matters such as the restructuring of the University and grading and retention procedures pending further study and recommendation by the Senate and other faculty bodies.

** The Senate proposal, while substantially similar to Plan 3, differs from it in the following ways: a) Commission Plan 3 is

vague about the allocation of spaces in the University's constituent units; the Senate proposal is definite regarding such apportionment. b) Commission Plan 3 retains a "hidden" lottery element as part of the allocation procedure; the Senate proposal uses criteria of achievement or potential. c) Commission Plan 3 uses SEEK as an admissions program; the Senate proposal clarifies the status of SEEK as a supportive program.

EXPLANATORY NOTE

The Senate allocation proposal contains the following major provisions:

1) All those high school graduates who would have been admitted to a senior college on the basis of traditional academic criteria would be similarly admitted under the Senate proposal. It is estimated that this group would constitute about 60% of the entering class.

2) Not less than 10% of college places would be filled through selections by University admissions counselors primarily on the basis of special criteria such as the student's potential

3) About 30% of college places would be filled by honoring the student's choice according to his rank order in his high school class.

RESOLUTION ADOPTED (IN PRINCIPLE) BY THE UNIVERSITY SENATE ON OCTOBER 17, 1969

The University Senate requests the Board of Higher Education to adopt the following policy for the allocation of students to the colleges in the academic year 1970-71.

a) The University shall decide

on a total freshman class for each college based on the physical and academic capacity of the college. The sum of the numbers for all the units should equal the total freshman class anticipated under open admission.

b) After the numbers are set and the applications are in, the central admissions office fills the available places in the following order: 1) All students satisfying certain absolute academic criteria with respect to the population as a whole, approximately equivalent to those which guaranteed admission in 1968 (e.g. 82% average, sufficiently high College Board scores, top 25% of overall graduating class) are admitted to the college of their choice. 2) 10% of the places in the entering class are filled from applicants who do not qualify either under criterion 1 or under criterion 3; the selection is made by University admissions counselors. 3) The remaining places are filled by honoring the first choices of students in order of rank in their own school.

c) For those applicants who have not been placed in the college of their first choice when the procedures described in b) are completed, method 3) will be put into operation with respect to their second choice. This process will be repeated until all places in all colleges are filled or until all applicants have been allocated, whichever occurs first. If any applicants remain unassigned at that time (i.e. if the total number of places provided in a) should turn out to have been too low) the remaining stu-

dents will be assigned to the colleges on a pro rata basis.

d) In arriving at the number of offers to be made in category 3, particularly in the first choice around, a careful and informed estimate will have to be made of the fraction of acceptances that will actually take place. In other words a larger number of first choice applicants should be offered admission than there is room for in the anticipation that some of them will in the end choose not to attend the City University at all.

e) The SEEK program shall be continued and expanded as a remedial and supportive scheme without reference to any particular entrance channel. All students regardless of their mode of entrance who require remedial instruction, supportive services, or stipends shall be eligible for the SEEK program. If necessary, change in legislation shall be sought to accomplish the aim. Summary of Recommendations . .

1) Reorganization and Expansion of the City University to provide, by 1972, the following types of institutions. University Centers, "Traditional" Senior Colleges, "Experimental" Senior Colleges, Two Year Career Centers. Different admissions and retention standards for the different types of units.

2) Special Programs for outstanding students including the following: a) expansion of resources for honors work and independent study b) jointly Ba-Ph.D. programs c) admission of selected students from the junior class in high school d) recruitment of outstanding students in the high schools e) appointment of a Vice Chancellor to take charge of these programs.

3) Expansion of the graduate component of the University effort to attain by 1975 the following division of the student body: 60% undergraduates 40% graduates.

4) By 1971, complete integration into the State University with tuition paid by the City.

5) For 1970, the following allocations policy for the senior colleges: a) admission to the senior college of their choice of all those who would be accepted under the present admissions policy b) 10% of the places at each senior college to be reserved for applicants who do not qualify under a) or c); these students to be selected by admissions counselors on the basis of their potential, motivation, professional objectives and the goal of ethnic integration; c) the remaining places to be filled by applicants in order of rank in their own high schools.

All of these recommendations go beyond or differ from those of the majority. I do, however, join the majority, in recommending that remedial and supportive services must be available for many of the students who will enter under the open admissions policy.

SICC Committee Present New Proposals To Students

Prepared by SICC Committee on Open Admission

Too late
Political move, cop out
PROBLEMS:

- 1) space
- 2) remedial training
- 3) defeatist attitude and scepticism of incoming students
- 4) ignorance of the facts, and poor attitude of some of the faculty members
- 5) housing for students
- 6) lack of community awareness as to the facts and problems of open enrollment
- 7) grading system

WHAT SICC IS DOING

- 1) requesting an on-campus open forum to discuss all the problems
- 2) requesting that faculty abandon their regular classroom material for one day to discuss open enrollment with their students, especially those who do not show at the forum
- 3) making appeals to the community through the Staten Island Advance to rent rooms to individual students who would otherwise have to travel up to 6 hours to get to school and back
- 4) contacting the Staten Island Chamber of Commerce and asking them to hold meetings and forums to discuss how they and others are going to cope with the housing problems
- 5) giving up an area on campus, originally slated for a disco-

theque, to be used as a bigger College Discovery office

WHAT HAS BEEN PROPOSED BY THE UNIVERSITY COMMISSION ON OPEN ENROLLMENT:

Open Enrollment by:

- 1) total lottery
- 2) using class rank—60% guaranteed admission/to the college of their choice
25% by lottery
15% guaranteed admission under SEEK or College Discovery
- 3) using class grade averages 60-25-15

WHAT SICC PROPOSES

- 1) Make City University a truly public institution open to all high school grads as of Sept. 70
- 2) Make all units, comprehensive 4 year schools
- 3) give one degree from CUNY rather than from individual schools
- 4) institute a common freshman year with specialization only after the first year
- 5) eliminate past procedure of sending the elite to the 5 four-year schools, and the "rejects" to the community colleges by evenly

distributing the students

6) measure standard of success by the number of grads, and not by the few with the high averages

7) institute a faculty "cultural sensitivity" program to help them to understand the unique problems and experiences of the type of student that will be coming in under open enrollment

8) abolish the competitive grading system by offering a pass, fail, or complete incomplete system of grades.

Business Dept. Seeks Recognition

Up to now, most of the important events and changes emanating from the Business Department of this school have gone unnoticed and for the most part unannounced. Recently, the Business Department underwent a change which will have great impact on its future actions.

Every three years elections are held within the department to determine its chairman for the following three years. The Business Department had been led for the past eleven years by Dr. Dorothy M. Reeves, but her reign ended this semester with the election of her successor, Prof. Albert Porreca. For her diligent efforts as department head, Dr. Reeves was awarded the title of chair-

man emeritus, an honorable and deserved award.

The new department head Prof. Porreca, who is also a very learned accounting instructor, looks upon his new position as both a challenge and also an intellectually rewarding experience. He sees an increase in administrative work for himself in the future and his only regret is that his new position has cut into the time allotted him for teaching, a past-time which he finds most enjoyable. Prof. Porreca is a firm believer in the continuation of education, and besides his many administrative and lecturing obligations he is also tacking courses towards a degree at Columbia University. Prof. Porreca believes

that the more you learn about something, the more proficient you will become at it.

Prof. Porreca's new position has already deprived him of his summer vacation, which he spent interviewing and hiring additional instructors for the department. These new instructors vary degree-wise from CPAs to PHDs and will be employed during both the day and evening sessions. Among these new instructors are Asst. Prof. Stanley (Goldblum) (CPA) who will be employed full-time during the day; Asst. Prof. Eugene Nellen, evening session; and Asst. Prof. Arnold Rieger, who has switched from the evening session to a full-time day position.

Minority . . .

(Continued from Page 2)

University were not the gross numerical exaggeration that it is, it would still be misleading and singularly unenlightening. For it implies that admissions procedures were deliberately devised to keep out members of the two minority groups. Some people, including members of the Commission, undoubtedly believe this to be the case and reiterate it ceaselessly. This however does not make it true. At the risk of restating what is obvious to the majority of the readers of this report, let me say what is true. A combination of many factors*—the family structure and the social system, tradition and economics, early childhood experiences and the school system, and perhaps some yet unknown has produced the result that fewer Blacks and Puerto Ricans enter the City University under the traditional academic admissions criteria than members of some other ethnic groups. This does not invalidate the admissions criteria, unless of course one defines the achievement of a totally ethnically balanced student body as the prime function of our colleges to which all other goals must yield.

Vice Chancellor Statement

The questionable implications of the Vice Chancellor's statement can be seen by changing it in ways which are in fact numerically more accurate than the one he made: "Under present admissions procedures Irish, Italian, Slavic and other Catholic students are systematically excluded. This is an intolerable situation." Or even: "Under present admissions procedures Jewish and Chinese students are systematically favored. This is an intolerable situation." Ethnic and social claims and counterclaims open a Pandora's box. Increasing the percentage of one ethnic group inevitably must mean decreasing the percentage of some group. There is no reason to believe that the welfare of our University, or of our City, or of our country, would be enhanced if our student body were made into an exact microcosm of the ethnic makeup of our population.

And yet when all is said and done, we must realize and admit that in spite of much progress in the last decade, the position of our Black and Puerto Rican citizens remains an anomalous and undesirable one and that justice and the health of our society requires that it be improved. Unfortunately in the whole spectrum of factors which contribute to the present situation there is no one obvious place where to begin or to place the major hope for prompt improvement. This simply means that we must work all lodes at once.

In terms of the University it means that we must recognize that there are young people who should be in College although their grades do not say so and that a large fraction of them is likely to be Black and Puerto Rican. It means that we must make a serious effort to discover these young people, to accept them, to counsel them and to find the resources in order to give them the remedial training they need. It does not mean that we can expect all or even the majority of these to be able to make up at the age of 18 for the negative factors which have governed their lives and which mitigate against academic success. It fol-

lows from this that while we should supplement our traditional admissions policy in the academically superior units of the City University with a channel which brings in disadvantaged but promising Blacks and Puerto Ricans we should not structure this channel in such a way as to impose complete ethnic integration, as defined by the authors of the majority report.

*There are of course two equally perorative ways to characterize this combination. Militant Blacks and some other radicals call it "white racism" and claim that if only the white man would "off" the problems would disappear. Many whites on the other hand employ a variety of characterizations which come down to implying that the negroes and Puerto Ricans bear the major responsibility themselves for their condition.

Maintaining Quality

How does one measure the quality of an academic institution and how does one go about to maintain it? To the authors of the majority report, the answers seem to be remarkably simple: Quality is measured by meeting the needs of the students for a college degree and it is maintained by insuring that most of those who enter a college do in fact obtain the degree.

To quote from the latest draft of the report:

"The academic policies of the colleges should be altered to reflect the needs of students. Such changes should not lower academic standards, but should lift arbitrary barriers to the attainment of these standards. . . .

Present CUNY policies regarding retention of students, transfer between programs and colleges, and prerequisites for admission to certain courses were established to meet the perceived needs of institutions and not necessarily the needs of students.

The changing of such academic policies does not imply a changing of University standards but rather the removal of artificial barriers which may inhibit the attainment of these standards. The University must therefore consider it an obligation to provide those services and establish those policies which will maximize the opportunity of each student to achieve such standards. Policies which do not contribute to student achievement must be appropriately altered or abandoned.

Policies

The policies established by each of our colleges for the retention of students, for example, usually require that students earn certain college grades within a certain period of time to remain in good standing. These requirements must be relaxed for students entering college who require extensive special services, and who may require four semesters instead of two to begin working at their level of competence. As a general principle students should not be barred from further attendance at an institution until it is unmistakably clear that the student will not be able to meet graduation requirements. In this regard it is also recommended that the concept of a "C" average required for graduation, which penalized a student for initially poor work throughout his college career, be abandoned in favor of a system which requires that a certain number of courses be satisfactorily completed in order to

earn the degree."

1. The idea of allowing a student to proceed at his own pace and not to record failure but only success is extremely attractive and one which I have favored, in principle, for many years. Unfortunately it seems to be more applicable to an "elitist" system like that in some European countries where students tend to study independently and submit themselves to comprehensive examinations for the degree rather than to the American mass system of required class attendance, step by step course work and close contact between teacher and student. How we can provide the facilities for perhaps twice as many students as we have now, give many of them the individual counseling and remedial work they will require and keep them six or more years, the authors of the majority report don't say.

To those of us for many years have fought for the revision of the curriculum and the elimination of useless and frequently despised required general education courses, that demand for the removal of "arbitrary barriers" has a certain attractiveness. There is an ominous sound, however, to the call for the abandonment of "policies which do not contribute to student achievement." We may well fear that the victims of the attendant purge could too often be the intellectually demanding courses and curricula rather than the proliferating soft subjects which provide degree credits for weak students.

Social Philosophy

I am also troubled by a social and educational philosophy which would leave the choice of degree program entirely in the hands of the student. There is something very attractive about allowing everyone to do his own thing in school as well as in later life and in an affluent society such as ours a certain amount of diletantism and mismatching of talent with desire can even be supported. Still I believe that a society has a right and an obligation to examine what its needs are and to pursue policies which will encourage those who have the ability to fill these needs to prepare themselves to do so and to discourage the others.² In this process the universities play an important role by defining the abilities and talents that are required to enter a particular profession and by prescribing a (frequently sequential) course of study designed to prepare the student for the profession.³ In other words, I simply cannot accept the idea that because a student "needs" to be a physicist he should be permitted to enter the study of physics without reference to previous training and accomplishments or that we must necessarily blame ourselves or our curriculum if he does not get a degree.

2. The fact that the goals of a society are sometimes wrong and the priorities badly ordered does not invalidate the principle of rational planning and ordering.

3. Likewise the fact that some professions do sometimes erect artificial obstacles and some academies do hang on to an outmoded syllabus only reflect on the character of the professional establishment and

the quality of the institution, and not on the principle of vigorous professional training.

The measurement of the quality and success of a university is determined by what one perceives to be its function. It is obvious that the authors of the majority report conceive of the City University chiefly as a stepping stone towards social and economic equality and that they are not really worried about a loss of intellectual and professional quality. They may well be disastrously shortsighted even in terms of their own limited goals. However, American universities have always had several functions, social and economic as well as academic which they have carried out simultaneously.

The focus of the socio-economic function has changed over the years what has emerged as the standard measure of quality is the devotion of an institution to serious learning, teaching and research. And no matter how much we would like to believe that "the real test of a university's academic standards is not the kind of student it admits but the kind of student it graduates" we know that there is a strong correlation between admission standards, the quality of the academic program, graduation requirements, and the reputation of a university.

High School Students

The students in the New York high schools know this too. For several years now the senior colleges of the City University have suffered from a dearth of academically superior students with a measureable deleterious effect on our academic programs. Every year the admissions office sets the cut off point for admissions based on the acceptance ratio of the year before; every year this ratio declines and seats reserved for students entering through the normal academic channel are not filled. It would of course be wrong to say that the ablest students are fleeing the city colleges only because they believe these colleges to be academically inferior to the institutions which they chose to attend instead.

It does not take great perspicacity on their part to notice that our abominable physical facilities would prevent them from enjoying the quality of life which even fourth rate institutions can offer. Nor should we bemoan the falling of the religious, social and economic barriers which now allow the proletarians, or at least the sons of the proletarians of the thirties, to attend the real Harvard. Still we have every right to insist that the City University adopt policies which will again make it an attractive institution for outstanding students and which will give us a student body that is not "bottom-heavy" with students who on academic (rather than on economic grounds) have no other place to go.

Although the faculties and many of the students and parents know what has been happening to the city colleges, the myth of their academic superiority has been slow to be challenged in public. This is now changing as shown by the following quotation:

... "The city colleges . . . are, for various historical reasons, unique institutions—in no other city of this country are the local undergraduate colleges also first rate places of learning, which send a truly startling proportion

of their students on to graduate school. They are free; they are integrated; they are nationally famous. But, . . . they are inexorably and placidly being transformed—degraded is not too strong a term—with the approval and consent of the Elite, into four year community colleges, with all academic distinction being remorselessly extinguished." (Irving Kristol and P. Weaver, in *The Public Interest*, Summer 1969, p. 45).

I must also report that when I visited a federal agency in Washington last week in order to obtain a renewal of our grants for graduate training and research I was greeted with the most extreme expressions of dismay regarding the consequences of the impending open admissions policy for the City University. I had to spend the first hour of my visit attempting to convince the officials that open admission did not necessarily mean the end of quality programs in the sciences and in the other professional fields. I only wish that I had the inner conviction to argue the case more effectively.

In large measure it does not even matter whether the low evaluation by the graduating high school students, the fears of Kristol and Weaver and the negative expectation of the federal agencies correspond to fact or not. For when enough people believe that an academic institution is losing its quality it will lose its quality. The converse is however not true. Although it is important that a university acquaint its potential clients, benefactors, and the public with its quality programs it is essential that the image it projects be based on reality. Therefore, I recommend that the University immediately undertake the following steps designed to enhance the quality of its academic programs and to attract able (as well as average and "disadvantaged") students to it.

1) Rather than eradicate the differences in curricula and in admission and retention standards between the senior and the community colleges, CUNY should reorganize itself into several different types of institutions, ranging from University Centers to two year "Career Centers" with widely different standards and programs. A plan which would create five such types of institutions is outlined in Section 7.

2) Special programs for outstanding students should be strengthened and made more attractive where they already exist and created where they don't. New programs should include admission of selected students from the junior class in high school and combined B.A.-Ph.D. programs.

3) The University should immediately appoint a Vice Chancellor whose task it is to bring in more outstanding students and to plan and supervise the programs for students. This officer should have his counterpart at each senior college.

4) The University should put its highest priority on the improvement of physical and cultural facilities and the recruitment of distinguished faculty members.

5) A major recruitment effort should be undertaken which should include the preparation and distribution in high schools

(Continued on Page 5)

Calling All Shutterbugs

By Nita Burton

In the past, professional photographers have been hired to take pictures depicting life on our campus as seen through the eyes of a professional photographer. This semester the Photography Club is planning to compile a series of pictures of life on our campus as seen through the eyes of the students. In order to accomplish this fact, the club asks that students cooperate in the following manner:

a) Every alert student should photograph any activity on the campus that is significant or typical.

b) All Clubs who are performing any unusual, interesting, or significant programs should ask for a photographer to cover it.

As an inducement and to ease the financial pressure for every such roll of film turned in, the photographer will receive a new one. Only black and white pictures are acceptable, on glossy paper, which it is more practical for reproduction purpose.

These pictures will be used for several purposes:

1. It will give a pictorial of our present students which we may happy to refer to when they "arrive" and become famous. High hopes? ("Reach for the sky; if you miss the sky, you can at least grab a handful of stars!") This album will be a present to the college to refer to in the future, when alumni may reminisce: "We remember him when!"

2. In sometime in May the Art Department is having an exhibition and have invited the Photography Club to make contributions. Again, the calibre of workmanship must be up to par. If it isn't, the novice may ask a club member for help.

3. The club is having a special case built for displaying these pictures. Each picture will have a number. Any student wanting to order any of these pictures may do so for \$2.00 each for an 8x10 black and white.

Here are a few pointers to keep in mind while shooting:

1. Use Tri-X Film, as with this you can get clear pictures indoors with available lighting. (This means with normal lighting, without flash but with at least the amount used in most classrooms.)

2. Particularly for the purpose of this project, when you take pictures, make sure you have taken enough of the area surrounding your subject to convey the content and atmosphere of the story you want to tell. Without one word from you, your viewer should be able to identify the incident.

3. Don't be afraid to experiment! Often an old story is made interesting or newsworthy, just because it was shot from an unusual or refreshing angle. Some students took pictures of the Italian Festival, but the pictures could have been pictures of anyone anywhere; they did not tell the story!

Minority . . .

(Continued from Page 4)

of materials describing the special high quality programs and visits by teams of professors and undergraduates to the schools. It is a laudable fact (probably unknown to many members of the faculty and of the general public) that the University through its Office of Admission Services issues numerous pamphlets in English and Spanish aimed at convincing students who are not thinking of going to college of the need of further education and telling them of the availability of the Community Colleges and the Seek and College Discovery programs. It is deplorable that no comparable effort is underway to convince a bright student who wants to study science or history and who is planning to go to New Paltz that he might do better at City College.

It would be dishonest not to admit the call for quality by the faculty which I have echoed here is based in part on selfish motives. We prefer to teach bright students rather than dull students; we look for an atmosphere which stimulates research and intellectual growth, and we enjoy the prestige of being associated with a good university.

It would, however, be wrong to minimize the reality of our concern for the future of our young people and indeed of the City as a whole, as a basis for our demand for the maintenance of quality. I can see the institution of universal higher education in America resulting in a heretofore unimaginable class structuring of our universities. Increasingly serious learning and professional training and research

will be concentrated at a number of high class private (and perhaps a few public) universities that are relatively free from political pressures for open admission but increasingly supported by public (i.e. federal) funds. Meanwhile most of the public institutions and in particular those in the large cities will have to devote their limited physical and financial resources to mass and remedial education foregoing such luxuries as honors and research programs. If this happens to the City University it will be just too bad for the really bright youngsters who for economic or personal reasons cannot go to Harvard or M.I.T. even if the offer of admission comes with a scholarship or who in ever larger numbers will again be rejected by the high class colleges as the competition for the few places in them intensifies. It will also be too bad for the future of New York City. We all know of the disastrous consequences of the flight of the middle classes and of the need to halt and reverse this trend if the City is to be saved. I am convinced that a major reason why many middle class families have remained in New York City is the availability of free, good quality higher education for their children. When these families become aware that the education in the city colleges is no longer good (or free) many of them will join the exodus. The suburbs on Long Island, after all, are a good place from which to commute to tSoy Brook.

In this connection it is ironic that the authors of the majority report show a greater concern for the effect of open admissions on the future of the private colleges in the area than for the welfare of the City University. The ad-

mission standards of 18 colleges and universities in the metropolitan area were examined to determine if an open admissions policy of the City University would reduce the number of students at these institutions. It is believed that those colleges who regularly accept students in the bottom half of the high school or students with high school averages of under 75% would be affected by the open admission policy at CUNY. I am sure that readers of this report will be relieved to learn that "no college (in this group which includes such citadels of learning as Fairleigh-Dickinson, Long Island University, Pace, Wagner and St. John's) presently gives such students an excellent chance of admission, one program in a single college gives such students a good chance of admissions, and one college and two programs within colleges give such students a fair chance "and that" based upon these data, it does not appear that open admissions at City University of New York will markedly affect admissions patterns at other New York City institutions."

It is discouraging that in looking for and taking satisfaction in these assurances the author's of the majority report seem to accept the principle that publicly supported institutions must necessarily be inferior to private ones by doing only those things which the latter cannot or will not do. Particularly in the cities. In this pattern of the devaluation of public enterprise a segment of public higher education including the City University, has heretofore been an honorable and immensely significant exception. It now appears that this era is coming to an end.

Going To Washington: A 'How To Do It'

By RICK FITCH
College Press Service

WASHINGTON — (CPS) — It's Thursday, Nov. 13, and you've come here, to the land of taxicabs, marble monuments, and rich hippies, to be in the Big March.

Hungry? Better have pocket money. The New Mobilization Committee to End the War in Vietnam isn't about to supply free food to several hundred thousand people. A place to stay is something else. Call or write the Mobe office (202-737-0072, 1029 Vermont Ave. 10th floor), and the chances are they can stick you in a nearby church or college. Mobe's housing division already has rented blocks of motels for those who can afford to pay. Due to the housing shortage and the possibility of as many as 500,000 persons showing up, Mobe is asking all those who can pay to pay.

At 6 p.m. get over to the Arlington National Cemetery in Virginia. Mobe wants about 40,000 people there to "March Against Death." You'll be given a placard bearing the name of a U.S. serviceman killed in Vietnam or the name of a South Vietnamese village ravaged by the war. It might be a good idea to bring along some blankets. They're estimating only 1,000 people will be able to begin the single file procession each hour. You may not leave the cemetery until early Saturday morning.

When you do, you'll cross a bridge over the Potomac, go past

the Lincoln Memorial, the reflecting pool to the Washington Monument, and the Executive Offices, stopping in front of the White House to read the inscription on your placard into a loudspeaker.

Then it's more walking. Past the Treasury Department, FBI, Justice Department, and statue of Gen. Ulysses S. Grant to the steps of the Capitol, where you'll drop the placard into a casket.

At 11 a.m. Saturday the Big March commences. Go to the Mall in front of the Capitol (between Third and Sixth Streets). It shouldn't be hard to find. If the attendance predictions are to be believed, a sea of people should stretch most of the way to the Washington Monument. More people than in 1967 when at least 75,000 came for the Pentagon march. More than in 1963 when 250,000 came for the civil rights march.

All kinds should be there. Religious people like Quakers and members of the National Council of Churches. Yuppies, Political people like the Socialist Workers, Communist Party, and the New Democratic Coalition. Friendly people like the American Friends Service Committee and maybe radical people like SDS, the Black Panthers, and the Revolutionary Youth Movement.

You'll march back up Pennsylvania Ave., not in single file, but with everyone else. Hopefully, the parade permit granted by

the Justice Department will allow you to use the street as well as the sidewalk. If not the 1,500 to 2,000 trained (by Mobe) marshals will have their hands full herding people. Shades of Oct. 15 when the peace revolution had to wait for the walk sign.

At the 12th Street intersection, look to your left. There sits J. Edgar Hoover's bastion. Chances are his men are watching you. Blue striped D.C. patrol cars and paddy wagons should be in abundance since the police department has all available men on duty. No one knows—but everyone expects—that the National Guard and/or U. S. Marshalls have been put on alert. And everyone is wondering if maps of Washington have replace maps of Vietnam and China in the Pentagon war room, as occurred during the 1963 and 1967 protests.

Another thing left to speculation is whether there will be any violence. In 1967 thousands were arrested, gassed, or beaten with clubs or rifle butts. But a co-chairman for this year's event says, "The march on the Pentagon had well-publicized provisions for civil disobedience. It gave those people who didn't want violence an opportunity to participate in the rally and then leave before the scheduled civil disobedience. The First aid will be available at the Washington Free Clinic and at the march sites via mobile clinics.

When the march reaches the White House a short rally will be

held to present demands for an end to the war. Then you'll walk around to the Ellipse, a grassy area between the President's mansion and the Washington Monument. At 2 p.m. a festival of life will start, replete with rock bands and speakers. Presiding over the ceremonies will be Dr. Benjamin Spock, Rev. William Sloane Coffin, and Mrs. Coretta King.

When the festival is over, the Big March is technically over, too. But if you want to do something else, the Yuppies (Youth International Party) will be leading a "militant march" to the Justice Department (corner of Ninth and Constitution) at 5 p.m.—twilight. According to a Chicago Eight news release, the theme of the march will be "Stop the Trial." "The Yuppies will be presenting movement issues outside the anti-war effort: the harassment of our culture, the capitalistic society which places property rights and private greed above human needs and personal respect, the militaristic form of government which will stop at nothing to halt the American Revolutionary Movement. The manifestation of the nature of the American government, the Conspiracy Trial in Chicago, will be the center of protest."

(The Mobe protest, in addition to opposing the war, demands an end to racism, militarism, poverty, and the freeing of political prisoners.)

In San Francisco, the New

Mobilization is coordinating a mass march to Golden Gate Park where demonstrations will place either flags or crosses to Golden Gate Park where demonstrators will place either flags or crosses to commemorate U.S. war dead. Authorities already have granted the necessary parade permits. A rally with speakers and music will follow the march.

The Vietnam Moratorium Committee is stressing community action for its two day war protest Nov. 13-14. Mass marches be left to Mobe this month, as five other categories of activity are planned:

1.) Distribution of post cards asking for immediate withdrawal of U.S. troops from Vietnam. They are to be signed and returned to the national Moratorium office in Washington, which will forward them to the White House.

2.) Door-to-door canvassing of private homes and leafletting at airports, factories for or against the war, are being asked to return home to discuss the Vietnam issue with the people.

4.) Contacting of special interest groups such as lawyers, teachers, doctors, and union men to obtain their endorsement in the form of t.v. or radio announcements, signed newspaper ads, or speaking appearances for immediate withdrawal.

5.) Symbolic marches to state capitals, memorial church services.

The Dolphin

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The Dolphin is a member of the Associated Collegiate Press
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Open Admissions - Now

Open Admissions has been talked about by both faculty and students for about a year now. The BHE commission, which was set-up last summer has investigated it and has arrived at three proposals. The faculty of most schools have, in turn, made plans for their schools. It is about time that the student body of SICC start to move in this direction. This is something which will affect each and everyone of you. For you, the students, to get started on this project, you must get the facts straight. The school has made this possible by arranging an open-forum on this subject in the lounge at 1:30 this afternoon.

The Dolphin has reviewed this topic and feels that this is an important move forward for the City University, for it will give each student in the City an opportunity to further their education. We feel that it is the responsibility of every student in SICC to come to the Open-forum and get the facts and voice their opinions. In doing this, we feel that they will see fit to rally behind the already informed students and support this movement.

The Dolphin expects to see you in the lounge today at 1:30. Remember that this will affect each one of you personally and if you do not move to have your voice heard you have no right to complain about the outcome! Let's not have this be the decision of the same 765 students who were interested enough to vote in the elections!

To The Streets Again

Despite hundreds of thousands of interested Americans' pleas to end the war, Nixon's administration's public posture remains essentially the same as before M-Day. Nixon in his latest public fiasco has amplified his ignorance in a blatant refusal to hear the cries of American dissent and in re-confirming his imperialistic stance in Vietnam.

On Friday, November 14 and Saturday, November 15, we must take to the streets again in the second phase of the moratorium movement to end the war now. This time not only in our own communities, but ON TO WASHINGTON for ACTIONS in Nixon's, and his plundering administration's, fortress state.

We urge you to support the movement by ANY MEANS that your conscious mind dictates and let us join TOGETHER to end this war madness now.

Congratulations: SG

The Dolphin would like to express its concern that although there are about 3,500 students enrolled, only 765 found the time to come out and vote in the current Student Government elections.

However, the Dolphin would like to extend its congratulations to the newly elected Student Government. Congratulations are also in order for those candidates who took the time and effort to run.

Guest Editorial

We, two concerned members of the "Silent Majority," wish to express our disapproval of the upcoming Vietnam Moratorium. We would like to state that we support President Nixon and the United States' military policy concerning our involvement in Vietnam. Furthermore, all loyal Americans join in our cause and let our voices be heard.

Joanne Hrelja and Karen Duff

— Letters To The Editor —

To the Editor:

Even with the new additions of Staten Island Community College, the only way a student may meet a teacher is in his classroom. It must be an unwritten law of the faculty not to associate socially with the student body.

Social gathering places such as the cafeteria, are a meeting place for all students. Perhaps the faculty fears that informal meetings with the students would jeopardize their teacher-student relationship. Informal discussions between faculty and student would create a healthier atmosphere in and out of the classroom.

Teachers should be encouraged to meet with the students in the cafeteria and lounge during their breaks. This would enable both sides of the desk to know each other on a more informal basis. If the students go to know their teachers personally, they would feel more like pupils and less like targets.

—Kathleen Murphy

To the Editor:

On Thursday October 23, a Student Government candidatorial debate was held in the Student Lounge. This debate was held in order for the students to become aware of candidates views and policies.

During the debate, questions were asked of each of the candidates. This question period became a big farce. Student participaters were loud and noisy. Questions were asked of the candidates and before they were allowed to answer, they were cut off. As students, the candidates

should have been given a chance to answer the accusations. They were not allowed. This debate between the students and the candidates lacked order.

Next time a debate is held, the student participaters should learn to shut their mouths until the appropriate time, then maybe the debate will accomplish what it is supposed to accomplish.

—Karen Duff

To the Editor:

I must tell you that I was really shocked on Thursday by what I heard at the Student Government elections debate in the lounge. I heard prospective candidates for President and Vice-President stand up and say: "You have to come to me—I'll do whatever you want." and Decisions will be made by referendum, majority will rule."

Well if your chief concern is doing just what I or any other student wanted, why should I vote for YOU, as opposed to any other candidate who makes the same empty promise? Where are your leadership qualities, individuality and ideas? Why are you afraid to say, "This is what I stand for—if you want these things, vote for me." An officer of any government must be able to influence opinion, not just receive it.

And this idea of referendum for decision making—anclumseir process you won't find. But not only is it clumsy, it reflects this same unwillingness to decide. And how does a referendum intend to deal with the concerns of any minority? And, since when could you rely upon the major-

ity to respect the minority? And who said the majority is right?

—Peter Ellowitz

To the Editor:

Student involvement at Staten Island Community College seems to be practically non-existent. While other colleges face the problem of students who want too much control, Staten Island Community College faces the problem of students who do not care.

Most of the students at SICC accept the rules, attend classes, and don't care about anything else that may be going on. There are various reasons why the students here just don't care. One possible reason for this attitude is that SICC is only a two-year college. Many of the students feel that it is not worth getting involved in activities here, only to transfer to a four-year college soon.

Another reason for the don't-care attitude may be that they just don't have the time. Many students have jobs and rush from classes to jobs, spending little time on campus. Also, the time it takes for many of the students to commute cuts into the time they can spend in activities. Their difficulties in travel make it undesirable for them to come to the campus for reasons other than classes.

Many of the students don't realize the importance of getting involved in activities and in the administration of their college. The less involved the students get, the less responsibility will be given to them, and the less they will get out of their college experience.

—Donna Casalasgro

Announcements

On Saturday Nov. 8th and Monday Nov. 10 at 8 P.M. the Theatre Workshop will present "The Cold Turkey Review." The show will be a college of skits, songs, movies and poetry. All the material that will be performed is original and has been obtained entirely from members of the workshop. During intermission Mazrine Stone, who have just completed an engagement at The Cheatah will play. There will be free food and free admission.

* * *

Because of the popularity of Folk Masses, the Newman Club is planning another, tentatively scheduled for December 8. At this mass communion will be given in both species.

Also in December, the club plans to have Dr. Vaginogy speak on evolution or whatever else he wishes to speak about.

The Newman Club is also planning speakers and programs for the beginning of the year.

* * *

NOTICE OF INFORMAL HEARING

ON THE CITY UNIVERSITY'S 1970-71 BUDGET REQUEST

The Committee on Budget and Finance of the Board of Higher Education will hold a hearing on Friday, November 14, 1969, on the Chancellor's 1970-71 budget request.

Copies of the budget will be

available for review by interested faculty members and students at the places and times designated below.

If you should wish to testify at the hearings, pleas notify the Committee on Budget and Finance (360-2141) by 5:00 p.m. Thursday, November 13.

Copies of the budget will be available for reference after Monday, October 20, at the following locations:

1. Conference Room lobby of the Board of Higher Education,

535 East 80th Street, Manhattan.

2. Reference desk of the Library of the City University Graduate Center, 33 West 42 Street, Manhattan, 17th floor.

3. At this College at Main Desk Library.

* * *

WANTED: Van or small panel truck, in good mechanical condition. Contact Tony or Al, Room C 113 or call S.I.C.C. Ext. 325, Mon. to Fri. any time.

MENORAH SOCIETY & LANGUAGE CLUB

Present a lecture by
DR. RICHARD PLANT

on the

DOUBLE ALIENS — European writers in Exile

Thursday, November 13, 12:30 p.m., Student Lounge

Dr. Plant is a teacher and writer. He was educated in Germany and Switzerland and holds a Ph.D. from the University of Basel. His specialization is 20th century literature.

Dr. Plant has had a varied career, which included making a movie in Italy, writing a book on early European films, acting as editor and journalist in Switzerland and the U.S., making a documentary movie on the Caribbean area ("Calypso Carnival"), writing articles for Time, Saturday Review, New Yorker, New Republic, Nation, Chicago Sun, Esquire, etc. Dr. Plant is also the author of a novel, "The Dragon and the Forest," dealing with Germany between the two wars, for which he was awarded the Eugene F. Saxton Award for creative writing. He is at present theater critic for the Aufbau. Dr. Plant has taught at CUNY since 1947 and is at present teaching a course on modern German literature at SICC.

Chicago, Pigs, Clubbings, Violence, Daley, Daily

By NANCY BEEZLEY

CHICAGO — (CPS) — Protesters are milling around the Federal Court House, selling "I am a Chicago Conspiracy Booster" buttons, giving out score cards, chanting, worshipping a huge gold paper mache pig. Someone gets bored, rocks are thrown, and there are some beatings. Cops order people around.

Protesters are milling around. "She wasn't doing anything but standing there," and the pigs moved in and hit her and cart her away.

Chicago. Protesters. Pigs. Clubbings. Violence. Law and Order. Daley. Daily.

"We're just here to protest the building," a cop says.

"We're just here to defend the issues that lead us into the streets . . ."

"There are two nations on trial here—the pig nation and the nation of the future," according to Abbie Hoffman, one of the eight "conspirators." It is the United States of America versus the nation of the future. Or the world series of injustice with the Chicago Conspiracy vs. the Washington Kangaroos. Downtown Daleyland. And U.S. District Judge Julius J. Hoffman predicts that this is going to be a long trial.

The scene is a refined version of the 1968 National Democratic Convention. Instead of park permits, the eight-man "conspiracy" is mainly worried about a fair and open trial. The main concern of 4-year-old Judge Hoffman is maintaining a "dignified" courtroom.

"There seem to be two laws in Chicago—one for the people and one for us," says Dave Dellinger, one of the defendants.

Hoffman has banned picture taking and electromagnetic coverage of the trial. He has banned almost everything else too.

In one series of exchanges, the defense attorneys tried to get a bigger courtroom in which to hold the trial—so that at least members of the underground and overground press can attend, so that at least 18 persons named as co-conspirators can attend, so that at least family and friends of the defendants can attend, so that at least a representative from the American Civil Liberties Union can attend.

Hoffman charged the U.S. Marshall with the task of issuing 75 press passes on a "First come first serve basis," except that some media representatives were contacted by the marshall and some weren't. Defense attorney Leonard Weinglass asked Hoffman to grant a press pass to Black Panther Party Minister of Information and to a Black journalist. "I don't know what that party (the Black Panther Party) is. It is impossible to seat all the members of the press who deserve a place," Hoffman said.

The 18 co-conspirators, Hoffman said, are members of the public and have to stand in line every morning to be admitted on a first come first serve basis. This, he said, applies to the ACLU representative too. As one member of the public said, "It's like a ball game, you want a good seat, you get here early and stand in line." (CPS got a seat.)

Weinglass illustrated the crowded conditions of the courtroom by asking the "friends and relatives" of the defendants to stand. Only 16 were present and, he said, at least "1,000 are waiting downstairs."

When Weinglass offered to underwrite one half of the cost of moving the trial to a place big enough to seat concerned and interested persons, Hoffman said, "I'm obligated to sit here not in the international amphitheatre."

"You'll have a constitutional public trial, don't worry so much . . . this will be a public trial in the literal sense of the word." Hoffman then granted the only defense request he has thus far granted. He said he would see what he could do about moving together the two tables provided for the defendants and their attorneys. In several weeks and at least two dozen motions, the defense has finally succeeded in getting the judge to consider moving two tables.

The "nation of the future" sits at those tables. There are three defendants who have negotiated with the North Vietnamese in securing the release of several American prisoners, but who cannot negotiate with their own government for their release.

These are the same men who went to Chicago last year to protest "facism, racism, repression, poverty, war, exploitation, pigs, pigettes, weeners, puritanical smut . . ." These are men, who as defendant Dave Dellinger has said, feel the worst part of the trial is being tied up in court for three months instead of being out organizing against the war in Vietnam, racism and the military-industrial complex.

They are conspirators who don't even agree to conspire. Dellinger says, "We came not to battle the police. We're coming back here not ashamed of anything that happened in Chicago, we're coming back in the hope that the truth will be known." Abbie Hoffman says, "We are flower children, but we have had to grow some thorns. We are coming to fight."

They are in Chicago. Being tried. Organizing demonstrations. Trying to get park permits although, "We're still waiting for the Democratic Convention permits." And "I didn't know that it mattered in this town."

They are a handful of politically divided and mostly unpaid workers at the office of The Conspiracy.

They are, one young lawyer says, "different from the kids who came for the Chicago convention. These kids are looking for trouble . . . the cops are too cool this time to start trouble. If there is trouble it is the kids who will start it. And the whole world is watching. It is too bad, if that happens, people will go back and say it was the kids who caused the trouble last year after all."

They are like one girl who, after being pushed through a glass window by several cops, said, "I'm not cut, but I'm bleeding on the inside."

They are yuppies who mock and sing, "My kind of town, Chicago is . . ."

They are radicals who know it is useless to even worry about

constitutional rights.

They are a group of decentralized student who, as one demonstrator from South America said, "are too decentralized. You don't know who is willing to fight, too many people stand around. America has no unity. The only unity is democracy and there isn't a democracy . . . demonstrators are each protesting a different thing."

They are members of the Black Panther for Self Defense who "are here to talk about Bobby Seale," one of the eight defendants and a co-founder of the Panther party. They are saying, "We got the beat. It has never stopped since 1966, since Mao and Fidel and Che. It can't be stopped until facism stops. We got the beat cause we understand the revolutionary cause. We're high from serving the people. As long as the beat goes on the people go on, the struggle goes on, the revolution goes on."

They are saying red power to the red people and yellow power

to the yellow people and white power to the white people and black power to the black people and no power to the pigs.

This is the nation of the future that is squeezed between rows and rows of cops. Between the Federal Building and the buildings owned by "private enterprise." It is the same pig nation which reacted to the arrest of eight cops for their part in the Chicago riots by saying those cops were "thrown to the wolves . . . the city administration should have helped them."

The eight men have been charged with a "crime"—traveling in interstate commerce . . . with the intent to incite, promote, encourage, participate in and carry on a riot—which could result in up to ten years imprisonment and fines of up to \$20,000. The charge was and still is intended to be a political weapon which, according to a sponsor of the original bill, "would allow the FBI to apprehend the Carmichaels who leave the city be-

fore the riot they incited takes place."

"Based on the premise that America has no social problems, only 'outside agitators,' the anti-riot law turns on the proposition that the government should punish radical organizers for their thoughts, intentions, and speech. The law can put virtually any political opponent behind bars. The Attorney General has already suggested that it will be the major tool in the government's arsenal against the movement. Lawyers claim that it lays the legal foundation for the police state," The Conspiracy charges.

The law doesn't even call for an act to be committed, Weinglass says. "The government is seeking to impose a penalty for people having a state of mind."

"We were defeated last year by the cross town pigs. . . . Our conspiracy is breathing together," Abbie Hoffman says. The conspiracy trial is, as Dellinger sees it, "Nixon's fall pro-

(Continued on Page 11)

Movies In Review

By EMMET VAGLIO

It's bingo time once again with a superb movie like "Oh! What A Lovely War!" and pure hearted delight as the case is with "Butch Cassidy And The Sundance Kid," to spark all we movie nuts; and just so the bourgeoisie don't feel left out there is "Krakatoa-East Of Java" and "Castle Keep" which I might add are films you couldn't even give away!

If you're a Geology major or if you like special visual effects presented in Super-Cinerama and Technicolor proportions, then you'll love "Krakatoa-East Of Java" which is one of those multi-million dollar spectacles that was made for children of all ages—with the average intelligence of a five year old and a spectacular that isn't worthy of its name. Studded with stars and adapted from the historical eruption of the volcanic island, "Krakatoa-East Of Java" deals with an underwater treasure hunt. You see, leading lady Diane Baker who is hunting for her shipwrecked son is also trying to repossess her valuable pearls that went down with her husband on his ship. Aside from this, the film concern itself with trivial inter-personal relationships among the treasurer hunters who are hired for the "precious pearl salvaging."

It's hard and somewhat ludicrous to talk about "a-dead-give-away" called "Castle Keep" especially when I'm laughing. The object of this doosey is to mix bloody battle with pure art so that a relationship between war, people, life and art can be measured for rational purposes. But in order to understand this you have to define what the rational purpose is.

But in order to understand this you have to define what the rational man is and if I'm reading what is being said in this right, the rational men are the GI's who dream of whore houses while their captain fornicates, with the castle's queen. To boot, they are men who love to fight so they can save all the art stored away in the castle as well as the edifice's

beauty. So our "rational" GI's as they say "hold the fort," therefore assuring it's destruction.

At this point a moral should have been interjected so that the film could have had some relevancy. Is war necessary so that art as well as metaphysical beauty can withstand destruction? That question can easily be solved if the World War II hero's looked at their offspring (our generation) who are defying the "hold the fort" philosophy, therefore, truly standing for beauty. Not by destroying everything (hopes, ideas, inner-passions, esthetics) which in term is the essence of life! But the film hardly states this and through all the suspended editing, the film insults the real rational man by having his humanity reduced to whore house hopping, backboneless pasifists and to the monotoned man who binds himself to the allegiance of country and not to his personal humanity. It's only human to say: if you like to be insulted than see this film.

So much for films and on to the movies. First is a movie that should be seen by everyone in love with Vanessa Redgrave who portrays Isadora Duncan as an individual whose very soul cries out for a ultimately beautiful life style. This in essence is "Isadora" released under the title "The Loves Of Isadore," which is a magnificent and metaphysically glowing movie that's under the artistic direction of Karel Reisz and performed with the superb professionalism of Vanessa Redgrave.

Vanessa brings to the screen with pulsating life and a flawless gem like beauty, the legend of Isadora Duncan who's life was 40 years ahead of her time, thus making her face many of the perils we're facing 40 years after her death. Isadora was a famous American dancer who tried to maintain a complimentary balance between her love life, her life passions and at the same time her inner glow of beauty through life. "The Loves Of Isadora" is an inspiration and another conformation that "we,"

"you," and "I," exist within our souls. It's a movie for our time and for all time!

Next to best is the movie, "Butch Cassidy and The Sundance Kid" which is a stunning and effervescent western comedy that out-shines "Cat Ballou" with stately wit and adds conventional meaning and character to the old west. Paul Newman stars giving a light hearted performance with Robert Redford (of "Barefoot In The Park" fame) as Butch's side-kick. There's plenty of hilarity on hand as these two bandits travel on their escapes from robbing trains out west, to escaping from the U.S. and finally in their escapades in Bolivia. "Butch Cassidy And The Sundance Kid" is one of the top movies of the year and must not be missed!

Of course, the best picture of the month and the best since "Easy Rider" is "Oh! What A Lovely War!" A grandiose, anti-war, movie that touches the un-touchables of war with such pinpoint accuracy and morality that person possessing the least amount of humanity will be moved. Based on actual historical incidences, "Oh! What A Lovely War!" exquisitely tells of the brotherhood feeling of a man towards his enemy, how he is catapulted by his society (thru deception); into war and self-destruction. This deception called "the silence," put on by their elders to hide the truth about war, (because of pride), in turn kills the ones they love the most.

Its comical approach adds to the "non-shalant" attitude many of us take when we allow ourselves to be molded into society's moral code. Cinematically, the movie unfolds the causes of World War II and the idiotic causes of all wars with flare, imagination and a feeling for its theme. Brilliantly acted by an all star cast that includes Vanessa Redgrave, Ralph Richardson, Susanah York and John Mills, "Oh! What A Lovely War!" is an unforgettable movie who's symbolism will not fade even after the mushroom cloud goes up. I highly recommend it!

Open Admission Commission—Policy For 1970

The section of the Commission's Report headed "Admissions Policy for 1970" is perhaps the most deficient part of the Commission's work. For one thing in this one area where immediate decisions must be made by the Board, the Commission makes no specific recommendations but merely alludes to three (muddled) plans. Secondly it announces goals and criteria which are, in all probability, contradictory. (For example, students are to be guaranteed admission to the programs of their choice and integration requires equal ethnic distribution in the various colleges. Yet only City College has a School of Engineering; a large fraction of students at City College choose to study engineering, but very few of them are black.) Thirdly, the text reflects the confusion between two methodological approaches: one based on the claims and credentials (whether they be intellectual, economic, racial, etc.) of the students and the other based on a predetermined Gestalt for each institution. And finally when all is said and done, it attempts but fails to compromise the views of the "sincere, if misguided elitists" who believe to some degree in the necessity and efficacy of intellectual and academic hierarchies with the goals of those who wish to use the colleges mainly as a social and racial equalizer.

Any proposed allocations policy to be useful to the Board must have the following characteristics: 1) It must be clearly labelled as an allocations policy and not an admissions policy. The admissions policy is clear: All high school graduates are to be offered admission to some unit of the University. 2) It must deal with the University as it exists today. For it is clear that in spite of the urgency of restructuring the University by creating entirely different kinds of institutions (as proposed in Section 7 of this paper) these changes will not be accomplished by the Fall of 1970. However, in my opinion, these changes cannot wait for long if the University is to survive. The new structure of the University will result in substantially different selection procedures for the University will result in substantially different selection procedures for the new units from those proposed for the existing two types: community colleges and senior colleges. The allocation policy proposed at this time should therefore be clearly announced to be one for 1970; not for 1971 or 1972. 3) Although there have always been and will continue to be some students who in spite of their eligibility for the senior colleges choose to go to a community college, it is clear that unless we either guarantee every student attendance at the college of his choice (a physical impossibility) or at the other extreme, passing each student to a college chosen by the University (a most undesirable and impractical solution) the selection problem will arise with respect to the senior colleges. (The demand for space will however be just as severe for the community colleges, considering that those high school graduates who are not selected by a senior college must under the open admissions policy be accepted by a community college.) The alloca-

tion policy must therefore be understood to be in essence a selection policy for the senior colleges. 4) The policy must be self consistent, practical, and it must clearly tell the admissions authorities and the students what to do. Based on these criteria and, of course, on my own perceptions of the proper balance between conflicting aims and claims, I propose the following allotment procedure:

a) The University shall decide on a total freshman class for each college based on the physical and academic capacity of that college. This number will of course have to be substantially larger than the number for 1968; this increase can in my opinion be brought about only by going to a three term system. The sum of the numbers for all the units should equal the total freshman class anticipated under open admission if it fails to reach that total, physical and academic capacity will once again have to be redefined to increase the intake, as it has been so often in the past.

b) After the numbers are set and the applications are in, the central admissions office fills the available places in the following order: 1) All students satisfying certain absolute academic criteria with respect to the population as a whole, approximately equivalent to those which guaranteed admission in 1968 (e.g. 82% average, sufficiently high College Board scores, top 25% of overall graduation class) are admitted to the college of their choice. 2) A fixed fraction of the entering class (I propose 10%) is filled from applicants who do not qualify either under c criterion 1 or under criterion 3; selection is made by University admissions counsellors. 3) The remaining places are filled by honoring the first choices of students in order of rank in their own school. In terms of actual time sequence 1) and 2) can be accomplished in either order or simultaneously, since they will not come near to exhausting the capacity of the unit; in fact, it is only the uncertainty in 1) which imposes an uncertainty on 3).

The choice of these three channels is justified as follows: Channel 1 is intended to insure a continuing supply of high quality students in the senior colleges and is essential in order to avoid discrimination against students in leading high schools (such as the Bronx H.S. of Science) many of whom would be excluded under the relative standards of channel 3. For instance, if channel 3 were to cut off at the level of 50% of each school, some 2000 students all with averages above 82% (and some well above) would have been ineligible for the senior colleges in 1968, and some 850 of whom who accepted admission would have actually been excluded. Channel 3, an extension of the 100 Scholars program, is intended to serve as an incentive for academic achievement in the weaker schools and to raise the number of Black and Puerto Ricans in the senior colleges. The function of channel 2 is to provide an opportunity for discovering among the group with low academic achievements those with the potential for profiting from attendance at a senior college. This selection after a study of the record and a personal interview could be based on demonstrated achievement in some one

field of academic endeavor (even if the rest of the record is poor), on activities outside of the school such as leadership of a group, on motivation, on the professional goals of the student, and also on a policy of deliberate preference to minority applicants. Everyone recognizes that careful counseling of applicants will be necessary; and there is no reason why the counselor cannot also act as an admissions officer. The approach of individual selection, practiced by most American Colleges, is admittedly foreign to the experience of the City University and some objections can be raised against it. Whatever criticism may be made against individual selection, it is surely intellectually

more defensible than reliance on a lottery, the alternative proposed by some members of the Commission. Channel 2 should be referred to as the SEEK channel because under open admissions many of the students, coming through channel 3, will also need the remedial and financial help of the SEEK program.

c) For those applicants who have not been placed in the college of their first choice (when the procedures described in b are completed, method 3) will be put into operation with respect to their second choice. This process will be repeated until all places in all colleges are filled or until all applicants have been allocated, whichever occurs first.

If any applicants remain unassigned at that time (i.e. if the total number of places provided in a) should turn out to have been too low) the remaining students will be assigned to the colleges on a pro rata basis.

d) In arriving at the number of offers to be made in category 3, particularly in the first choice around, a careful and informed estimate will have to be made of the fraction of acceptances that will actually take place. In other words a larger number of first choice applicants should be offered admission than there is room for in the anticipation that some of them will in the end choose not to attend the City University at all.

Open Admission, Alternatives . . .

(Continued from Page 2)

something like 9% and the third, or high school rank track, something of the order of 7%. It must also be emphasized that the particular overall percentages allotted to tracks two and three are by no means sacrosanct and can be adjusted to meet desired social goals. For details we refer the reader to the attached report.

We believe that the University is at the crossroads and that the faculty, at this critical moment, must clarify its determination in upholding the principle of quality higher education.

The creation of a slum university can result only in further accelerating the flight of our City's most academically competent high school graduates, badly serving the needs of Black and Puerto Rican students, who most need quality education, and depriving the City of one of its most valuable and celebrated institutions.

ADDENDUM

The trimester system has been defined as:

" . . . a system of calendar organization providing for three fifteen-week sessions within each academic year. It is assumed that student attendance at two of the three annual sessions would be required and that attendance at the third would be discouraged in order to spread enrollment over each of the three sessions."

The main advantage of this system is that it increases instructional facilities for a fixed physical plant by 20%. Its disadvantages are:

1) Coercion of students and faculty into a 1, 2, or 2, 3, or 1, 3 rotational pattern, whereby they would have to be on campus in those special sessions. Many students, for example, would thereby lose the opportunity for summer employment, an important source of funds for students.

2) Coercion of faculty and students to stay off campus in the third session, for otherwise the pressure on library, luncheon and/or study hall facilities would become intolerable.

Faculty members would only be assigned offices for their two on-sessions, since during their off-sessions this space would be needed to accommodate the instructors coming in that session. Research and scholarly activity at the College would be severely restricted as a result of this measure. Such coercion is unprecedented in the history of higher education.

3) The increased enrollment would place severe burdens on an already overtaxed administrative system at the College. While additional administrative and office personnel could be hired (money?), no office facilities exist for them.

4) Certain programs, such as the student teaching program, would become largely inoperative as a result of mismatching to the public school calendar.

5) The maintenance problem of plant and grounds would be exacerbated as a result of increased utilization.

6) Serious difficulties in constructing a curriculum meeting the scheduling problem imposed by the compulsory trimester system. For example, two semester sequences would have to be run three times a year, instead of one, as now. Crucial prerequisite courses would have to be offered at every session, thus requiring that specialized faculty talent exist in duplicate or triplicate.

7) Contact between students and faculty would be greatly disrupted as a consequence of the continual rotation of both.

8) Since Open Enrollment will result in a net student increase by September 1973 of not quite 6,000 students (i.e., a 50% increase), and the trimester plan only yields a 20% increase, additional resources are needed to implement the Open Enrollment policy. (2) While additional classroom space can be found by going, for example, on a 6-day, 8 to 12 hour schedule, no additional library, lunchroom, study hall, office or secretarial facilities are thus provided. The consequent effect on the "quality of life" at City College can be imagined.

9) An effective summer session would require airconditioning of most of our facilities, a task of considerable and costly magnitude probably requiring rewiring of many of our buildings. The Library, a most important place for education, would be unusable by large numbers without airconditioning. Airconditioning of our buildings, even if started immediately, would require considerable time, perhaps a number of years.

If our present system bears some resemblance to a factory, the trimester plan, combined with other measures for increased use of existing space, would turn us into a veritable Detroit of education, i.e., a mass production plant with raw material

coming in, being processed, packaged and fed out at the other end as "finished product," differing from G.M. only in the absence of quality control.

We can logically anticipate that such a system of education will result in:

1) the flight of any self-respecting faculty, especially research oriented scientists or scholars, to other institutions;

2) a mass flight of all students who conceivably are able, to SUNY, NYU, etc. This might very well greatly accelerate the retreat of the middle class from New York City to suburbs and beyond;

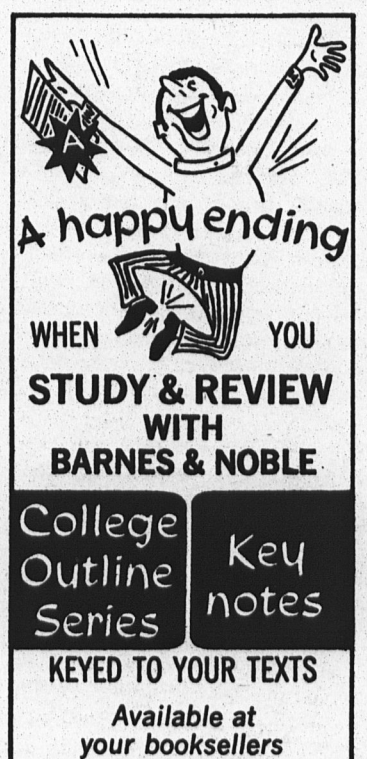
3) increased student unrest and alienation, which in turn will intensify all our problems and accelerate the process of deterioration at City College.

To conclude then:

The trimester and similar programs have the characteristics of "crisis" measures, appropriate perhaps to war times and other states of national emergency, but totally inimical to solving educational problems at a university. The only way to institute Open Admissions and still preserve some quality is to engage in a massive program of leasing, renting, buying and building physical plant.

1) Memorandum 9/23/69 by Deputy Chancellor Hyman to Admin. Council.

2) Memorandum of October 1, 1969, by Professor Robert Taylor.



A happy ending

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Commission Report—Descenting Opinions

UNIVERSITY COMMISSION ON ADMISSIONS APPENDIX V

Discenting and Minority Opinions
Statement of Dean Allen J. Ballard, Jr., Mrs. Yolanda Butts, Eugene Calderon, Professor Alfred Conrad, Professor Lloyd Delaney, Dean Edgar Draper, Alexander Ho, Lester Jacobs

Mindful of the use that has been made of the phrase "deliberate speed" in the history of educational reform in this country, we urge that the principles set forth in the report be implemented without further delay. The deliberations of the Commission have convinced us that the three basic plans for admission to the senior colleges, as outlined in Chapter Three, are immediately feasible. Further, however, we find that Proposal II is distinctly superior to the other alternatives, both in terms of educational soundness and social justice.

Proposal II would admit (60) percent of the freshman class on the basis of rank in school and approximately fifteen (15) percent under the SEEK criteria, with the number to be determined in accord with the principle of achieving ethnic balance among the different units of the City University. Twenty-five (25) percent would be admitted on the basis of stated preference, with the proviso that, where preferences exceed the number of available places, those places will be assigned by lot. The proposal is a compromise, obviously, devised as an interim procedure pending the reorganization of curriculum and the provision of adequate funding that are necessary if student choice is to become the basis of college assignments.

Each element of the compromise proposal represents an attempt to remedy an aspect of the unacceptably unfair pattern of admission that has developed out of the inadequate education offered to Black and Puerto Rican students in our ghetto high schools. The system is responsible for the pronounced association between ethnic patterns and grade distribution in the high schools, and the resulting polarization, which reinforces the hopelessness (viewed too often as lack of ambition) of Black and Puerto Rican high school students. The substitution of rank in class for absolute grade averages as the major criterion removes some of the disadvantage inflicted in the most obviously unbalanced ghetto schools. It does not, however, redress the unfair situation in which Black and Puerto Rican students find themselves in the ethnically-mixed but overcrowded and inadequate poverty-area schools. The application of SEEK criteria is directed toward the latter situation; it is aimed at replacing, for admissions purposes, the depressing, retarding educational experience to which these students have been subjected. The SEEK arrangement subsequently functions as the administrative basis for the necessary remedial services.

The use of a lottery system, when the remaining places in a given college entering class are oversubscribed by the student

preferences, was, for many members of the Commission, most difficult to understand and accept. It appeared to them, erroneously, to supplant all other criteria by blind chance. But student preferences, the most important criterion, remains the basis of allocation in this procedure: a student who is not directly assigned to his first-choice college is entered into the lottery for this choice. The assignment of equal probability to every student within the group not already admitted shall as far as possible be determined by students' preferences, rather than by grade-averages or any other criterion that incorrectly pretends to measure need or social benefit.

To those who would argue that the "lottery" principle is a gimmick, we respond that it is instead a rational response to a societal and education situation in New York City which can only be termed disastrous. Consider the following facts: Less than fifty percent of Black and Puerto Rican students who enter high school graduate; the majority of the survivors fall in the bottom halves of their classes, with large numbers graduating with averages below seventy (70). What, one must ask, will be their earning capacities and ability to provide for their families twenty years hence, in competition with their white contemporaries who will have gone on to the senior colleges and graduate schools? What will be their relative earning capacities even if they finish two year career programs in community colleges and go on to become X-Ray technicians and low-level managers in factories? In short, we see unending societal clash unless this vicious educational cycle is smashed. We propose to do this first at the college level by giving all high school graduates a fair and equal chance to achieve a B.A. degree. In the face of the inadequacy of high school averages and the unacceptability of proportions based upon color or geography, the assignment of equal probability seems to us the most appropriate supplement to student choice in the interim period until adequate places are provided in the University budget.

We find the concern for those students with averages above 82 or 83, who would in most previous years have been able to make a direct choice of one of the colleges, and who might not receive their first choice under either the rank or lottery procedures, to be exaggerated and inappropriate. The unfairness feared on their behalf if they cannot have their first-choice is hardly comparable to the injustices we are trying to remedy may be assigned to grades at the upper and lower extremes of the distribution, it is educationally unsound to feel that there is any ordinal, much less cardinal significance to averages in the middle of the range. Finally, it should be observed that the cut-off grade average in the various senior colleges has varied from year to year, and varied widely from decade to decade. There is no reason why the 82 average should suddenly become a rigid

distinction, especially in the face of historic structural improvements in the University.

These are interim measures. We propose that the first order of business should be the expansion of places, wherever necessary in the system, to provide for every student's needs and preferences. We should be prepared to demand such expansion well before 1975; it would be appropriate in 1970. We reject the argument that the Board of Higher Education cannot submit such a budget request because "the politicians" would not grant it. If an adequate budget is not requested, an adequate budget cannot ever be granted. We urge the Board of request an adequate budget immediately.

Special Programs

The implementation of open enrollment makes it imperative that the special programs—e.g., SEEK and College Discovery—be continued and expanded. There is no disagreement on this point between this opinion and the Commission Report itself. However, there are important points of emphasis to be made. We believe that the success of these programs rests inherently upon the principle of self-determination. That principle is, educationally and psychologically, a necessity. The experience of Black and Puerto Rican people in this society has been permeated with the sense of powerlessness. Self-determination—i.e., direct student participation—in the development of the educational process attacks this problem frontally.

Self-determination is further defined in this context as the direct control of the SEEK program by the people most directly involved in the program—the faculties as well as the student bodies. The Guidelines statement of the BHE removes the determination of the most important decisions from the teachers and students, and vests them in the college presidents and their appointees. This is educationally unsound and self-defeating.

It is imperative that the directors of the special programs be able to address themselves to the special needs of minority-group students. This has already been recognized here in the re-

CUNY...

(Continued from Page 1)

University of New York are those most confused about open admissions. It is obligatory that the alumni college projects provide meetings and seminars to promote understanding of this new specialized system.

The Commission has cited many instances where students have never attempted to apply to college because they were told for twelve years that they were not "college material." This city and this society cannot afford such a tremendous loss of human potential," reported the Commission, "It cannot be stressed enough that the students admitted under the open admissions policy will not graduate until they meet the traditional standards of excellence which has always been an outstanding characteristic of the City University of New York."

commendations regarding the choice of directors of the several orientation programs. We recommend that the principle be extended to the special—SEEK and College Discovery—remedial programs. Further, however, we believe that merely to give this group "consultative" power is a continuation of educational shortcomings that have already cost Black and Puerto Rican students dearly in this city. Students should help to interview, select, and evaluate staff people, and to participate on all levels of policy-making and decision, including curriculum development.

We possess not only a unique faculty in the Special Programs, but a unique student body. By unique is meant not merely the color of their skin or the language they speak. The student tend to come with life experiences that, if cultivated and directed properly, can enrich any college. The traditional curriculum, aimed largely at reproducing an academic and professional middle-class, meets only part of the present, urgent needs of the Black and Puerto Rican minorities. These are needs which re-

sult directly from inequities in the society and particularly in the secondary education available to these students. The traditional structures and methods place great emphasis on formal requirements; they are entrenched in academic bureaucracies with a vested interest in doing things as they have always been done. The freedom of minority-group students from some of the debilitating reflexes of the entrenched academic and social systems makes these students especially capable of creative contributions to curricular revision and innovation.

The Special Programs can lead the way in the development of curriculum innovation, and not only in those that deal with the Black or Puerto Rican or poverty experiences, but also those that deal with science, the humanities, and mathematics in new ways. The special programs should be a bridge to the ultimate granting of a college degree, but they must go far beyond the original conception as merely remedial programs.

Finally, because the faculties
(Continued from Page 10)

END THE WAR...

(Continued from Page 1)

in what they're fighting for they would have been in the thick of the fighting ten or twelve years ago. Why are we there? Are we there to fight for the South Vietnamese people or their dictatorship government and U.S. interests? Evidence appears to be on the side of the latter two.

I think the Moratorium was right in taking place. Those same people who condemn the peace protestors for doing what they feel is morally correct, condemned the German people after World War II for not standing up against their government when it was morally wrong.

The effects of the Moratorium on our soldiers has been varied. Most polls taken in Vietnam show that the majority of soldiers favor the Moratorium. A diplomat from an Asian nation told a high-ranking participant in the Moratorium that it showed to the world the strength of our Democracy. The Moratorium was favored by many of our leading politicians, Wall Street businessmen, students, faculties, sports figures, and many well-to-do Republican financiers on Park Avenue. People from all walks of American life supported the Moratorium.

Some people say that the Moratorium is giving aid to the enemy. He will continue the struggle longer now. This is untrue. The North Vietnamese, according to intelligence reports, have a low estimate of the United States' leadership and fighting tactics. They have two million men ready to be incorporated into their armed forces for use in South Vietnam at any time. Intelligence reports capturing documents stating that Hanoi wants to prevent de-escalation of the war while the United States is in a position of strength. President Nixon said himself that he will leave 250,000 troops in Vietnam after 1972. The Moratorium did not help create these conditions.

The October 15th Moratorium was a success in that it won the approval and support of liberals

and moderates. Many important people gave backing to it. The reason for this was that it was done peaceably. The only people it alienated were Right-Wing Hawks.

On November 15 another Moratorium is scheduled to take place. I only pray that this Moratorium will also be held peaceably. If it isn't it will alienate the moderates and many liberals and all the important and influential people. It will drive most Americans away from the cause of peace in Vietnam. If we continue to protest peaceably then we can only pick up momentum. We should just let Misterns Nixon and Agnew make the blunders as they did during the first Moratorium. It would be good to remember the words of the Beatles who said in "Revolution" that we can't win sympathy by carrying signs of Mao in protests and using violence.

What else is there to do besides participating in the Moratorium? One thing is to write letters to Congressman Murphy, a hawk, and tell him of our views and that if he doesn't listen to us then we simply will try to vote him out of office next year. He should know where we stand. The letters should not be nasty or rude. We should get up a school petition to send to President Nixon voicing our disapproval of his Vietnam programs. Another thing we could do is to threaten a tax revolt. Why should we pay taxes to help mass slaughter in Vietnam?

I sincerely hope that the President will retract his statements of insensitivity that he made prior to the last Moratorium. I hope the President will seek to restore the respect that he lost by making such a statement. All our political leaders should listen to us. If they don't, we should not listen to them next election day.

We should end the murder and bloodshed in Vietnam. Only the two P's stand in our way, Politics and false Pride.

Descenting . . .

(Continued from Page 9)

of the City University will be dealing with much larger groups of victimized students, a new sense of awareness concerning the problems of an urban society, and more specifically urban education, is needed. An orientation program for faculty and administrators should be set up which will include contact with as well as analysis of the problems and assets of urban society. More specifically, it should aim at educating the faculty as to the incidence of racism, hidden as well as overt, in virtually all the institutions of our society, and specifically including the educational system.

Statement of Professor Anthony N. Behr

I wish to record my dissent on page 15, line 12 through page 17, line 26.

This section of the report would probably remove one of the most vital and important educational areas in today's society.

I feel it is vital that we make every effort to emphasize the desirability of technical programs as a key to aiding society and as a realistic step on the path of upward mobility.

I believe that these programs need not be of two years duration, but could be of anywhere from one to three years in length.

Statement of President Leonard Lief, Professor Harry Lustig, Provost Mina Rees, President Milton G. Bassin, Dean Benjamin Rosner, Dean James Williams, Mrs. Frederick Winsch

In an effort to provide the Board of Higher Education and other interested groups with a clear perspective with which to read the report of the Commission on Admissions, we wish to highlight some facts not readily apparent in the report itself. We hope, therefore, to make the report more responsible to the views of all members of the Commission. Our comments are based on the draft report and recommendations of the commission.

We wish to affirm all aspects of the charge the Board of Higher Education gave to the Commission on Admissions, including the proposition that any policy "shall maintain and enhance the standards of academic excellence of the colleges and University." The report does not address itself to this proposition. It also says little about "retaining the opportunities for students now eligible under present Board policies." Of the three admissions proposals contained in this report only one—the third—incorporates a provision which retains the opportunities for these students.

The report says that "three basic plans emerged," but it omits the fact that the three plans represent two irreconcilable positions: those who believe in lottery as a means for placement, and those, like us, who are strongly opposed to any placement system using lottery. We think that the substitution of blind chance for comparative qualifications suggests the total failure of faith in intelligence and, therefore, a denial of assumptions on which the entire

educational undertaking rests.

We strongly believe in expanded educational opportunities for the people of New York. But we do not believe that in the long run anyone will benefit from an educational policy growing out of mistrust of reason and the intellect.

Curriculum and Student Placement Under Open Admission

The major mandate given to this Commission was the responsibility to recommend a system of allocating students to the various programs of the University. Allocation thus has two aspects: the needs, desires, interests, abilities and potentials of students; and the focus, content, philosophy, and purpose of the programs. The question of allocation, then, is inexorably linked to the kind of curriculum which are offered.

In considering allocation and curriculum, the Commission adopted certain basic principles:

1. Additional students admitted under open admissions should by and large be absorbed by expanding proportionately those colleges already in existence or planned, rather than by opening new units for the new students, or by absorbing them in one category of the existing units, such as the community colleges. All colleges of the University should share more or less equally in the special effort that will have to be made in the next few years to provide remedial work and counseling for students inadequately prepared for college programs.

2. Students should attend the programs and the colleges best suited to their career plans and educational needs. A corollary of this policy is that the programs offered throughout the University should be constantly reviewed and changed where necessary to meet the needs of students.

3. The decision as to which program and college will best serve a student's needs should be determined primarily by the student himself. There are several important corollaries to this policy:

a) The student's choice should be backed by a strong counseling program, so that he can have a realistic picture of the various programs, their relationship to career opportunities, the type of talents they require, and their relationship to his preparation at the time of his admission.

b) There should be a variety of choices open, both as to different programs and different types of institutions. The various units of the University should develop strengths in different programs, including some units that will place more emphasis on two-year programs and others on four-year programs.

c) Remedial services and arrangements for extension of time for completing programs should be provided at all units for students who choose programs for which they are not adequately prepared at the time of admission.

4. The long-term restructuring of the curriculum to accommodate student needs and interest, and the availability of proper counseling to match students and programs, should be done so that the places available in

any college will approximate the number of students desiring to enter that college.

Within the context of these principles, the Commission makes the following recommendations concerning the reorganization of the curriculum and a system to be used for allocating students during the interim period until reorganization has been completed.

Reorganization for Diversity and Distinctiveness

The most salient feature of the present curriculum and structure of the University is the difference in status which students ascribe to the two- and four-year colleges. To a major extent, this differential appears to be due to the fact that the transfer programs in community colleges are only two years in length and therefore perceived to be of "lower" quality. This apparent difference is reinforced by the present admissions system which allocates "weaker" students to the community colleges, thus branding them as obviously "inferior." Student choices are often made on the basis of perceived status, rather than on a consideration of which program is better suited to their interests and needs.

In order to give substance to the Admission Commission's expressed goal of maximizing each student's choice of a college for the realization of his individual potential, there must be a clear provision of alternative choices. This should not be primarily choices of names or locations, but choices of different educational and professional offerings as reflected in the philosophical orientation, the pattern and the variety of the curriculum as well as the differing strengths and emphasis of the individual colleges, faculties, and departments.

To do this requires the development of a diversity of institutions which are all characterized by excellence in distinctive ways. The goal of the University must be to develop colleges with excellence in specialized areas which will attract students and faculty sharing similar intellectual or professional concerns. Such institutions may have programs of varying lengths, but each program must be distinctive and of high quality. Two-year programs at one institution cannot merely be mirror images of half of the four-year program at other colleges, but must have an integrity and a purpose of their own which will attract students who desire to enter them, rather than students who accept them as undesirable alternatives to their first choices.

Several alternate restructurings have been discussed by the Commission, and the two briefly outlined here are considered to offer the possibility of creating excellence through diversity. Other possibilities exist and should receive further intensive study by students, faculties, administration and Board in the light of future patterns of student needs and choices.

The first proposal contemplates the establishment of three groups of colleges within the University:

Group I. Comprehensive Colleges with programs leading to two-year and four-year degrees in a variety of areas associated

with liberal arts, science, pre-professional studies, and career programs.

Group II. Colleges of Liberal Arts and Sciences offering Bachelor Degrees.

Group III. Two-year career, professional, and technical colleges leading to Associate Degrees along the pattern of the best career programs in the community colleges.

This grouping would require an increase in the number of four-year institutions based on evidence of an increasing student demand for four-year programs and on the considerable educational and professional advantages both for students and for faculty in such institutions. The most feasible and hopeful means for development of the Comprehensive Colleges of Group I would lie in the development of some of the present two-year community colleges into four-year colleges because of their unique original function of providing for a wide range of needs and talents and because of the flexibility afforded by their relative newness vis-a-vis the older senior colleges. It may be that some of the senior colleges, the newer as well as the older, may by choice or by the ultimate necessity of competition in response to student needs, move in the same direction. The essential role of the Comprehensive Colleges would be to offer two- and four-year degrees in a broad variety of areas ranging from liberal arts to career programs.

Group II envisages the continuation and creative development of most of the senior colleges in their present pattern as colleges of liberal arts and sciences in order to make available to the young people of New York City under the new Open Admissions policy the choice of attending a traditional college within the system. It was upon the past achievements of the older senior colleges of Liberal Arts and Sciences that the City University was founded, and the continuing high reputation of these institutions among the liberal arts colleges of the academic world proves the worth and relevance of their educational orientation and more than warrants the continuation of this type of institution as part of a restructured City University.

Group III represents a recognition of the significant achievements of the career programs in the community colleges which should guarantee the retention of two-year institutions whose major thrust would be on conferring the Associate Degree in areas imparting skill and technical knowledge. We must focus on the educational and career opportunities for which these programs have unique value. The colleges of Group III are intended to preserve the educationally valid role of the two-year career programs by their continuation as institutions within a restructured City University in a context which would do greater justice to their raison d'être and to their special relevance for the youth of New York City. Since many "career" students holding Associate Degrees in the business, technological, and health science fields wish to continue their education, a close liaison between Group III

and the career programs of Group I's Comprehensive Colleges should lead to an integrated transfer program. An alternative would be the possible development in the future of some four-year programs in units of Group III in areas of particular need, but with the major thrust remaining on the two-year programs.

There are additional educational advantages and professional opportunities both for students and for faculty envisaged in this proposed new structure. Moreover, the elimination of the concept of "higher" or "lower" colleges and rejection of proposals for dividing the entire undergraduate system into "lower" and "upper" divisions would tend to prevent the unwarranted application of invidious distinctions to students, faculties, and institutions.

The provision most advantageous for students in the proposed restructuring is the availability of more four-year institutions. This will meet the increasing demand for the four-year opportunity as demonstrated in the increasing number of community college transfers. For a large number of students the painful problems associated with readjustment to the new institutions every two years would be removed. They will have the advantage of increased exposure to fields of potential concentration in the liberal arts and science program. They would retain the opportunity to go beyond the two-year degree in career programs but with improved conditions for transferability.

The advantages for faculty members in the proposed new structure are obvious. The extension of the opportunity for more teachers to teach in four-year colleges carries with it the professional stimulation and rewards provided by contact with upperclassmen and by involvement in advanced courses in their own specialties, while the faculties of the senior colleges will continue to benefit from the stimulating contacts afforded by teaching introductory as well as advanced courses to the general undergraduate as well as to the major.

The Commission's second proposal contemplates the maintenance of the present four-year colleges, and the transformation of the present two-year institutions into comprehensive four-year colleges emphasizing professional training and preparation. Presently existing professional programs, such as nursing and elementary education, would be transferred from the present senior colleges to the new four-year comprehensive institutions, which would also offer the present two-year career programs, and expand some of these into baccalaureate programs.

This system of two types of institutions would offer the advantages of the first proposal, and differs from it only in the elimination of separate two-year technical institutes as discrete colleges. Some concern has been expressed that two-year technical programs might find it difficult to survive under this system. In view of the great importance of these programs, we recommend that this problem

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A Pig Is A Pig Is A Pig . . .

By **STATEN ISLAND BLACK PANTHER PARTY**

Neil Smith, Counter-revolutionary pig agent, has responded to his exposure as an agent of the pigs in the classical fashion: he calms all sorts of misinterpretations and misunderstanding of his actions. He has tried all manner of excuses to project his maniacal actions onto people who were completely unaware of his misuse of Party money and his cozy relationship with FBI agent Savdel, Smith has conducted personal attacks on the Black Panther Party as a while and the cadre, in particular. Smith holds Sonny Collins responsible for his exposure as a thief and a pig agent. But Sonny Collins did not forget the checks that Smith used to buy auto insurance for his women's car, and Sonny did not delude the Party members into believing the money used to purchase the car would make transportation available to Party members. When Field Marshall D. C. of the Black Panther Party asked Smith to assist an investigation of the charges against him, Smith refused because he knew that he would be expelled from the Party. Two weeks after Sonny Collins took over the leadership of the Island branch the Wall Street Journal printed an article relating Panther activity on the Island and Smith's expulsion from the Party. This was two weeks after Smith had been told he was no longer considered a Panther. Smith has continued to spread his madness to anyone weak enough to listen, and at the same time he is still conversing with pig law enforcement agents from the 120th precinct and the FBI office. Check it out, A true revolutionary realizes that there is no time or room for personal friendship to overshadow the struggle for freedom in the country. The pigs will use any means possible to hinder that struggle, and love or friendship are two very strong tools that have been proven to be effective in reducing a revolution to a tea Party.

It is time for every one who claims the title of revolutionary to reevaluate his individual motives. It is time for all revolutionary vanguards to start checking each other; the subjective and the liberal are corrosives that eat away at the unity we so badly need to be successful. Neil Smiths all throughout the movement have got to be flushed out and exposed to the people.

A traitor in our midst has been exposed, yet he is still functioning. It is then necessary to check out the people around this traitor. Why are they so intent on making the evidence against this traitor. Why are they so intent on making the evidence against this traitor invalid? Why have they decided that Smith is so sincere without even checking out the evidence? They are either in the same bag or they are not revolutionary, but a bunch of idiotic fools being led to the slaughter by Neil Smith. An article in the *Wagnerian* exposes many of the contradictions in pig Smith's version of his activity. The Party and myself as an individual, refuse to be baited into

conducting a running debate with that the pigs will try anything to cause disunity and distrust within the ranks of the revolutionary vanguard. Smith's actions clearly show to all that he is a tool of the pigs. His politics indicate that he is not sincerely in the struggle for the sake of liberating the masses. His practice indicates that he is a headline seeking, egomaniac who would steal from the people and sell them down the river for a meager \$60.00 a month.

Smith has stated, "A week after my nervous breakdown (dig that, the man never consulted a doctor regarding this nervous breakdown) every one stopped relating to the office. Sonny left in the early part of July with Francine and no one made contact with one another until July 20th. In the meantime the rent was overdue three months, there was no money for food, and I shelled out \$75.00 for Panther papers we had not sold, thinking we would pull the Party back together and sell them.

"I signed Sonny's name to one or two checks so that person's in the Party could eat and so rent could be paid." The remarkable Mr. Smith took money when there was none to pay for pap-

ers that were not sold, he took non-existing money to buy food for party members that were not there, and he paid the rent with some non-existing money. It has been said by Smith that he felt Godlike, well this goes along with his theory that he can perform miracles. Neither Neil, nor Glyn-da were working, so where did this money come from? The money that Neil Smith used was used to pursue his individual wants. The money was stolen by Neil Smith when he Forged Sonny Collins' signature on checks made out to the Black Panther Party checking account.

It is contradictions such as those mentioned that resulted in Smith being expelled from the Black Panther Party. Smith refused to cooperate with the Panther Party members conducting an investigation of the charges made against him and yet he is still crying for an investigation. Pig Smith has spilled his guts to the FBI, ripped off Party money, and lied to the people. Smith has proven through his practice that he is more interested in personal gain, and in seeing his name in print than he is in serving the people. He is dedicated to using people and causes to promote his egotistical pride.

Leadership Conference? Or 'Bacchanal Weekend'

By **FRANK GIACALONE**

Since the inception of the current term various modes of all-round improvement have been suggested by almost every extra-curricular organization functioning on campus. One of these suggestions took the form of a Leadership Training Conference, held in the wilds of Deer Park Farm at Cuttebackville, N.Y. The program, originated by Roy Mingo, Bob Brownstien and Dave Solberg received the collaboration of the faculty under the auspices of Prof. Jerry Hrsch.

The opening proceedings that Friday night, after a delicious dinner of paste and shoeleather (ravioli and pot roast, respectively) were well undertaken, with the unbounding zeal of the participants manifested beautifully in their desire to work. But there was one significant problem—the majority of the people there had not the faintest conception of what was to be done or how to begin. Commencement was slow and overbearing and the ice was finally broken after extended silence and sporadic laughter when the so-called leaders finally broke down and informed everyone what the damn thing was all about. The body of students, faculty and community was to be divided into four groups where different aspects of college and community cooperation were to be discussed and future programs proposed.

As the night progressed, so did the desire of our devoted student heighten to find their euphoria. Amid shouts of 21, 22, 23, 24, 25, 26, 27, and 28 (which were the rooms where the festivities were to be held) the revelers broke into groups to indulge in evening delights. The festivities were unquestionably Neronian in

character for the number of students in each room grossly exceeded the number of the beds there. Morality, or what is termed morality, (just a euphemism for inhibition) was forgotten and one can conservatively estimate that at least 50% of the liquor supply of Cuttebackville was consumed in the two nights that were spent there. One of our leaders was totally incapacitated and was seen sliding down a wall to a tumultuous thud on the floor, while the chairman became the earth's second moon.

Yet many of these same revelers attended mass the next day to cleanse their souls of the alleged stains received the previous night. After all, if one gets completely drunk or stoned on other euphoric entities, (need I say more), they must beg forgiveness from their creator and his vicar on earth as well, even though this very Christian establishment is responsible for the same acts perpetrated on a larger scale throughout history. But this can be overlooked also, since it is irrelevant to the article.

At dinner, our blessed group had the profound honor of listening to the Quotations from Chairman Mao from various people ranging from some of our leaders to our beloved chairman over a delicious concoction of concentration camp chicken and petrified rice with little green stones, which the waitress said were peas.

In all, it was a gay and magnificent weekend with definite progress made at day work in conjunction with night play. May SICC indulge in more of these events which will undoubtedly result in academic, social, erotic and euphoric satisfaction for all.

Chicago . . .

(Continued from Page 7)

gram to serve notice to the youth that it is not safe for them to express themselves"—it is his warning to black people, to students, to the antiwar movement.

Conspiracy publicity says, "If the government intends to use conspiracy charges as a new instrument of legalized oppression, we must turn such charges into a rallying cry for liberation . . . A conspiracy is needed against the injustices that brought the movement to the Democratic Convention in the first place: the war in Vietnam, racism, police brutality and frame-ups, counter-insurgency programs at home and abroad, a capitalist system which exalts private profit and the perogatives of property over human dignity and community."

Blind Justice?

The chances for a fair trial seem small, for, as Abbie Hoffman says, "The judge is going around saying things like I'm his illegitimate son . . . we're different. I get stoned on pot and he's a Geritol freak."

Defense attorneys have made several attempts to get Hoffman to remove himself from the case. One such request said, "The defendants and the lawyers have on several occasions noticed Judge Hoffman's personal hostility to them and their political views and values. Also, Judge Hoffman and his wife have a financial stake in the continuation of the war in Vietnam because of stockholdings in corporations holding large contracts with the Defense Department." Hoffman has repeatedly refused to remove himself from the case.

The government has continually harassed the defendants and their attorneys. Harassment has taken several forms, from admitted wire tapping to spending six days in secretly transporting Bobby Seale across the country to the site of the trial (thus keeping him out of communication with attorneys and co-defendants during the critical pre-trial period), to mutilating pieces of mail. Seale and Jerry Rubin have been denied the right to

speak to the press. Judge Hoffman has refused to grant continuances—even when it became apparent that Charles Garry, the chief counsel, had to be absent for emergency surgery. On the first day of the trial, Hoffman issued warrants for the arrest of four defense attorneys who had previously said they would not be part of the courtroom defense team. They were ordered by Hoffman to appear in court.

Over the protest of defense attorneys, the jury was selected from a list of registered Illinois voters who, they said are not representative of the community, who are drawn from an exclusive 64 per cent of the adult population, who "affirm their belief in the system by registering to vote."

Ten women and two men were picked to judge the eight conspirators. Two blacks. Five housewives. Three widows. A divorcee. A single girl. A cleaner for the Chicago Transit Authority. A house painter.

Maybe the jurors will judge both nations that are on trial, but the pig nation seems to have most of the advantages over the nation of the future.

"If the whole truth were known, no doubt, these defendants would be acquitted—the city, the mayor, persons in the federal government conspired to cause a situation in this city that would deter peaceful demonstrations," Weinglass says. There is the rhetoric and there is the attempt to keep these issues alive to put the spotlight on the Nixon administration and the policies of that administration.

Chicago, Protestors. Pigs. Clubbings. Violence. Law and Order. Daley. Daily.

There is hostility, but things have not yet reached open warfare. Abbie Hoffman says, "In the halls of justice, the only justice is in the halls." Maybe the nearcertain conviction will be reversed in a higher court. But it is probably more realistic to raise the \$100,000 which, according to Hoffman (Abbie), "we need to bribe the judge."

SICC Students Perform In 'Tartuffe' At Notre Dame

by Edward Clayton

Stage 31 of Notre Dame College (formerly the Little Theatre) will present "Tartuffe" November 16, 17, 18, 19, 20, 21, 22 and 23 (that's Sunday through Sunday). In this first modern version of Moliere's classic, the setting is Washington, D.C., and Moliere's Orgon becomes a Lieutenant Colonel in the U.S. Army. The Colonel is taken in by Tartuffe, a wily con artist, who, posing as a minister, launches a Billy Grahamish decency campaign in his home. The entire household, except the Colonel is opposed to Tartuffe's presence. The play is very relevant to modern times because it deals with the generation gap, the pontification of faith and religion, and the games people play.

Appearing in the production

are Lawrence Berrick, Paul Costello, Susan Curino, Barbara DeMaria, Ted Gargiulo, Linda Johnson, Fran Liggio, Lew Lobenfeld, Janice Pardal, Helen Settles, Millie Sierra, and David Moseder in the title role. The director for Stage 31 is Gus Motta. The play will be performed at the Humanities Center of Notre Dame College at 300 Howard Avenue. The curtain goes up for all performances at eight-thirty sharp. Tickets for "Tartuffe" are two dollars each. Subscription rates for all three Stage 31's yearly productions are three dollars for Mondays, Tuesdays and Wednesdays, and five dollars for Thursdays, Fridays, Saturday, and Sundays. For information and tickets call 447-9804 or drop by the Dolphin office between 11:00 A.M. and 2:00 P.M. any day except Wednesday.

Descenting . . .

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receive the most careful attention when this proposal is studied.

These two alternate approaches are examples of the directions which restructuring could take in moving towards excellence within diversity. While other possibilities exist and should receive the closest scrutiny, all possibilities should be evaluated in the context of expanding curricular offerings to meet student needs, rather than forcing students into University programs which have previously been developed.

The expansion of numbers and the broadening of interests and abilities of the student population which is implied by the Open Admissions policy imposes upon the University the most careful consideration of two areas of curricular reform. We must first insure that we meet our responsibilities to educate and not simply to train. Secondly, in responding to the educational needs of a society changing with almost compulsive speed, the University cannot rest on the assurance that the traditional curriculum is necessarily the most relevant. The University must not only carry forward a traditional culture, it must also insure that understanding of that culture has relevance to contemporary problems.

The new structure of the University under Open Admissions must be designed to maximize the alternatives for an entering student. The curricula offered programs geared to a wide range of needs and interests.

We therefore urge that there be continued and increased curricular differentiation among the campuses of the City University. The campuses of the University must develop certain "personalities," based on faculty, departmental and curricular strengths. For a student to have a meaningful choice, he must be faced with a wide range of alternatives—all of which should be characterized by their excellence and integrity.

Admissions Policy for 1970

An analysis of probable enrollment under an open admissions policy indicates that the University can accept a freshman class of approximately 35,000 students in September 1970, as compared with a class of 21,000 in 1969 (see Appendix III). Although under an open admission policy there is no need to find a method for accepting some students and rejecting others, it is still necessary to create a system which will determine in some manner which students are to receive preference for vacant seats in programs for which there are more applicants than spaces.

As indicated in a preceding section, the present admissions system of the University is logically dependent on the assumption that high school grades are valid and reliable indicators of potential for college success, and that all students have an equal opportunity for academic achievement in high school. Available data indicate that neither of these assumptions may be tenable. As a consequence, our present policy of using grades as the single most important criteria for entrance into specific programs does not appear to be the most rational or educa-

tionally sound approach to college admissions.

In searching for other criteria, the Commission considered a number of alternate approaches which would satisfy the Board of Higher Education's triple requirements of preserving academic standards, integrating the colleges, and admitting students who would have been so admitted under the University's previous admissions policies. The Commission also adopted the principles that the primary determinant of student allocation should be student choice; that allocation to a college should reflect in some way the academic achievement of applicants, and that "integration" should be defined primarily in terms of attempting to equalize the ethnic distribution in the senior college freshman class and the community college freshman class.

After a thorough consideration of alternatives, three basic plans emerged. All plans agreed on the use of the criterion of class rank in the student's school instead of absolute grade average and on the continuation of the SEEK criteria for admission to the senior colleges. The Commission presents all three to the Board for its consideration.

Proposal I would admit the major part of the incoming freshman class on the basis of rank in the student's own school. The remainder of the seats would be reserved for students entering under the SEEK criteria, with the number to be determined in accord with the principle of achieving ethnic balance among the different units of the City University. For 1970 it is estimated that in a senior college freshman class of approximately 20,000, admissions under the SEEK criteria would number 3,500.

Proposal II would admit 60 percent of the freshman class on the basis of rank in school and approximately 15 percent under the SEEK criteria with the exact proportion to be determined so as to achieve ethnic balance. The remaining 25 percent would be admitted on the basis of stated preference with the proviso that, where preferences exceed the number of available places, those places will be assigned by lot. The net effect would be to increase the opportunity for admission to a senior college of students in the lower ranks of their high school classes.

Proposal III would admit the major portion of the freshman class on the basis of rank in class, and would reserve sufficient seats in the SEEK Program with the exact number to be determined to achieve ethnic balance. In addition, it would reserve additional places to insure that students previously admitted to admitted to specific senior and community colleges would still be so admitted.

Because of concern that students of equal potential face unequal opportunities to achieve high grades in the secondary schools, the Commission recommends that in place of grades, the University utilize a student's percentile rank in class in his high school as the basic criterion for placement in a college. The use of rank in class is recommended because it recognizes the academic achievement of high school students in competition with their peers, while substantially minimizing the present inequities in admission created by the great variance in the dis-

SPORT SHORTS

Suffolk Downs Dolphins

By Linda Marino

Coach Nicholas Farkouh's harriers in their last four meets: one being a quadrangular, have picked up three victories along with three defeats to even their seasons total at 4-4.

In the meet at SICC on October 16, the Dolphins were defeated by Suffolk CCC 23-33. Ozro Plair finished first for the Dolphins at 21:35. Mike Marotta (22:59), Ed Dalton (23:44), Bill Orfanos (23:57), and Bill Hodge (25:26), rounded out SICC's top five.

In the clash against Orange CCC on October 18, the Dolphins were defeated 18-45 at the winners course; as their star runner Plair pulled up lame with three quarters of a mile to go, and failed to finish. Marotta, Dalton Orfanos, Hodge, and Manny Ladaza clocked in at 22:14, 23:25, 24:09, 26:03, and 26:59 respectively for the Dolphins. Team captain Marotta stated "It was a tough course and the team didn't know it well; but I feel I could do much better now that I'm acquainted with the course."

On October 25 at the Sunnyside campus, coach Farkouh witnessed his cross country road runners sweep three opponents. A 19-39 victory over Kingsboro, 21-34 over Middlesex and 18-14 over Queensboro.

Plair obviously made a speedy recovery from the leg injury he suffered at Orange County, finishing a strong first with a 21:46. Marotta placed second at 22:06 and Dalton fourth with 23:52. Orfanos was fifth with 23:56 and Ladaza at 25:07 was the Dolphins other notable runner.

Marotta shadowed Plair throughout the entire race, with Plair finally edging him by 40 seconds.

Jerry Fardella clocked in at 22:44 for Kingsboro to take third place. Third for Middlesex and Queensboro went to Tony Mauro (23:11) and Andy McElroy (23:29) respectively.

October 29 found SICC dropping the meet to the State University of Farmingdale 25-31. Plair once again finished first, this time setting a Regional record at 21:02; Marotta again was second with a 21:29. Another Dolphin runner didn't cross the finish line until the eighth position, Dalton came in at an even 24:00. Ninth went

to Hodge (24:14) who turned on a sudden storm of speed not far from the finish, and Orfanos placed fourth. For Farmingdale, Fred Tompkins (22:36), Steve Molloy (23:02), Louie Molina (23:05), Craig Ibbotson (23:20), and Tom Lopez (23:26) finished in the third, fourth, fifth sixth, and seventh spots respectively to give them the victory.

The future success of the Dolphin team lies in the hands (or should we say the legs) of Dalton. Dalton is usually the third Dolphin to finish, and if he could get his position up he could help the team to gain some valuable points. Coach Farkouh is pleased with all of his harriers as long as they lessen their time in each race. He couldn't expect much more from Marotta, and Plair is just outstanding. Managers Franklin Lacher and Linda Bocchetti summarized Plair in one phrase, "Great, absolutely great."



A fake—and then the run

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MCCAC Champs

By LINDA MARINO

Election Day produced a winner as far as coach Nicholas Farkouh and his harriers were concerned; the Sunnyside campus was the victorious scene with the Dolphin cross-country team taking the meet between Queensboro CC, Kingsboro CC, Bronx CC, Manhattan CC, and New York City CC, for the Metropolitan Community College Athletic Conference championship title. SICC, Queensboro, and Kingsboro were the only three in contention because the other three teams did not have a complete squad running.

The outcome of the race was no surprise, as Dolphin speedster Ozro Plair took first honors with a 21:19, and Mike Marotta third at 23:08. Marotta and Plair ran side by side for the first mile, with Marotta losing ground due to his leg injury.

Second place was captured by Kingsboro Jerry Fardella (22:43) who finished third against the Dolphins on October 25; fourth went to Queensboro's Andy McElroy (23:10) who also placed third against SICC earlier in the season.

An unexpected strong finish by Ernie Riuas of Bronx at 23:25 took fifth. Unexpected, because this is the first cross-country team that Bronx has ever had. They also took ninth place as

Vincent Gagliardi (24:37) came across for them. Two in the top ten was an enormous accomplishment for this inexperienced team.

The Dolphins crossed for the sixth, seventh, and eighth positions with Bill Orfanos (24:06), Bill Hodge (24:30), and Ed Dalton (24:32) respectively. Hodge who was running eleventh, broke into a sprint with a quarter of a mile remaining to pass Kingsboro's Murrell Gianville (24:39) who finished tenth, Bronx's Gagliardi and his own teammate Dalton to take seventh place.

These top ten runners all received medals to acknowledge their excellent performance; also a plaque was presented to the SICC team for their conquest in the meet; Kingsboro 53, and Queensboro 51, to SICC's distinctive 22.

The remaining, finished from eleventh to thirty-first respectively: Jimmy Payton, Manhattan (24:59), David Freedmen, NYC (25:27), Mike Moore, NYC (26:07), Joe Paduand, Queensboro (26:12), Manny Lozada, SICC (26:18), George Guira, Bronx (26:28), Stan Wasserman, Queensboro (26:29), Tony Medina, Kingsboro (26:30), Tony Choykee, Queensboro (26:50), Wayne Macch, Queensboro (28:08), Walter Menaeghtonis, Kingsboro (28:22), Barry Evans, Manhattan (28:26), Tito Cruz, Kingsboro (28:50), Joe Carbone, Queensboro (29:09), Tom Brzostumsia, Manhattan (29:38), Gary Barton, Queensboro (29:39), Mike Tedone, Manhattan (30:17), Robert Breden, Queensboro (31:21), Ira Cohen, Kingsboro (31:21), Paul Merget, Queensboro (33:07), and Robert Bronstlin, Kingsboro (33:39).

After the meet, coach Farkouh took his boys to Farmingdale to get them ready for the November 8 Regionals. There they meet with New York Institute of Technology and the State University of Farmingdale to have a practice session. The reason was to time the harriers, not to score the teams. Farkouh came back contented because number one was Plair; so what else is new?

Football Intramural Championship Schedule November 6th

Central vs. Giants 12:35 (Sudden death, first scorer wins)
Pixies vs. Loser of AFL game 1:20-2:00
Omar's vs. Winner of AFL game.