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GROWTH AND DEVELOPMENT OF PUERTO RICAN STUDIES
DEPARTMENTS: A CASE STUDY OF TWO DEPARTMENTS
AT THE CITY UNIVERSITY OF NEW YORK

A Dissertation Presented

by

FEDERICO AQUINO-BERMUDEZ

Submitted to the Graduate School of the
University of Massachusetts in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

February, 1975

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Approved as to style and content by:

Bob H. Suzuki

Dr. Bob H. Suzuki, Chairman of the Committee

Juan P. Caban

Dr. Juan P. Caban, Member

Theodore M. Brown

Dr. Theodore M. Brown, Member

Arthur W. Eve

Dr. Arthur W. Eve, Dean's Representative

Earl Seidman

Earl Seidman, Acting Dean
School of Education

February 1975

DEDICATION

To Lillian and Ana

The first, a patient wife, who said,
"go ahead and do it";
the latter, a mother--and illiterate--
who did not say do it,
but who prepared me for doing it!

ACKNOWLEDGEMENTS

The subject of this dissertation, Puerto Rican Studies, has been in existence for a relatively short time. During that time many persons have helped me to mold the ideas which are contained herein.

Before I express my gratitude to them I wish to acknowledge the efforts made by the students who struggled within the City University of New York in the Spring of 1969. They were the ones that gave impetus to the process that led to the creation of the departments and thus made this study possible. I am especially grateful to Juan Santana for his assistance, his help in collecting data and for helping to unravel those events.

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Other persons to whom I am grateful for their help I list alphabetically. They know in which ways they have helped me with this study.

John Adams

Moyibi Amoda

Beatriz Aquino, my daughter

Jose G. Aquino, my brother

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Ira Bloom

Frank Bonilla

Oscar Chavarria-Aguilar

Ana Cortes

Shirley Dunlap

May Engler

David Fox

Peter Goy

Eduardo Irlanda

Leonard Leif

Gil Lopez

Harry Lustig

Robert E. Marshak

Glen T. Nygreen

Josephine Nieves

Dov Stern

Jim Thoreaux

William Spigler

Rene Velazquez

Finally, I wish to thank the Puerto Rican Community leaders, students, faculty members, and administrators at City College and Herbert H. Lehman College who cooperated with me by responding to the questionnaires used in this study; and those who helped me collect the data used here.

Since it is impossible to remember everyone who has been kind and helpful, I apologize to those whose names have been omitted. To them I can only say, thank you, and ask for forgiveness for this unwitting omission.

ABSTRACT

Growth and Development of Puerto Rican Studies
Departments: A Case Study of Two Departments
at the City University of New York

by

Federico Aquino-Bermudez

This study explored ways in which various pressures and circumstances have affected the establishment and development of Puerto Rican Studies at the City University of New York (CUNY).

The objectives were to delineate and analyze the major events leading to the inception of the departments of Puerto Rican Studies at the City College and at the Herbert H. Lehman College; to examine the fundamental growth and development of the two departments; and to describe the way in which they were perceived by the academic community, the Puerto Rican students and the Puerto Rican community.

In addition, the study examined how public colleges have traditionally tended to operate as quasi-private institutions; how ethnic studies are relevant to higher education; and how Puerto Rican studies fit into the scheme of academic life.

Through an analysis of institutional documents,

archives, periodicals, questionnaires and growth indices, the study found that the two departments have grown at an accelerated pace; that they are similar in program and structure; and that there are unique internal and external pressures which affect their growth and development.

This inquiry also established that the departments had not been created in a traditional manner; i.e., from a body of knowledge and research in a traditional "acceptable" discipline. Rather, they were an outcome of pressures exerted upon the institution by Puerto Rican students, faculty members and the community, who demanded that it respond to their educational needs. Therefore, curricula are based on interdisciplinary and cross-cultural perspectives which respond to the needs of the students and the community.

The study supports the position that Ethnic Studies can make a sound contribution to academia in at least three crucial ways: (1) by offering cross-cultural approaches which foster understanding and cooperation among diverse cultural groups; (2) by providing interdisciplinary courses which will open avenues for better articulation between disciplines; (3) by continuously making the academic institutions respond to the needs of society in a more realistic manner through services and programs which reflect the needs of students and community.

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CHAPTER I
OVERVIEW OF THE STUDY

Statement of the Problem

The National Scene

The United States is a society composed of a plurality of ethnic and racial groups. These groups are identified socially as whites, or Euro-ethnics and as non-whites, among which are the Blacks, the Asians, the Chicanos, the American-Indians, the Puerto Ricans, and others. The Euro-ethnics include those with English, French, Italian, Slavic, German and other continental European backgrounds. There are, in addition, religious groups which are identified as neither cultural nor racial, but who have a definite and marked influence in the development of this country. One such group which could be cited immediately is the Jewish group. It is of utmost importance to understand the cultural pluralities as well as the linguistic diversities within these groups if one is to understand the implications of cultural pluralism in this country.¹ This is especially so for the Boricua² and Chicano who have refused to shed

¹Milton M. Gordon, Assimilation in American Life: The Role of Race, Religion and National Origins (New York: Oxford University Press, 1964), pp. 156-59.

²Boricua is a term used by many Puerto Ricans in the United States to identify themselves nationally.

their vernacular language easily and/or are trying to recover their culture and language after many were forced to discard them by the educational system in the United States.

Despite the pluralistic nature of American society, American universities, with a few exceptions, have been dominated by White Anglo-Saxon culture. In the decade of the 1960's these universities were challenged by students and communities who accused them of not providing relevant education and services to their students and constituencies. This was especially so in the case of the non-white minorities who in their "awakening" demanded greater access to educational opportunities which would be more relevant to their basic needs.

The goals of education at all levels in the United States traditionally have addressed themselves to the ideal of a democratic process, yet this process has been used and defined basically by the perceptions of a white group (often referred to as WASPs) which has imposed monolingual, monocultural standards on all non-white groups. It is a well-founded pedagogical principle that ethno-cultural and linguistic concerns within the United States must be fully understood if one is to plan and provide for a relevant, adequate and fulfilling education for the people of this nation, from early childhood through college. These

perceptions need to be understood because they frequently serve to substantiate negative views and stereotypes sustained many times within educational circles regarding the Puerto Rican and have handicapped the process of education for the Hispanics in this country.

The New York Scene

Since it relates directly to this study, the situation in New York City--a metropolis with the largest Puerto Rican population in the United States--will be examined. There are approximately one million Puerto Ricans in New York City.³ It should not be considered unreasonable to expect that given adequate educational facilities and instructional programs at the public school level, a substantial number of Puerto Rican students would be reaching the college entry level. Yet, prior to 1969 very few Puerto Ricans were even reaching the 12th year in high school and fewer still were reaching college.⁴ It is of utmost importance to examine statistics in education,

³U.S. Department of Labor, Bureau of Labor Statistics, Regional Reports, "The New York Puerto Rican: Pattern of Work Experience," Poverty Area Profiles, Number 19, May 1971, p. 5.

⁴Richard Greenspan, "A Story of Educational Neglect - 118 Non-English Speaking Pupils in New York City Public Schools," a Study conducted by the Puerto Rican Forum, Inc. of New York City, 1970, pp. 11-13. (Mimeographed.)

employment and income as it regards the Puerto Rican to understand fully the inequities under which non-whites labor, and the powerlessness of the Puerto Rican community in New York City in the decade of the 1960's.⁵ Table 1, on page 5 below, shows some comparative statistics from the census of 1970 which are important in helping one to understand the present educational and employment needs of Puerto Ricans and Mexican-Americans as compared to all races. In terms of age both Mexican-Americans and Puerto Ricans have a very young population. However, in terms of education and employment, both groups show a markedly lower degree of education and higher unemployment rate than the general population, with the situation of the Puerto Rican being particularly severe.

It should not be hard in looking at some of the enrollment statistics by ethnic identity⁶ of the late 1960's to understand why the authorities of the City University of New York (C.U.N.Y.) had not shown interest in the development of programs organized, oriented or

⁵A Study of Poverty Conditions in the New York Puerto Rican Community (New York: Puerto Rican Forum, Inc., 1965), pp. 16-37.

⁶These statistics for the years of 1968 through 1972 can be found in "Report of the Fall 1972 Undergraduate Ethnic Census" University Management Data, Office of Data Collection and Evaluation, the City University of New York, Fall 1972, pp. 12-16. Statistics for years earlier than 1967 by Ethnic Identity are very difficult to ascertain. (Mimeographed.)

TABLE 1

PERCENT OF THE POPULATION UNDER 20 YEARS OLD,
 PERCENT OF THE POPULATION 25 TO 29 YEARS OLD
 WHO HAD COMPLETED 4 YEARS OF HIGH SCHOOL OR
 MORE, AND UNEMPLOYMENT RATE FOR PERSONS 16
 TO 24 YEARS OLD (ONLY MALES INCLUDED)-
 ALL RACES IN THE UNITED STATES, PUERTO
 RICAN AND MEXICAN-MARCH 1971

	All Races in the United States	Puerto Rican in the United States	Mexicans in the United States
Percent of the Population under 10 Years Old	38.2	51.6	53.2
Percent of the Population 25 to 29 Years Old who Had Completed 4 Years of High School or more	77.2	32.5	48.5
Unemployment Rate for Persons 16 to 24 Years Old (only Males Included)	13.6	25.4	14.3

Source: U.S., Bureau of Census, "Selected Characteristics of Persons and Families of Mexican, Puerto Rican and other Spanish Origin," Current Population Reports, No. 224 (Washington, D.C.: Government Printing Office, March 1971), p. 20.

geared to serving the needs of the Puerto Rican community and its students. Since the educational system in the City of New York had failed to provide adequate educational and counseling services for the non-white and the poor; and since the community had not yet organized to demand better educational facilities, very few Puerto Rican or non-white students were able to reach college and of those a substantive number had to drop out before graduation. The evidence shows that Puerto Rican students were not a significant part of the college constituency of the City University of New York (C.U.N.Y.) before 1969,⁷ so that neither they nor their community had a base within the institution from which to operate.

Ethnic Studies at C.U.N.Y.

During the early 1960's some Puerto Rican organizations had already been applying pressure to CCNY to respond to the needs of the Hispanics at that institution. Later on minorities in general joined their forces to pressure CUNY to provide access.

By 1969 a series of very important events took place at CUNY. Black Americans, who had become aware of the

⁷In the article "Minority Group Matriculants Rise 3% at City University," The Campus, February 6, 1969, p. 1, the statistics indicate that Puerto Ricans were 3% of the student population.

inequities of the educational system were demanding access to the institutions of higher learning in New York City. These pressures can be considered as one of several reasons why the City University of New York was forced to establish the Open Admissions Program earlier than they had anticipated in the CUNY Master Plan of 1968.⁸

In retrospect, although the resulting changes in admissions policies, special programs and financial aid opened the door of the university slightly to poor Puerto Ricans, only a few students could take advantage of this opportunity. Very few were qualified since most Puerto Rican students had not been motivated by the school system to aspire to a good education.⁹

The few Puerto Rican students, who had reached the university through the filtering process of regular admissions or the limited numbers of special programs, became an integral part of the group led by Black students and supported by the Puerto Rican community that demanded immediate open admissions, ethnic studies, and other relevant academic programs for non-whites. The Puerto Rican community had by this time awakened to the educational

⁸ Master Plan of the Board of Education of Higher Education for the City University of New York, 1968, p. 8.

⁹ University Commission on Admission, Report and Recommendations to the Board of Higher Education of the City of New York, October, 1969, pp. 2-9.

realities of its children and through the experiences it had through its involvement in school decentralization in the New York City Public School System responded to the challenge at the College in a very responsible way. Parents were now present and involved in the educational decision process, and could affect educational policies.¹⁰

One of the first demands in 1969 of Puerto Rican militant students, some faculty and community members was the creation of Puerto Rican Studies programs.

These programs were conceived as an answer to the challenge of the university and as a way to remove some of the existing inequities in the education of Puerto Ricans. While they have not yet, for the most part, developed into the substantive scholarly academic programs considered desirable by traditional academicians, they have nevertheless become the vehicle which serves to provide appropriate educational tools for non-whites in public institutions that traditionally have been locked in an ivory tower of intellectualism.

Three of these programs at the Senior Colleges of CUNY--City College, Herbert H. Lehman College and Brooklyn College--have been organized into regular academic

¹⁰Elena Padilla, "Race Relations: A Puerto Rican View," in Agenda for a City: Issues Confronting New York, ed. by Lyle C. Fitch and A. Hauk Walsh (Beverly Hills, California: Sage Publications), p. 559.

departments. These departments have many purposes and functions--as the substance of this study will make clear. Not of least importance is that they were meant to provide the serious and unbiased information and educational materials about Puerto Ricans, which were previously lacking. The few existing studies on Puerto Ricans have been plagued by subjectivity on the part of the researchers who have used social science methods based on Euro-American models to substantiate inequities and negative perceptions. These studies are also--at times--based on political and illegitimate impressions as well as foreign cultural norms and, unfortunately, not on unbiased organized investigations of the group they purport to have studied.

A well-known Puerto Rican investigator and social scientist states:

The cultural ideological milieu within which the social sciences are developed is of far greater relevance than most social scientists are willing to accept. . . . The ideological milieu becomes a crucial issue in cross-cultural research when lines have to be drawn between the exotic and the normative, between normal and the pathological or deviant and between adjustment and social or cultural lag.¹¹

Therefore, in order to rectify the situation of poor

¹¹Luis Nieves Falcon, "Puerto Rico: A Case Study of Transcultural Application of Behavioral Sciences" (paper read at Louisiana University, Department of Psychology, Mardi Gras Symposium: Behavioral Science and Human Values, Thursday, February 12, 1970), p. 3. (Mimeographed.)

education, Puerto Rican Studies Departments will have to conduct new kinds of studies and produce new kinds of information.

In the near future the departments will be undergoing a formal evaluation by University authorities to determine their impact, validity and future development. Since they have been operating on an experimental basis, now is probably the appropriate time for evaluating and analyzing how the departments have functioned and changed from the time of their inception, and to see how they are now perceived by the academic community, the students and the Puerto Rican community.

Significance of the Study

The study was designed with the view toward understanding how an emergent discipline developed and was perceived within an academic setting and what impact it has had within the institution. This study, therefore, should be of significance and interest both to the university community and scholars as well as to the Puerto Rican community and students involved in the struggle for self-actualization. For the scholar it will help to establish an informational base useful for further research and study. For the students, the community, and the administrators, it will be useful because it may provide an initial

guiding framework for the establishment of departments of this nature at other institutions. The findings, furthermore, will hopefully help the university authorities increase their awareness of the need for the further development and improvement of these disciplines by deepening their knowledge of what has happened at their institutions.

Since educational institutions do not exist in a vacuum, the study will also serve to help the university constituency and the surrounding community to better understand the events that took place in the development of Puerto Rican Studies and the role and responsibility each of them had in this process.

Finally, the study will serve to awaken Puerto Ricans to the fact that avenues can be opened through which they can achieve their needs for self-determination, for receiving academic opportunities and for the development of responsible professionals and leaders. Consequently, it should have special significance for Puerto Rican students, faculty and administrators because they will be able to see themselves as participants in the current struggle to bring about meaningful changes in institutions of higher learning.

Objectives of the Study

The overall objective of this study was to explore the way in which various pressures and circumstances have affected the development of Puerto Rican Studies at the City University of New York. More specifically, the objectives of this study were to delineate and analyze:

1. Major events leading to the inception and establishment of departments of Puerto Rican Studies at the City University of New York.
2. The role of certain participants in the creation, growth and development of the Departments of Puerto Rican Studies at City College and at Herbert H. Lehman College.
3. Fundamental institutional changes during the growth and development of the departments at the institutions mentioned above.
4. The way in which the academic community, Puerto Rican students and the Puerto Rican community view the development of the Departments of Puerto Rican Studies at City College and at Herbert H. Lehman College.

Design of the Study

The descriptive case study approach was used for this investigation. Specifically, the departments of Puerto Rican Studies at City College and at Herbert H. Lehman College of the City University of New York system will be examined. The chronological limits of the study extend from the time these departments were created to the fall of 1973.

Methods

The objectives of this study will be achieved in the following ways:

1. Through an examination of the pertinent literature which: (a) describes how the academic community has traditionally rejected new disciplines; (b) analyzes how public colleges have tended to operate a quasi-private institution to serve an elite student population; (c) shows how ethnic studies programs are relevant to higher education and research and how Puerto Rican Studies fit into the scheme of things.
2. Through the personal reporting based on participation of the researcher in the process of development;* and through interviews with some participants.
3. Through data derived from questionnaires and interviews, the perceptions held by the members of the academic community, Puerto Rican students and Puerto Rican community, regarding the programs and educational activities offered by the two Departments of Puerto Rican Studies under study will be described.

Data Collection

In order to accomplish the objectives of this study, several methods of gathering data were employed. The first was to make use of the knowledge that the researcher had as

*The researcher has been Chairman of the Department of Puerto Rican Studies at City College since June 1971, when it was established. Prior to that he was an Assistant Professor at the Department of Urban and Ethnic Studies from 1969 to 1971. During 1969 he was involved at Lehman College as a participant in the events which took place prior to the establishment of the department. At that time he was a lecturer at the Department of Education and later Assistant Professor in the newly established Department of Puerto Rican Studies in the fall 1969. He is also one of the chairpersons who has survived as such until now and who has been in constant contact with the two departments which will be studied.

a member of the faculty of those departments.

The second was to search the archives of the Cohen Library at City College and visit the Herbert H. Lehman Library to examine documents and other pertinent material stored there. The minutes of the Faculty Senate, the Faculty Council, and the Board of Higher Education (BHE), together with the microfilms of newspapers and other documents were examined.

The third was to search the documentation kept in the files of both departments and in the offices of the presidents of the colleges (where this was allowed). At the Herbert H. Lehman College materials and information were requested from the executive vice-president, the librarian, the college information office, the campus newspaper and other sources. The fact that there is unevenness of materials at both colleges must be made clear. For this reason collection of comparable data at the Herbert H. Lehman College was difficult.

The fourth was to conduct interviews with the presidents of the two colleges, and other administrators; with some faculty members and with some students. These were guided interviews meant to obtain additional information and to clarify some of the issues which had appeared in newspapers and in the documents.

The final method was to develop questionnaires which

were administered to some faculty and administrators, Puerto Rican students and Puerto Rican community leaders.

Sample

Faculty and administrators at City College were sent eighty-five questionnaires; of these fifty-five were returned. From those returned, fifty were used. Faculty and administrators were selected by taking every fourth name from a list of those who were on campus during the spring of 1969. They were selected from all of the three professorial ranks and, except for two, all held tenure. More than two thirds were male and, except for six, all were Caucasian. Half of the sample were administrators and the other half faculty. Only faculty members holding one of three professorial ranks were selected because they were considered to be the most influential in the formulation of academic policy.

Puerto Rican students at City College were sent forty-four questionnaires; of these twenty-two were returned and all were utilized. These students were selected from a list of names available in the Department of Puerto Rican Studies. These students were on campus in the spring of 1969. Half of them were undergraduate seniors and half were graduates. Half of the sample were males.

Faculty and administrators at Herbert H. Lehman College were sent seventy-seven questionnaires; of these forty-three were returned. From those returned thirty-five were used. Faculty and administrators were selected by taking every fourth name from a list of those who were on campus in the spring 1969. Again, they were selected from all of the three professorial ranks and all held tenure. More than two thirds were male and, except for two, were all Caucasian. One third of them were administrators.

Students of Puerto Rican background at Lehman College were sent forty questionnaires of which fifteen were returned; of those returned ten were used. They were selected from a list submitted by the Department of Puerto Rican Studies at Lehman College. Half of these students were male. Half were undergraduate senior students, and half were graduate students. They were on campus in the spring 1969.

Leaders in the Puerto Rican community were sent forty-two questionnaires; of these thirty were returned. From those returned twenty-four were used. They were selected from a list of influential community leaders identified in a study by Francisco Castro¹² and from a list

¹²Francisco Castro, "Politics of Local Education in New York City: A Puerto Rican View" (unpublished Ed.D. dissertation, Rutgers University, 1973), pp. 66-67; 91-92.

of the members of the Board of Directors of two Puerto Rican agencies involved in educational matters (ASPIRA and Puerto Rican Forum).¹³ They were selected because they were aware or involved in the events which took place at CUNY during the spring of 1969. These leaders were heads of agencies in the Puerto Rican community, government officials, superintendents and principals of schools, university professors, and others. They were all regarded as influential in the Puerto Rican community. Slightly more than half were males, and, with the exception of one, they were all college graduates. Two thirds of them held a Master of Arts degree or above.

In reporting the sample, the number of questionnaires distributed is indicated as well as the total number returned. In some cases, not all of the questionnaires returned were used because sometimes questionnaires were returned unanswered.

The total sample, therefore, consists of fifty faculty members and administrators and twenty-two students at City College; and thirty-five faculty and administrators and ten students at Herbert H. Lehman College. The supplementary sample of Puerto Rican community leaders

¹³ASPIRA is a national educational institution in the Puerto Rican community whose goals are to promote the education of Spanish speaking students. Puerto Rican Forum, Inc. is a national educational and economic development agency in the Puerto Rican community.

consists of twenty-four persons.

Limitations of the Study

Several important factors limit the design of any study which is based on a case study approach and in which the researcher is involved as a participant. Among these is that in establishing the parameters of the study the formulation of the important issues are influenced by personal judgment, interpretation and extrapolations. Moreover, in the present case there is the additional constraint introduced by the fact that the assessment and evaluation take place in an emerging discipline in which standards and norms have yet to be defined.

Other limitations which can be mentioned are:

(1) the limited availability of documents compounded by the restricted access to some material, especially at the Herbert H. Lehman College; (2) the lack of previous investigation, research and materials; (3) the reticence of those cooperating in interviews and/or questionnaires; (4) the fact that the study is not designed to test hypotheses consisting of causal relationships between clearly defined or carefully controlled variables; and (5) the bias resulting from the personal involvement of the researcher as a participant, in the events studied.

Organization of the Dissertation

This study will be developed in seven chapters.

Chapter one includes the background to the study, the statement of the problem, the significance of the study, the purpose of the study, the design of the study and the limitations of the study.

Chapter two contains the historical factors leading to the development of ethnic studies at CUNY.

Chapter three provides a rationale for including Puerto Rican Studies at the university.

Chapter four examines and describes the factors and circumstances in the 1960's which allowed Puerto Rican Studies to be conceived; and it contains a brief discussion of the administrative model which grew out of the CUNY experience.

Chapter five reports on the growth which has taken place in the two departments during the past two years; and reviews some of the forces with which the two departments have to contend.

Chapter six reports on the perceptions of the various constituencies concerning the functioning of the two departments; and presents part of the results of a study conducted in 1973 to determine how the departments were meeting the students' needs.

Chapter seven contains a summary of the dissertation

together with the most important conclusions and recommendations obtained from the study.

CHAPTER II
HISTORICAL FACTORS LEADING TO THE
DEVELOPMENT OF ETHNIC STUDIES

Introduction

In the first chapter brief mention was made of the fact that American society is composed of a plurality of ethnic groups. Among those who have maintained their native language and culture are the Chicano and the Puerto Rican. In the discussion it was stated that at all levels of society the goals of American education ideally include transmitting the ideals of democracy and equality. Statistics on education, employment and income were presented to point out the existing inequities in education and employment which render the Puerto Rican community powerless. Finally, an attempt was made to show how Puerto Rican Studies have evolved out of a struggle in academia to establish a life space within which Puerto Ricans can carry on their intellectual agenda.

Puerto Rican Studies are as much a part of the history of education as are the studies of any other group in America. They are a significant part of the struggle of non-white people who are trying to develop an educational base and a life status space within the elementary, secondary and higher educational institutions of their

nation. For that reason they must be considered within such a framework, and here they will be considered specifically within the parameters of ethnic studies in higher education and as part of the changes taking place in higher education today.

The literature and research on Puerto Rican Studies at institutions of higher learning is scarce. Only sketches and short articles dealing mostly with ideological aspects are available.

The review of the extant literature for this dissertation will include the following topics:

1. Changes in American higher education from the colonial to the present time; especially as they affected the access of non-white minority groups to higher education.
2. Significant events before 1969 which influenced CUNY with respect to non-white minorities.

Changes in American Education Affecting
Accessibility to Higher Education

American higher education in colonial times, an outgrowth of the English model at Oxford and Cambridge, was geared toward cultivating a few selected students. Education was thus oriented to an elite.¹ However, Brubacher and Rudy point out that there was opportunity in some

¹Frederick Rudolph, The American College and University: A History (New York: Alfred A. Knopf, Inc., 1961), pp. 16-20.

instances for poor students to get a college education.² However, generally speaking, in that early period American education was not a people's institution, serving neither technological nor pragmatic purposes.

The change towards a democratic and pragmatic education did not come about until 1833. At that time Harvard chose to award an honorary degree to President Andrew Jackson, who had no formal college education. By this action the privileged and exclusive nature of American colleges was challenged.³ Americans through Jacksonian democracy had chosen to put their house in order. Equality, the concept that placed Andrew Jackson in the White House and on a Harvard commencement platform, was the rule of the day.⁴ This feeling of equality appears to have helped move forward the goals of bringing higher education to the poor. However, society was not yet ready to accept the poor sympathetically.⁵ The nineteenth century was a period of "struggle for power and legitimacy between many subcultures" in the nation. The struggle in society was also reflected

²John S. Brubacher and Willis Rudy, Higher Education in Transition: An American History, 1636-1956 (New York: Harper & Brothers Publishers, 1958), pp. 39-41.

³Rudolph, op. cit., pp. 202-3.

⁴Ibid., p. 203.

⁵Ibid., pp. 206-7.

in higher education.⁶

Nineteenth century Americans grouped themselves by occupation, social class, religion, sex, locality and ethnic background among other things. . . . All these groups felt impelled to set up their own colleges, both to perpetuate their distinctive subculture and to give themselves legitimacy in the large society.⁷

Other changes to note are those which led to the development of the land-grant colleges through the Morrill Act and the establishment of Cornell University which brought together traditional scholarship and vocational education in one institution, thereby helping pragmatic education (the land-grant colleges and state universities) achieve respectability. The Morrill Federal Land Act of 1862 served to change the views of people and institutions and opened new areas of learning geared to the needs of society.

Morrill as early as 1848 had suggested that American colleges might well drop off a portion of the studies established centuries ago as the mark of European scholarship and replace the vacancy--by those of a less antique and more practical value. He . . . incorporated in his bill the leading reform notions on technical education . . . to promote the liberal and practical education

⁶Christopher Jencks and David Riesman, The Academic Revolution (New York: Doubleday and Company, Inc., 1968), pp. 2-3. Also see Clark Kerr, "Destiny - Not so Manifest," in New Teaching New Learning, ed. by G. Kerry Smith (San Francisco: Jossey-Bass, Inc., 1971), pp. 246-47.

⁷Ibid., p. 3.

of the industrial classes in the several pursuits and professions of life.⁸

Similarly, the purposes of the Morrill Act were to provide support to every state to develop at least one college for the teaching of agriculture and mechanical arts without limiting or excluding scientific or classical studies.⁹ Here the effects of Federal legislation can be seen working to bring higher education to the common people; the combination of political power and Federal funds worked for the benefit of the masses of people and helped in the democratization of higher education.

Difficulties in finding adequately prepared students also affected higher education. Students at the "common school level" had to be admitted on an equal basis with secondary school graduates.¹⁰ Another limiting aspect was the lack of adequate technical information, textbooks, and curricula.

American higher education in its scope and diversification was also profoundly affected by the establishment of Cornell University. Cornell served the needs of society at that time by bringing together the practicality of the land-grant colleges and the theoretical nature of academic

⁸Rudolph, op. cit., p. 249.

⁹Ibid., pp. 252-53.

¹⁰Brubacher and Rudy, op. cit., pp. 63-64.

scholarship in one institution.¹¹

Johns Hopkins in Baltimore, on the other hand, served to maintain the exclusive, elitist orientation of the German university after which it was modeled.¹² At German universities the idea of scholarship was paramount. Johns Hopkins looked for eminent faculty and "students who were sufficiently well prepared to provide the faculty with challenging and rewarding stimulation."¹³ The feeling regarding the importance of scholarship is still maintained today in many institutions of higher learning, especially as it concerns the nature of scholarship in emerging disciplines and the acceptance of ethnic studies. It is also reflected in college admission policies, especially as these affect students who do not meet "standards."

The change which most markedly affected the nature of the American university was the system of electives introduced by Eliot at Harvard. This system, which became very popular, was soon adopted by other institutions and served to bring the curriculum closer to the needs of students and society. ". . . it was the instrument that enabled colleges to become universities . . . and permitted

¹¹Rudolph, op. cit., pp. 266-67. See also Lawrence R. Versey, The Emergence of the American University (Chicago: University of Chicago Press, 1965), pp. 81-83.

¹²Brubacher and Rudy, op. cit., pp. 176-77.

¹³Rudolph, op. cit., pp. 270-74.

the American university to enter into a vital partnership with the society of which it was part."¹⁴

Throughout this developmental period in the nineteenth century, the educational needs of at least two segments of American society--Blacks and Indians--were not even considered. In response to this abject lack of attention, Black colleges seem to have become a necessity. For while the South spoke of Jacksonian democracy and the meaning of equality, Blacks, Indians and other non-whites were not granted complete freedom, much less opportunities or access to higher education.

The development of these institutions was constrained by American acceptance of social Darwinism, by the lack of "a national commitment to educational opportunity for Blackfolk," and by the lack of economic and political power on the part of non-whites.¹⁵

Because Negro colleges existed within a society dominated by whites, they were necessarily a reflection of power relations between the racial groups. . . . To Negroes denied political participation by statute, business opportunities by lack of resources and custom and broad areas of social

¹⁴Ibid., p. 305.

¹⁵Michael R. Winston, "Through the Back Door: Academic Racism and the Negro Scholar in Historical Perspective," Daedalus, Summer 1971, pp. 679-85. Also see Allen B. Ballard, The Education of Black Folk: The Afro-American Struggle for Knowledge in White America (New York: Harper & Row Publishers, Inc., 1973), pp. 9-16.

expression by segregation, colleges have been regarded as vehicles of expressing a variety of interests, many bearing only slender and tangential relationships to education as a process of intellectual development. . . .

. . . the attitudes of whites towards the education of the Negroes in the United States have been conditioned by three powerful and very often conflicting motives: guilt, fear and sentimental philanthropy.¹⁶

With these beginnings, it is no surprise that Blacks in the United States were receiving such inferior education that they had to remain dependent upon white liberals and others for help in developing their institutions. Indian education during this period was even worse than that for the Blacks. Since the opening of the Carlisle Indian School, only a few non-reservation boarding schools had been established.¹⁷

After World War II, there was an additional increasing demand for higher education by a large segment of society, namely veterans. The general belief was that education would provide opportunities for an individual to advance in his or her socio-economic position,¹⁸ and that technological education would be the instrument for building a modern

¹⁶ Ibid., pp. 679-80.

¹⁷ Brubacher and Rudy, op. cit., p. 79. Also see William W. Brickman, "American Higher Education in Historical Perspective," The Annals of the American Political and Social Sciences, November 1972, pp. 35-38.

¹⁸ Jencks and Riesman, op. cit., p. 98.

industrial society.¹⁹ Therefore, people began to demand technological education more and more.

Because of the high demand for education, community colleges became an alternative to higher education for those who did not meet the "standards" required for entrance to senior colleges. To explain the services offered by community colleges, Jencks states that:

There were to be college-style academic courses for those who planned eventually to transfer to a four year college, terminal general education programs for those who only wanted two years beyond high school and vocational and semi-professional programs for those who needed a saleable skill.²⁰

During this time, children of the middle class had open access to higher education, as did in many cases, the children of the poor. The idea of general higher education seems to have become a reality. However, standards of admission and selective recruitment were developed and used to maintain the elitist nature of the institutions.²¹ These became exclusionary methods which led to a meritocracy.

The land-grant colleges and many State universities,

¹⁹John E. Talbott, "The History of Education Historical Studies Today," Daedalus, Winter 1971, pp. 133-55, argues that there is need for historians to look at education and its changes not from the individual perspective, but in collaboration using an interdisciplinary approach to get a fuller view of it.

²⁰Jencks and Riesman, op. cit., p. 481.

²¹Ballard, op. cit., pp. 83-85.

on the other hand, were open to all who graduated from high school. But, in many cases, public colleges could admit only those who had had the opportunity to complete high school--that is, children from middle class families who could study in "better schools" rather than children of the ghetto dwellers, usually Black, Chicano, Puerto Rican, and poor whites. Therefore, the system perpetuated that meritocracy.²²

Throughout the 1960's and especially during the last five years of that decade, it became evident that universities were not fulfilling the role that some students, faculty members and communities felt they should. The institutions were suspect in the eyes of white radicals, Blacks, and other non-whites--among whom were the Puerto Ricans. Under the existing pressures, the university campuses exploded. The results were: "Political defiance of authority--manifested by the presentation of non-negotiable demands, blockades, strikes and occupations of campus buildings."²³ There are various interpretations of these revolts. Henderson, among others, explains some of the salient goals expected by all revolutionists:

²² John W. Gardner, Excellence: Can We Be Equal and Excellent too? (New York: Harper and Brothers Publishers, 1961), pp. 38-40.

²³ Algo D. Henderson, The Innovative Spirit: Changes in Higher Education (San Francisco: Jossey-Bass, Inc. Publications, 1970), p. 48.

The more far-reaching goal is the elimination of supernationalism, war, competitive goals, and concentration of power. The second goal, which merges with the first, is the desire for true freedom for black people and an end of racism. This goal is a rejection of the melting pot so meaningful for immigrant minorities, but from which Blacks, Chicanos, native Americans, and Orientals have been excluded; in the case of the blacks the goal is black cultural identity, black self-enhancement and black power. The other disadvantaged minorities want similar recognition. These two goals merge at the university because the university is the intellectual base for fresh concepts and because students believe that the university should lead the way in effecting social changes.²⁴

Barzun, on the other hand, places the nature and the goals of revolt in a different context. In his interpretation, the problems are due to lack of desire of teachers to teach and relate to students. He emphasizes the matter of achievement and stresses the emphasis that is given to credentials and qualifications instead of "intellectual revelation." For him the problem seems to be in the quality of teaching, the accreditation system, the maintenance of standards, and the outmoded curriculum.²⁵ Ballard has yet another explanation of the dissension and defiance of Blacks between 1965 and 1971.

²⁴ Ibid., pp. 48-49.

²⁵ Jacques Barzun, The American University (New York: Harper & Row Publishers, Inc., 1968), pp. 63-84.

Every one of the dozens of Black student uprisings which occurred during 1967-70, it seems fair to say, had substantive justification; yet even the demands enunciated in the inevitable confrontation in presidents' conferences rooms, extreme as many considered then, did not wholly reflect the students' real grievances and if accepted would not have alleviated their anger. . . .

That basic hostility was reinforced by myriad petty and grand insults paid to Black youth by the university.²⁶

He describes the confrontations at Columbia, Cornell and San Francisco State, and summarizes the demands of the Black students as follows:

First, the demand for Black-controlled Black Studies enclave; second, the demand for dormitories and cultural space for Black students, third, the demand for additional admissions quotas for Black students; fourth, the demand that Black students be given special tutorial and financial aid and academic dispensations.²⁷

The goals and demands of Puerto Ricans, as expressed by Bonilla and Gonzales, interlock with those of Blacks and Chicanos, but in many cases have unique nationalistic and cultural as well as educational implications.

What needs to be understood is that Puerto Ricans uniquely stand at a historic intersection of both liberation movements--the struggle for autonomy of small territorially based nations and that of displaced and overrun ethnic people in the U.S.²⁸

²⁶Ballard, op. cit., p. 69. ²⁷Ibid., p. 74.

²⁸Frank Bonilla and Emilio Gonzalez, "New Knowing, New Practice: Puerto Rican Studies," in Structures of Dependency, ed. by Frank Bonilla and Robert Girling (Stanford, Calif.: Stanford Institute of Political Science, 1973), pp. 229-30.

Turning to the educational area they express the goals in this way:

Our struggle in the university is not merely for a better education for young Puerto Ricans or for an intellectual base in the academy or greater tolerance from colleagues. Not only contrary political projects but contrary world views (epistemologies) are in confrontation. It will perhaps come as a surprise that so much is in fact at issue in what they may choose to view as a simple assault by primitives on an institution these intruders do not understand. Were the matter as simple as some would like, the sense of threat to the established order of disciplines, research domains and lines of organization would, of course, not be so deeply felt.²⁹

In order to better understand these forces, we will look in detail to the events which took place at CUNY.

Increasing Access to CUNY

History

During the twenty years prior to 1969 at City University of New York (and for that matter throughout the nation), educational democracy and institutional services to the total community had markedly deteriorated. During that period institutions of higher learning were only serving one select group. CUNY's educational services were almost inaccessible to poor whites and non-whites. This situation was allowed to develop through a system of admission and retention practices based on narrow standards

²⁹Ibid., p. 230.

and merits that made public institutions operate as if they were private in nature.

Inasmuch as education is a means for upgrading individuals economically and raising their social status,³⁰ failure to allow all students an opportunity for admission might be interpreted as an undemocratic procedure and as a way of rendering individuals and communities even more powerless. In 1969 in New York City, after the pressure exerted by students, the community, and some members of the faculty, the opening of CUNY through a more equitable system of admissions could then be interpreted as a form of democratization: an advance which offered educational services to the entire community and promoted cultural pluralism and better understanding. It was a way of returning the institution to its original legitimate purpose--serving society to develop its educational and economic power.

Recent Innovations

The University of the City of New York traditionally admitted the majority of its freshman class on the basis of high school grades and 'academic aptitude' as measured

³⁰Gardner, op. cit., p. 82.

by special examinations.³¹ However, during the 1960's some recruitment and admission policy changes were instituted by CUNY with support from Federal and State funds. These changes have had a significant effect upon the whole CUNY system. They explain the increase in enrollment at the institution in the early sixties of Black and Puerto Rican students as well as other bypassed Americans. Martin Mayer explains how some of these programs originated:

In 1964 the Economic Opportunity Act made the recruitment of Blacks a prime goal of the poverty program, and New York funded its first College Discovery venture. The Federal government dropped the other shoe in 1965 in promulgating the Higher Education Act and a year later the state funded the Search for Education, Elevation and Knowledge (SEEK) Program, by which students from poor neighborhoods who were not otherwise eligible for regular admission to City University four-year colleges were accepted into and paid to attend special programs run more or less by colleges and designed to remedy skills and attitudes.³²

The University Commission on Admissions describes these as "Special Programs." "The best known are SEEK (Search for Education, Elevation and Knowledge), and College Discovery."³³

³¹University Commission on Admissions: Report and Recommendations to the Board of Higher Education of the City of New York, Oct. 7, 1969, p. 5.

³²Martin Mayer, "Higher Education for All, the Case of Open Admission," Commentary, February 1973, p. 38. (To be published.)

³³University Commission on Admissions, op. cit., p. 7.

Admission standards . . . include a high school diploma or equivalent, under 30 years of age, New York residency, no previous college attendance (except veterans), ineligibility for matriculation to a CUNY regular program, and residency in an officially designed poverty area for SEEK, and family income below a designated level for College Discovery.³⁴

SEEK operates at the senior colleges, and College Discovery at 2-year colleges.

Another program instituted is the One-Hundred Scholars Program. It guarantees admission to a CUNY senior college for the top 100 students graduating in every public academic high school. It also guarantees admission to the top 20 percent of the graduating class in parochial schools. In 1969, 9,000 high school graduates were offered admission and approximately 6,000 applied and were admitted; of these approximately 600 did not qualify under "regular" standards.

Other programs were also in operation throughout CUNY prior to open admission: Brooklyn College had established an Educational Opportunity Program for 200 poverty area students; Hunter College offered special consideration to veterans and selected students, and some community colleges provided other alternatives for students who did not qualify under regular standards.³⁵ SEEK and One-Hundred Scholars alone brought approximately 9,000 students to CUNY that

³⁴Ibid., p. 8.

³⁵Ibid.

year.³⁶

These changes in admissions and recruitment policies resulted in an increase of non-white students at CUNY. The Report of the Fall 1972, "Undergraduate Ethnic Census," indicates an enrollment of 21,252 in 1968, an enrollment of 25,497 Black and Puerto Rican students in 1969, an attendance of 57,594 Black and Puerto Rican students in 1972.³⁷

A group of these students in the Spring of 1969, led a revolt and demanded open admission and further structural changes at CUNY. The students asked for what Glazer and others have called the "five demands."³⁸

In the Spring of 1969 the South Campus at City College was taken over by radical students, some radical faculty members, Black and Puerto Rican students, and members of the community. One result of that activity was the establishment of "Open Admissions at CUNY." A salient

³⁶Nathan Glazer, "City College," pp. 19-20. (Undated mimeograph.)

³⁷Office of Data Collection and Evaluation, the City University of New York, Report of the Fall 1972, "Undergraduate Ethnic Census," Table I, p. 2. (Mimeographed.) These figures are approximations.

³⁸Glazer, op. cit., p. 26. Also Ballard, op. cit., p. 74 - who discusses what he calls the four types of demands. He quotes them later on in the discussion and Mayer, op. cit., p. 39, identifies the most important of these demands as the one asking for an increase in enrollment of Black and Puerto Rican Students.

point here is that the needs of Black and Puerto Rican students alone did not make Open Admissions possible. Mayer explains that an Open Admissions Policy was contingent upon the pressures exerted by the White lower middle class of New York City. He cites Frederick L. Burkhardt, then president of the Board of Higher Education, ". . . it was the eight-thousand-dollar-a-year Whites saying, 'We pay our taxes.' It was a demand that was irresistible."³⁹ Under the pressures of lower middle class whites and non-white ethnic rebellion, the Board of Higher Education yielded to open admissions and moved the date from around 1975 to the Fall of 1970.⁴⁰

Another result of the disruptions at CUNY was the implementation of Black and Puerto Rican programs which led to three Puerto Rican Studies departments at CUNY senior colleges as well as other ethnic programs throughout the CUNY system.

The stated purpose of Ethnic Studies programs was to help to reconstruct the cultural and social damages done to non-white students in the educational process. The idea behind Open Admission was to bring to the college the

³⁹Mayer, op. cit., p. 39.

⁴⁰A summary of the Open Admissions Policy appears in Robert E. Marshak, Problems and Prospects of an Urban Public University: A Report, the City College of the City University of New York, 1970, p. 26.

"by-passed" American students excluded until now.⁴¹

While Open Admissions and Ethnic Studies still operate, many faculty members feel threatened and are not convinced that they will work, since they believe standards will fall and the bachelor degree will be rendered worthless.⁴² These diehards fail to see that the admission of students from all ethnic and social groups as well as from different socio-economic levels will help lower tensions in society by developing leadership programs which will help students in this process articulate the concerns of people in our inner cities and in the nation.

Finally, there are at the present time limits which have profound ramifications in the development of Ethnic Studies. They are not nationally accepted as legitimate areas of study, are not sponsored in their totality by public funds, and do not have the necessary political power to obtain the funds to make these studies available to all students and professionals.

⁴¹University Commission on Admissions, op. cit., p. 3.

⁴²Ibid. Also see Clark Kerr, "Higher Education in the Trouble City," Lowell Lecture Series, April 1, 1968, pp. 11-13, discusses this concern of faculty for standards as it regards work on local city problems. And while the concerns he discusses are not perhaps the same as those at CUNY, they are related to "low quality" work.

CHAPTER III

RATIONALE FOR INCLUDING PUERTO RICAN
STUDIES AT THE UNIVERSITYIntroduction

In chapter two the dilemma of non-whites in regard to higher education was presented along with specific information related to the increase in numbers of non-white students at CUNY. This dilemma ultimately led to the establishment of Ethnic Studies at that institution.

This chapter will provide a rationale for including Puerto Rican Studies in the curriculum of institutions of higher education. The argument has two prongs: the first having to do with a traditional justification for viewing Puerto Rican Studies as an academic discipline; the second having to do with the need for preparing and sensitizing those who interact with the Puerto Rican community.

Traditional Argument for Inclusion
of Ethnic StudiesTraditional Definitions
of Academic Legitimacy

Established, academic disciplines have usually been based on coherent bodies of knowledge.

When conceived broadly enough all the disciplines seem to share certain normative elements, that is standards or values and norms that derive from their common grounding

in man's quest for knowledge . . . natural phenomena, human behavior, or documents of cultural heritage in language or stone . . . [they] should be solidly ground in objective evidence.¹

Thus, academicians asserted that for any area of study to become a valid discipline, it had to have a theoretical background and a methodology.

In the light of this position a question immediately comes to mind regarding the validity of Puerto Rican Studies: What arguments can be presented in favor of making Puerto Rican Studies--an area of study which is now emerging and needs to be defined--an academic discipline or an alternative area of study?

Clearly, an answer to this question is that the theoretical needs of Puerto Rican Studies, as an alternative to more traditional disciplines, may be based on the premises of the sociology of knowledge. That assumption is the basis for the discussion which follows.

Merton, in writing about the sociology of knowledge, indicates that this "field of social inquiry" has a central orientation toward the concern of "the relationships between knowledge and other existential factors in the

¹Talcott Parsons, "Unity and Diversity in the Modern Intellectual Disciplines: The Role of the Social Sciences," Daedalus, Winter, 1965, p. 40.

society or culture."² He warns us, however, that just to outline the "main current of the sociology of knowledge is to do violence to all." The present discussion, though, will be limited in scope since it is neither a critical evaluation nor a thorough discourse of all the factors that impinge on the topic. Rather, it is a brief presentation of the subject as it relates to the needs of Puerto Rican Studies.

Mannheim points out that ". . . as a theory [the sociology of knowledge] seeks to analyze the relationships between knowledge and existence; as a historico-sociological research, it seeks to trace the forms which this relationship has taken in the intellectual development of mankind."³ Louis Wirth adds that: "The sociology of knowledge furthermore seeks to throw light on the question of how the interests and purposes of certain social groups come to find expression in certain theories, doctrines, and

²Robert K. Merton, "Paradigm for the Study of the Sociology of Knowledge," in The Language of Social Research: A Reader in the Methodology of Social Research, ed. by Paul F. Lazarsfeld and Morris Rosenberg (Glencoe, Illinois: The Free Press, 1955), p. 498. Merton also warns that the "term 'knowledge' must be interpreted very broadly since studies in this area have dealt with virtually the entire gamut of cultural products (ideas, ideologies, juristic, and ethnical beliefs, philosophy, science, technology)."

³Karl Mannheim, Ideology and Utopia: An Introduction to the Sociology of Knowledge (New York: Harcourt, Brace and Company, 1951), p. 236.

intellectual movements."⁴

Merton elaborates on the points expressed by Mannheim and Wirth:

The sociology of knowledge takes on pertinence under a definite complex of social and cultural conditions. With increasing social conflict differences in values, attitudes and modes of thought of groups develop to the point where the orientation which these groups previously had in common is overshadowed by incompatible differences. Not only do these develop instinct universes of discourse, but the existence of any one universe challenges the validity and legitimacy of the others. The coexistence of these conflicting perspectives and interpretations within the same society leads to an active and reciprocal distrust between groups.⁵

Merton continues:

Within a context of distrust, one no longer inquires into the content of beliefs and assertions to determine whether they are valid or not, one no longer confronts the assertions with relevant evidence, but introduces an entirely new question: how does it happen that these views are maintained? Thought becomes functionalized; it is interpreted in terms of its psychological or economic or social or racial sources and functions.⁶

In essence, therefore, the standards of the American academy are a reflection and a product of the groups that

⁴Ibid., Preface, p. xxx.

⁵Merton, Social Theory and Social Structure (Glencoe, Illinois: The Free Press, 1957), p. 457.

⁶Ibid., p. 457.

have historically controlled it. Since these groups have not included many Puerto Ricans or other minority groups among them, these standards cannot reflect the needs of the community and as the community has become more conscious of itself, it has naturally developed standards which in some areas conflict with those of American academicians. We therefore have the kind of social conflict that Merton believes can lead to the collision of two compelling intellectual universes.

Relationships between Ethnic Studies
and Traditional Disciplines

Puerto Rican Studies are at present undergoing a struggle to find a place in academia. The reason for this struggle is that the Puerto Rican Community--having been excluded from or denied adequate access to higher education--needs a place where its intellectual energies can be developed. From a philosophical point of view, Puerto Rican Studies appear to be engaged in a process of penetrating the university so that Puerto Ricans can responsibly address themselves to the educational needs and aspirations of their community. These studies evolved as a joint endeavor of students, the community and some faculty members who were looking for a place within academia where they could seriously modify the institution and where they could legitimize their intellectual constructs.

The basic difference between the traditional disciplines and ethnic studies is that the latter have characteristics, as was to be expected, somewhat foreign to the traditional approaches. Academicians in traditional disciplines have perceived non-white societies as problem areas; non-white ethnics, on the other hand, are trying to create a discipline out of the study of non-white societies. Puerto Ricans and other non-whites are looking for a place within academia where they can reflect upon their future as a people, where their intellectual energies can be developed and where they can reconstruct as well as not only recover their culture.

Not having had a clear cut scientific model, Ethnic Studies have had to borrow some theoretical assumptions, premises and methodologies from the social sciences. At the same time those involved in Ethnic Studies are looking for new approaches to research, theory-construction and the exchange of knowledge and ideas consistent with the needs of an emerging discipline. Their intention is not to eliminate the traditional disciplines but to make them respond adequately to the uses and transmission of new knowledge, and to add to their bodies of data and theories, and thus to modify them.

Many people, particularly within the traditional disciplines, believe that there are inconsistencies in this

new approach. One often hears such questions as: If Ethnic Studies make use of theoretical constructs and methodologies that are borrowed from the traditional disciplines, isn't this a duplication of efforts? Why can't the activities required be conducted within the established disciplines? Do Ethnic Studies have the body of knowledge, research and serious academic development required for this knowledge to be systematically transmitted? Such critics miss the crux of the problem, which is that until now traditional academicians have claimed that their disciplines are not ideologically conditioned and, therefore, convey only objective scientific truths. However, Charles Hamilton has agreed that:

[Blacks] perceive higher education--especially in the social sciences, history and the humanities--as essentially racist in its cognitive values, its research, its conclusion. . . . They are not sanguine that present faculty and administrators can lead this innovation because those are the same people who were instrumental in developing a racist curriculum.⁷

Ethnic Studies in general cannot pretend to possess an accepted body of fact and theory. Their recent establishment has been, by and large, the result of confrontations and struggles. In order to serve the community, they must be a fusion of theory and practice. Traditionally

⁷Charles V. Hamilton, "The Challenge of Black Studies," Social Policy, July/August, 1970, p. 74.

theoretical concerns are reflected in the subject matters taught in the accepted manner. Practice is represented by community services which should help to connect the institutions to the community and to the people whom the institutions purport to serve. In this respect Puerto Rican Studies are closely related to social work. Students involved in the struggle for the development of Puerto Rican Studies programs are, for example, deeply concerned with the social realities of the urban ghetto. They demand that the institutions of higher learning respond openly to its needs and that they provide the means through which students and the faculty members involved in this area can become effectively engaged in programs to develop strategies in community affairs and services, community organization, and community development. They see this process of social edification as the only way whereby academia can be "dragged" into the community to serve it effectively and at the same time fulfill its own educational purposes and mission. Phillip C. Ritterbush, discusses these goals:

Our restless era is now giving rise to an educational aspiration of a new kind--one that seems capable of leading a third generation of institutional arrangements for higher education. The new aspiration is centered upon social experience. It includes a quest for community that leads students into living experiments wherein they learn mainly from one another. It includes an urge to serve the disadvantaged that leads students to volunteer to assist service organizations and their clients. It seeks

out unsolved social problems, aiming for exposures that will generate and lead to skills that will allow students to play useful future roles in human affairs. The new aspiration responds to charges that the classical concept is irrelevant ecological and social catastrophe. It seeks to take advantage of learning resources beyond the campus in order to pursue a higher aim--the redemption of a social system that seems incapable of raising above its failing without just a change in education.⁸

Puerto Rican Studies do not merely wish to be included among the traditional domains. Their interest goes further. They seek not only legitimacy but serious modification of the institution. Ritterbush is again one of the few writers who seems to understand the expectations of students who are searching for institutional changes:

The term institutional changes does not embrace change of any degree in just any indicator of institutional performance. It implies reorientation or the establishment of new institutions. Change of this fundamental kind can only be brought about by the response of the members of institutions of new aspirations. It may be advanced by a studied awareness within institutions of the objectives they serve, and the extent to which the everyday function they perform fulfill those objectives. But change cannot be planned from the top down; its true location is in the human mind and heart throughout the system of institutions of their social setting.⁹

⁸ Phillip C. Ritterbush, ed., "Campus and Community: An Institutional Transformation," in Let the Entire Community Become Our University (Washington, D.C.: Acropolis Books, Ltd., 1972), pp. 9-10.

⁹ Ibid., p. 11.

The points discussed so far are some of the issues to which Puerto Rican Studies address themselves in order to come to grips with the attitudes they confront in academia. What is most important, and needs to be emphasized in terms of the social work alternative just discussed, is that Puerto Rican Studies evolve as a joint endeavor of students, community and faculty members, working together to set an institutional base within the university to accomplish their goals.

To sum up the discussion on the level of knowledge and theory in Puerto Rican Studies, it must be categorically stated that Puerto Rican Studies encompass a different programmatic approach to the uses and interpretations of knowledge. This does not negate the fact that at certain levels theories and some methodologies from the traditional disciplines may be borrowed to interpret the phenomena encountered in this emerging area; an area which is interdisciplinary in nature and has not yet developed a coherent body of knowledge and theory.

Need for Cross-Cultural Perspectives

In Scholarly Work

The perspective provided by the sociology of knowledge may help to provide a further explanation of the need for Puerto Rican Studies at institutions of higher education. First, there is ample evidence to prove that false

assumptions and ideological orthodoxies have been used by "Euro-American" scientists who claim to use value-free approaches in investigating the behavior and characteristics of non-white ethnic minority groups. A clear case of unwarranted assumptions is cited by Luis Nieves Falcon, a Puerto Rican sociologist: "a sociologist writing on Puerto Rico in 1946 concluded that 'more happened in the first two decades of American life in the island than in the four centuries of Spanish occupation,' and that 'aside from any questions as to the merit of the language as such, the persistence of Spanish is a serious barrier to fruitful contacts.'"¹⁰ He points out several other cases of the "subjective, personal opinion of social scientists" in their conclusions regarding the social and cultural aspects of the Puerto Rican.¹¹

Cultural bias is also reflected in faulty experimental designs which lead to unreliable results. A good example is Oscar Lewis' La Vida, a book about the culture of poverty in Puerto Rico and New York.¹² The findings have been

¹⁰Luis Nieves Falcon, "Puerto Rico: A Case Study of Transcultural Application of Behavioral Sciences" (paper read at Louisiana University, Department of Psychology, Mardi Gras Symposium: Behavioral Science and Human Values, Thursday, February 12, 1970), p. 3. (Mimeographed.)

¹¹Ibid., pp. 3-8.

¹²Oscar Lewis, La Vida: A Puerto Rican Family in the Culture of Poverty, San Juan and New York (New York: Random House, Inc., 1966).

criticized by several social scientists on the grounds that the sample chosen was not representative of the general population. In criticizing the book, Charles A. Valentine states:

. . . there are some indications that the subjects of La Vida were chosen, not because of their representativeness, but on the contrary because they manifested deviant extremes. . . . When one compares the abstract conception of poverty culture with concrete descriptions of the local community, what appears in La Vida to be straightforward contradictions immediately arise.¹³

Such publications have worked against Puerto Ricans in the United States because the prestige of their authors has given credence to their statements.

Although there are innumerable examples in the social sciences of false assumptions and cultural bias, those used here should be sufficient to support certain basic theoretical concepts regarding the need for Puerto Rican Studies in institutions of higher learning. Therefore, within the perspectives of the sociology of knowledge, Puerto Rican Studies will broaden the area of social and educational research problems and historico-cultural studies, so as to counteract the seemingly narrow approach based on selective perceptions and inadequate tools used by some social scientists who, wittingly or unwittingly, have

¹³Charles A. Valentine, Culture and Poverty (Chicago: The University of Chicago Press, 1970), pp. 53-54.

tended to concentrate on the negative aspects of a population or group. Moreover, Puerto Rican Studies will give attention to relevant fields of study and new approaches which for different reasons, have not been explored by social scientists interested in ethnic groups. Ethnic Studies should give priority to producing new knowledge as well as to finding new interpretations of theories and doctrines to satisfy its academic needs.

In Training Professionals

While the need for Ethnic Studies at the institutions of higher learning has been examined above focusing on how behavioral scientists have made use of the wrong assumptions, the cases which will be described below indicate clearly why cross-cultural and interdisciplinary training of professionals is needed.

False assumptions and cultural misunderstanding are said to be responsible in some ways for the abnormally "high rate of hospitalization due to mental illness and disorders among the Puerto Rican in New York State."¹⁴

Undoubtedly, psychiatrists and other practitioners may have

¹⁴"Hospitalization Rate of Puerto Ricans for Mental Disorders Said to Be High," New York Times, March 26, 1970, p. 36. A broader discussion related to this area can be seen in Derek L. Phillips, Knowledge from What?: Theories and Methods in Social Research (Chicago: Rand McNally and Company, 1971), pp. 40-46.

been misguided by American cultural patterns in making their diagnoses.

Recently, it has also been pointed out that the concept,

"culture of poverty" [is used by some social scientists] as a supposed explanation for the myriad problems to be found among the poor, a practice which served to mask the crucial issue of social and economic injustice that our society must face. . . .

The major assumption made by many "culture of poverty" theorists is that a virtually autonomous subculture exists among the poor, one which is self-perpetuating and self-defeating. This subculture, it is argued, involves a sense of resignation or fatalism and an inability to put off the satisfaction of immediate desires in order to plan for the future.

. . . [these] have contributed to distorted characteristics of the poor, and especially the black poor.¹⁵

Evidently, institutions of higher learning when dealing with the area of culture have done so only on an academic and intellectual level--and a distorted one at that--in the training of professionals who will be working with minorities. These institutions have failed to see how the absence of cross-cultural and interdisciplinary training prevents professionals from delivering the best type of services free of bias. This situation has been critical not only in the sciences but in education where cultural imperialism has been practiced on minorities. Examples of cultural imperialism are the cases of the Puerto Rican,

¹⁵Eleanor Burke Leacock, ed., The Culture of Poverty: A Critique (New York: Simon and Schuster, Inc., 1970), pp. 7-11.

Chicano and other linguistic minorities, on whom the use of English has been imposed on by educational and social systems.

The development of learning skills and cognitive tools in school by Puerto Rican and Chicano children has been considerably curtailed (in Puerto Rico as well as in continental United States in the Puerto Rican case) by the use of English in the classroom and by a lack of adequate textbooks. Moreover, a great deal of the materials used are culturally exotic and biased. Mari-Luci Jaramillo presents this point of view candidly:

Language gives cues to the feelings of people. It also lets us know from what perspective the speaker views phenomena. We "feel" and view things distinctly when we are raised in different cultures. The same word in one language will often not produce the same reaction when translated into another language. Even some concepts aren't accepted in the same manner because we have been conditioned to feel differently about many things.¹⁶

Lately some attempts to correct the situation by translating materials have been made by departments of education. But they are still culturally-bound and thus inadequate.

¹⁶Mari-Luci Jaramillo, "Cultural Differences Revealed through Language," NCRIEEO, Tipsheet, No. 8, May 1972, p. 1.

Training Educators to Meet the
Educational Needs of Puerto Ricans

These facts have also been brought out in the Coleman report, according to which Puerto Rican students appear to perform below all students in reading and mathematics. Many reasons have been offered for the failure of Puerto Rican children to achieve better performance in school. Some are related to adjustment problems due to cultural differences. Elam explains this in terms of acculturation:

When the culture process is interrupted or suddenly changed, learning seems to cease. The new setting often destroys the foundation of security. . . . The Puerto Rican child is thus caught between the two cultures, that of his people and the one which he must meet everyday in the school. Sometimes he must respond to one that contradicts his own.¹⁷

Other reasons for failure in schools are attributed to "language disabilities." If one agrees that speaking Spanish is a disability, then one can accept the validity of explanations such as these. In 1953, when Puerto Ricans were arriving in the United States in large numbers, language "problems" were already evident. Even then the New York City public school system was unable to cope with the pressures exerted by the newcomers. There were approximately 40,096 non-English speaking children in the

¹⁷Sophie Elam, "Acculturation and Learning Problems of Puerto Rican Children," in Puerto Rican Children in Mainland Schools, ed. by Francesco Cordasco and Eugene Bucchioni (Metuchen, N.J.: Scarecrow Press, 1968), pp. 344-45.

system, and they, like other immigrants, were expected to become "American" as soon as possible. This meant forgetting their native language and culture--a demand which Puerto Ricans refused to accept readily.

Because of the large numbers of non-English speaking children, a massive study was undertaken in 1953 by the Board of Education of the City of New York. The study was undertaken to determine how the schools could learn to cope with the so-called "problem"; that is, the fact that schools were being "invaded" by students who could not speak English and behaved differently. Unfortunately, most of the findings of that study were never accepted by school authorities.¹⁸ This rejection of the study's results led the school system to adopt methods of teaching English as a second language which were so unsuccessful with Spanish-speaking students that by 1970 there were "105,483 Spanish-speaking children . . . with language difficulty . . . of which 46,277 had severe language difficulties."¹⁹ (At that time the total Puerto Rican school population was

¹⁸J. Cayce Morrison, The Puerto Rican Study 1953-1957, Board of Education City of New York, 1958, p. 168.

¹⁹Mary Jenkins, "Bilingual Education in New York City," a report prepared for the Program of Recruitment and Training of Spanish-speaking Teachers, Board of Education City of New York, Office of Personnel, June 1971, p. 21. (Mimeographed.)

260,040.)²⁰ The proportionate number of children with "English disabilities" is statistically significant.

Other factors leading to handicaps in Puerto Rican students have been identified as poor teacher attitudes and the racist biases of administrators and teachers. These factors, in reference to Puerto Ricans, are generalized from work done with other disadvantaged children. Puerto Rican children, who generally live under the same conditions as other non-whites, suffer the same educational maladies as they.

Teachers' perceptions of and attitudes toward disadvantaged children lead them to believe that such children are inferior. Clark, referring to the attitudes and behaviors of teachers and administrators in ghetto schools, comments that

. . . while there were some outstanding exceptions--individual principals and teachers who respected the human dignity and potentials of their students--the overwhelming majority of these teachers and their supervisors rejected these children and looked upon them as inherently inferior.²¹

He goes on to state that teachers and administrators look

²⁰United States Commission on Civil Rights. Staff Report Public Education for Puerto Rican Children in New York City, February 1972, p. 1.

²¹Kenneth B. Clark, "Educational Stimulation of Racially Disadvantaged Children," in Education in Depressed Areas, ed. by A. Harry Passow (New York: Teachers College Press, 1963), p. 148.

upon ghetto children as "unteachable."²² Rosenthal and Jacobson, in their study based on the "self-fulfillment prophecy of non-attainment" in the South San Francisco area, point out that the attitudes of teachers can have substantial positive or negative effect upon children.²³ Many other references to this effect could be cited. Most educators appear to agree that racism and teachers' negative attitudes handicap children by affecting negatively the teaching-learning process.

Other specific areas where schooling has affected Puerto Rican children negatively include the curriculum and the methods and materials which community members believe are inadequate and irrelevant to children in the Barrios.²⁴

To sum up: unless the public (elementary-secondary) school system and the higher education institutions work together to implement the necessary steps toward change, Puerto Ricans will not be able to enter college, even if "open admissions" is available, because they will not

²² Clark, Dark Ghetto: Dilemmas of Social Power (New York: Harper & Row, 1965), pp. 129-36.

²³ Robert Rosenthal and Leanore P. Jacobson, "Teachers Expectations for the Disadvantaged," Scientific American, CCXVIII (April, 1968), 23. The same authors deal with this matter in more depth in Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development (New York: Holt, Rinehart and Winston, Inc., 1968).

²⁴ Barrio is a term used by Puerto Ricans to denote their neighborhoods in the United States.

complete secondary school. Deprivation of higher education will continue to affect their opportunities in employment and income, and will maintain the powerlessness of the community and perpetuate the present inequities.

The need for cross-disciplinary training for professionals and practitioners has clearly been affirmed.

Obstacles in Gaining Legitimate
Status at the University

Because Ethnic Studies in many cases make use of new expertise and new knowledge in what may be considered a different manner from the traditional, they are at times perceived as anti-intellectual and as undermining the traditional disciplines; as a result, they are rejected by them.

The rejection of a new discipline in academia is not a new phenomenon and should surprise no one. Some of the now established traditional social science disciplines have also felt the pangs of rejection at their inception. Were one to look at the beginnings, growth and development of sociology as an academic discipline, for example, one would very quickly become aware of this. According to Nisbet:

Like the Alger hero of old, sociology reveals to us a face that was always honest but for a long time poor and at the bottom of the social-academic ladder. A struggle for prestige and secure status has characterized all the non-classical academic disciplines in the modern world, but in none, I think,

has the struggle been at once more galling and more actually directive than in the field of sociology. . . . Sociology manifested, after its first grudging acceptance in the university, a good many of the qualities we generally sum up in the term "marginality." Regarded by others in the academic hierarchy as a kind of interloper, as a threatening poacher, as, at best a dubious rival, it was necessary for sociology to justify itself to the older disciplines. It could do this obviously, not by proving that in sociology there lay an insight and method, a subject matter and objective, that no other existing discipline contained.²⁵

Nisbet is speaking about European sociology, but notes that the same conditions prevailed in the United States, where, in general the universities looked to Germany for their model.

What is suggested here is that sociology as well as ethnic studies, have been perceived negatively in academia, and while the struggles for acceptance may be similar, Puerto Rican Studies does not only wish to be legitimized as an academic area of study but to go beyond that and modify the academic institution.

Another problem Puerto Rican Studies faces is the context within which Ethnic Studies have been developed. Ethnic Studies are considered to be part of the social sciences, which also include social work and sociology. However, Puerto Rican Studies should include practical

²⁵Robert A. Nisbet, "Sociology in the Academy," in Sociology and Contemporary Education, ed. by Charles H. Page (New York: Random House, 1967), pp. 68-71.

training as well as theoretical teaching.

Clearly, non-whites have always been tangential to the main stream of American cultural life and society, and therefore have been studied as special cases under the shadow of institutional racism. They have always been in a marginal position prevented from adequate access to all the benefits of this society. University models concerning the study of non-white ethnics were thus developed within an inferior social stratum in the traditional social sciences. Examples of this are found in some of the studies of culture, racial, and ethnic relations, where non-white ethnics are frequently depicted as if they were pathological entities, a view which is usually substantiated through census data, statistical analyses and other "scientific" measures; e.g., they are said to have a higher incidence of crime, to suffer more family disorganization, to have a lower academic achievement, a lower I.Q. than whites, ad nauseam. These "conclusions" are used many times to indicate their inferiority. The best example of this iniquity is the case of Blacks in American society.

Most of the comparative research on race has been done within a normative framework with the behavior of whites being the norm from which blacks deviate.²⁶

²⁶ Kent S. Miller and Ralph Mason Dreger, eds., Comparative Studies of Blacks and Whites in the United States (New York: Seminar Press, 1973), p. 1.

Puerto Ricans in the United States, in many aspects, are in a similar situation.

During 1969, non-white ethnics--Blacks, Puerto Ricans and Chicanos--challenged the ideological nature of the research carried on by social scientists. They decided to confront the situation and to explain the need for research methods which took into account their realities and needs. As a result, ethnic studies gained strength in American universities.

The first reaction of those involved in the search for new ways of doing things was to reject the traditional approaches--the perceptions and the models which had been developed previously. A new perception of self and a desire to make sure that positive images were developed about them brought about conflict between the traditional disciplines and the new programs.

It is not surprising that some of the same people at the universities who had failed to do relevant scholarly work related to non-white ethnic minorities were often those who most ardently resisted independent ethnic studies at the university level. They opposed the new approaches and new perspectives on the ground that these studies lacked a theoretical base and a methodology. Clearly, those who made this claim completely ignored the implications of the sociology of knowledge: that their own

stereotyped conceptualizations, rooted in their class position and cultural bias, disqualified them from judging honestly the virtues and defects of the new programs of ethnic studies.

In conclusion, the evidence presented above clearly demonstrates the need for Ethnic Studies (of which Puerto Rican Studies is one) as an alternative to traditional disciplines in academia. The sociology of knowledge explains the theoretical basis for these needs and points out the direction of change.

CHAPTER IV

Higher education in the United States is entering a great climacteria--a period of uncertainty, of conflict, of confusion, of potential change. Its present health is in doubt; its future fortunes are obscure; its fundamental constitution is being challenged.¹

--Clark Kerr

INCEPTION AND ESTABLISHMENT OF PUERTO RICAN
STUDIES AT TWO COLLEGES

Introduction

The purpose of this chapter is to describe and examine the more important events which led to the inception and the establishment of Puerto Rican Studies departments at the City College and at Herbert H. Lehman College.

In order to accomplish this endeavor, the presentation will be divided into three sections. The first section presents a brief history of the City University and the two colleges mentioned above. The second contains a presentation of some of the general circumstances and factors which existed during the 1960's in New York City that affected the activities on the campuses at CUNY. The third examines the internal politics which specifically

¹Clark Kerr, "Destiny - Not so Manifest," in New Teaching New Learning, ed. by G. Kerry Smith (San Francisco: Jossey-Bass, Inc., 1971), p. 245.

led to the proposal and the establishment of the Departments of Puerto Rican Studies at City College and Herbert H. Lehman College.

In a concluding section there will be a brief discussion about an administrative model which grew out of the CUNY experience.

Background Information on CUNY

Historical Development of the City University

City College and Herbert H. Lehman College are part of the City University of New York, an institution created in 1961 by the State Legislature of New York.² At that time, CUNY consisted of four senior colleges and three community colleges with a total enrollment in the Fall of 1961 of 97,984 students. Its senior colleges offered two-year, four-year, and master's degree programs.³

In 1973, CUNY comprised ten senior colleges, eight community colleges, and the graduate school and university center.⁴ The senior and community college campuses are scattered throughout the City.

²The Board of Higher Education, New York City, A Long-Range Plan for the City of New York 1961-75, 1962, p. 42.

³Ibid., pp. 57-58.

⁴Board of Higher Education, The City University of New York, 1972 Master Plan, July 1972, pp. 9-10.

The budget for the University comes from five sources-- the State of New York, the City of New York, the Federal Government, alumni gifts, and fees from its students. In 1967-68 the State provided for 41 percent of the budget, the City provided 44.5 percent and the remaining 14.5 percent came from instructional and non-instructional fees.⁵ Free tuition is provided for baccalaureate students and associate degree students who are qualified residents of the City. Tuition fees are paid by all other students.

The City College

The City College is the oldest of all the Senior colleges at CUNY. In 1969, when the events leading to the establishment of the Ethnic Studies departments took place, it was 122 years old.

Through the years, this public institution had become highly selective and had developed a high reputation for scholarship and academic accomplishments. Information indicates that for the number of its graduates who entered Ph.D. Programs during the period 1920-70, it ranked second (after Berkeley) in the number of its graduates who went on to earn a Ph.D.⁶

⁵Board of Higher Education, The City of New York, 1968 Master Plan, July 1, 1968, p. 171.

⁶Robert E. Marshak, "A Model for an Urban Public University," 1974, p. 3. (Mimeographed.)

The College occupies 30 acres of land between 133rd Street and 140th Street on both sides of Convent Avenue in New York City. This location has on its west side Black Harlem and on its east side a very large Hispanic community.

Yet, the Black and Puerto Rican students combined made up only 3 percent of the total student population of the College in 1969. The percentage of Black or Puerto Rican faculty members was probably even less. Indeed, most of its very few minority faculty, it is suspected, came via the SEEK Program.

In reviewing the college catalog for 1968-69 it was clear that there were no courses either in the Black or the Puerto Rican heritages or in the experience of these groups in the United States. According to a study done by Professor Wilfred Cartey, only thirty-four courses in the College of Liberal Arts and Science catalog related to the community and the city.⁷

Furthermore, the pattern of ethnic succession that had taken place in the history of the college, whereby one group of immigrants had succeeded another in the educational arena, did not seem to be repeating itself by 1969 for Blacks and Puerto Ricans.

In terms of admissions to the College during the 1960's

⁷Wilfred Cartey, "A Proposal for a School of Regional and Community Affairs," May, 1969. (Mimeographed.)

the City College had become a highly selective institution.

President Marshak's assessment of the sixties was that:

[The College] could argue that it was performing its historical social mission by keeping its doors open to anyone whose combined high school average and SAT score exceeded 80% (or whatever was the cutoff point in any particular year) and by completely disregarding any criterion other than grades--such factors, for example, as race, economic status, high school attended, rank in class, "academic promise," and so on.⁸

These were some of the characteristics of the City College in 1969, when the non-white students actually mounted an attack on it to demand access and relevant education for Blacks and Puerto Ricans.

The Herbert H. Lehman College

The Herbert H. Lehman College had a somewhat different history. It had only been a separate four year senior college of CUNY since 1968 after many years of being the Uptown Campus of Hunter College. During the years previous to its separation it had depended for faculty, administration and curricula on the Hunter Campus downtown. It had not developed a scholarly reputation.

On March 28, 1969, the campus was formally dedicated to the name of Herbert H. Lehman, four times governor of

⁸Marshak, Problems and Prospects of an Urban Public University: A Report (New York: The City College of New York, 1973), p. 11.

New York State, and one of New York City's greatest statesmen. At the time of its dedication it served 5,400 full-time students at the undergraduate level.

The campus is located in the Bronx adjacent to the Jerome Reservoir at Bedford Park, Boulevard West and Paul Avenue. It occupies 38 acres of land.

In the academic year 1968-1969 it did not have a single Puerto Rican faculty member according to an article which appeared in the Meridian, the campus newspaper. To its credit, however, Lehman College had, with the help of Black and Puerto Rican students, considered offering courses in these two areas to serve students taking courses in the Department of Education.

These brief sketches of the two colleges, hopefully, give an idea of their contrast. On the one hand one sees a College with more than 120 years of existence, with a superb tradition. On the other, one finds a small college that had been geared to training in education, did not have its own faculty until 1968, and, for many years, depended for administration and curricula on another college.

These are two of the colleges of CUNY where departments of Puerto Rican Studies have been instituted. The third senior college where such a department was established is Brooklyn College. However, this department is not discussed herein due to the difficulties encountered in gathering

sufficient information.

Political and Educational Circumstances in
the 1960's that Affected the Situation
on the Campuses at CUNY

The incidents which took place at CUNY were influenced by factors such as the War in Southeast Asia, the military draft, and White and Black militant movements within the institutions of higher learning.⁹ In addition, CUNY was affected by the multitudinous problems of its immediate surroundings. New York City was beset by inadequacies in its educational system. Non-white communities by the early 1960's had seen how the bureaucratic quagmire prevented their children from receiving an adequate education, and blamed the bureaucracy for their children's inadequacies. Expressed differently, non-whites had realized that due to the poor education which their children were receiving, non-white students were dropping out in alarming numbers. Similarly, those who graduated could not compete on even terms with students who had attended high schools where they had been given the necessary skills that would make them successful in meeting the admissions criteria of the senior colleges of CUNY. So that to talk about the idea of

⁹A complete outline of what had been happening in terms of protests throughout the nation appears in "Student Protest Issue," Urban Crisis Monitor, II, No. 10, March 21, 1969.

free public college education for the poor of New York City was at best misleading, and at worst a farce.

City College had become so selective that there were hardly any Black or Puerto Rican students in its undergraduate day session, except for the special program students who were admitted under a special criterion. Therefore, students who were being admitted were those who had, by and large, attended the better high schools.

The difficulties of the poor in these communities in the early 1960's was compounded by teachers and administrators who were unable and/or unwilling to help poor children in the task of education. Teachers and administrators, who seldom had any knowledge about the communities in which they worked, blamed parents for being unresponsive and irresponsible for their apparent lack of concern for their children and for many other conditions and problems their children suffered.

Around the middle of the sixties, studies were conducted by Black educators in some of the areas affected by low reading scores and poor academic skills. They found that much of what was happening was due to the negative attitudes and destructive behavior of some teachers and administrators. These studies also began to expose the deleterious conditions that existed in urban inner-city

schools.¹⁰

It is important to note that during the 1960's teachers too, were already developing their power through a strong labor movement which eventually led to the formation of the United Federation of Teachers, Local 2. During the early sixties the teachers' union did not carry much political clout, but when it flexed its muscles during the strikes in 1967 and 1968, it demonstrated a mighty weapon. In the 1968 strike teachers were joined by administrators and custodians. Thus, it was inconceivable that they could lose that strike, especially when the strong voices of some white communities were added to the protest. The United Federation of Teachers under Albert Shanker had by then become a powerful labor union and was ready to buck the system to prove its power.

The opportunity to show the union's strength arose when teachers in the Ocean Hill-Brownsville Demonstration Decentralization Project¹¹ were locked out by the local decentralized board, and the City Board of Education was

¹⁰ These facts are found in the study done by HARYOU-ACT, Youth in the Ghetto: A Study of the Consequences of Powerlessness and a Blue Print for Change, 1964, and in Kenneth Clark, Dark Ghetto: Dilemmas of Social Power (New York: Harper and Row Publishers, 1965).

¹¹ A discussion of the whole dispute among the union, the Board of Education and this district are contained in Maurice Berube and Marilyn Gittell, Confrontation of Ocean Hill-Brownsville: The New York School Strike of 1968 (New York: Frederick A. Praeger Publishers, 1969).

asked to transfer those teachers out of their districts. The UFT strike of the fall of 1968 set in motion a series of waves and repercussions which awakened the City to the realities that existed and which until then had been sub rosa. There was anger on both sides--community and teachers--who blamed each other for the existing conditions. Charges of racism and anti-semitism were one of the outcomes of that strike. A great deal of anger and suspicion lingered on both sides.

During this time the decentralization of the Public School System of New York City had become the motto of salvation for the System. In 1967, Mayor Lindsay had empaneled a group of citizens to develop a plan whereby the Public School system could be decentralized. The goal was to make the system more manageable and to allow local communities to have more voice in the education of their children. Local communities would then be able to exert more decision-making power. The panel was called the Decentralization Panel or the Bundy Panel, headed by McGeorge Bundy of the Ford Foundation. This panel sounded another voice of warning regarding the failings of the school system:

It is . . . unfortunate that there has been some tension between the union and some of the city communities. But the root causes of the distance between them are the decline in pupil achievement and the lack of effective channels through which both could

influence policies that would modernize the schools.¹²

This statement was made by the panel only a few months before the UFT had flexed its muscles in the fall of 1968, and brought the schools to a stand still, city-wide.

Fears by white teachers and administrators, at the elementary, high school and college level, made the education arena extremely tense. In the City College press, especially The Campus, the impact was noted in an advertisement regarding the situation at Ocean Hill-Brownsville.¹³ This advertisement although seemingly harmless, alerted the students and the faculty to the difficulties and tensions attendant upon educators in that community.

All these educational and political happenings created mutual suspicion between non-white students and white teachers who doubted the validity of radical non-white students' good faith in dealing with college faculty and administrators. Another source of suspicion was the fact that there were hardly any professors of Puerto Rican background at City College and none, according to the campus press, at Herbert H. Lehman College. Regarding relevant courses in the experience or heritage of the Puerto Rican

¹²Reconnection for Learning: A Community School System for New York City, A Report of the Mayor's Advisory Panel on Decentralization of the New York City Schools, 1967, p. 11.

¹³"Support the Teachers and Genuine Educational Reform," The Campus, October 30, 1968.

or the Black, there were none at City College and only two were being planned at Lehman College.

Events Leading to the Development of
Puerto Rican Studies at City College
and at Herbert H. Lehman College

Events Leading to Puerto
Rican Studies at CCNY

Events before 1969.---Although the salient circumstances affecting the feelings of discontent of Black and Hispanic Students at City College are usually traced to the years 1968 and 1969, as early as the Fall of 1962 there are antecedents at CCNY regarding a need for a Department of Puerto Rican Studies. In looking through records one finds that in 1962, some groups in the Puerto Rican community and some students within campus were already challenging City College. In a letter dated August 16, 1962, addressed to President Gallagher and circulated on campus, a group charged discrimination against Hispanic intellectuals by the Romance Languages Department.¹⁴

In reviewing the campus press from September to November 1962, one finds that members of several organizations in the Puerto Rican community charged the Romance Languages Department of being biased and as a result picketed the institution to demonstrate their disgust. The picketing was held during November, 1962.

¹⁴ Copy of this letter appears in Appendix C.

In an editorial of El Diario de Nueva York dated November 19, 1962, the Hispanic community was made aware of the situation inside the college. The outcome of these activities was a response from President Gallagher vigorously denying the charges.

In March 1963, there was a report on discrimination written by a Committee for the Creation of a Hispanic Department. This report was circulated to organizations on and off campus. It is interesting to note that in the opening remarks of President Gallagher at the Charter Day observance ceremonies on May 9, 1963, he announced that he had received a detailed program for the creation of Latin American Area Studies which had been developed as a result of careful studies that had taken place more than eighteen months before.¹⁵

The situation, however, remained latent until 1965 when a group called "The Committee for the Creation of a Hispanic Study Department at City College" lodged a formal complaint with the Executive Department's State Commission of Human Rights, State of New York. After this complaint the committee disbanded since the commission ruled that they did not have a case against the College.

During 1967 and 1968, again one finds the campus press

¹⁵Press Release of the City College of New York, Public Relations Office, May 9, 1963, 11:30 A.M., p. 9. (Mimeographed.) Copy of announcement appears in Appendix C.

venting the dissatisfaction of non-whites at CCNY. In the campus press of April 25, 1968, in an article entitled, "Pickets Criticize Gallagher on SEEK,"¹⁶ a demonstration was held on Tuesday of that week against "alleged racism at the college and cutback in the SEEK Program." While the initiative does not seem to have emanated from Black and Puerto Rican organizations, there is indication that Blacks might have been involved in it. This organized protest, however, was held by three white radical groups. These groups had already been making demands. Even though no Puerto Rican or Black groups were mentioned, Black groups were already seemingly active, trying to generate a base for student action. In The Campus of November 7th¹⁷ and November 20, 1968¹⁸ there was some indication that the Puerto Ricans had at least two organizations on campus. This article dealt with cultural and ethnic units among Puerto Ricans at the City College. One of the organizations mentioned was called Azabache.¹⁹ In the November 20th article, the second Puerto Rican organization on campus

¹⁶The Campus, April 25, 1968.

¹⁷"The PR's Get into their Bag," The Campus, November 7, 1968, p. 8.

¹⁸"Gallagher Considering Anti-Racism Petition," The Campus, November 20, 1968, p. 11.

¹⁹Azabache is a blackstone which is supposed to have the power to save from the evil eye the person who wears it.

was mentioned as The Puerto Rican Institute for Puerto Rican Action (PRISA). The essence of this article was a discussion of the petition mentioned before. The article also indicated that this organization had joined the DuBois Club in pressing President Gallagher to end alleged racism in the college.

By the end of the year, President Gallagher denied the charges of racism which had been leveled by the white left groups and the Black and Puerto Rican students at City College. (While the white radicals were making demands in the names of Black and Puerto Rican students, it seems that they were doing so without the consent of these groups.) The article of November 20th reveals the strategies used by the President in dealing with the issues, including his candid acceptance that he agreed with some of the demands of students regarding campus governance and decision-making.

These events comprised the preliminary steps of a drama which would unfold at the City University at large, and preceded the changes which took place at City College during the Spring of 1969.

Events during the Spring 1969.--Events accelerated their pace and there was a sit-in held on February 28th to dramatize the situation of non-whites at CCNY. Unfortunately the sit-in did not accomplish what the students expected because the administration did not respond to

their needs immediately.

On April 15, President Gallagher invited the Black and Puerto Rican Student Community (BPRSC) to Aronow Auditorium to discuss the demands. These demands were:

1. A separate degree-granting School of Black and Puerto Rican Studies.
2. A separate freshmen orientation program for Blacks and Puerto Ricans.
3. A voice for students in the setting of all guidelines for the SEEK Program, including the hiring and firing of all personnel.
4. An increase in the proportion of non-whites in the freshmen classes, which reflected the Black and Puerto Rican population of New York City Schools.
5. A requirement that all education majors take Black and Puerto Rican history and the Spanish language.

These had been handed to him previously in February, but he claimed that a fruitful dialogue had failed to take place.

On the next day, President Gallagher met with students and reaffirmed his original "affirmative" position on the five demands. However, he evaded giving categorical answers to students who questioned him. They wanted yes or no answers. It is claimed by the campus press and persons interviewed that Gallagher walked out of the meeting unable to deal with the situation. Students interpreted that action as a "fruitless dialogue." According to one of the participants, students went back to discuss whether they should call a strike and close down the college. They wanted to provoke a confrontation in order to force some

action to be taken on their demands. Through April 20, each member of the Committee of Ten²⁰ discussed the course of action that should be taken if President Gallagher did not set up a procedure for negotiations. With the help of two members of the faculty--a black scientist, and a white economist--the students examined and analyzed the options which were open in order to deal with the impending strike. Each member of the Committee of Ten then reported back to their family²¹ the decisions that had been made by them. On April 21st, the BPRSC definitely decided to call a strike on April 22nd. During the preceding Sunday, they discussed plans on how the "families" would be placed on campus to carry out the takeover.

In trying to clarify the events during those few days, a student who was interviewed told the researcher that by April 20th, "war had been declared and there was no way to stop the action that had been planned." The drama unfolded completely when on April 22nd, the BPRSC began by seizing the south campus of CCNY, and went on to rename it, two days later, Harlem University, due to its location.

From the position where they had arrayed their forces,

²⁰The Committee of Ten was composed of ten Black and Puerto Rican students.

²¹A family as explained by one of the interviewers consisted of 20 to 30 students whose leader was one of the members of the Committee of ten. Thus, there were around 300 students involved in the subsequent events.

on April 22nd--the High School of Music and Art, the St. Nicholas Terrace area, Convent Avenue and so forth-- at 7:55 A.M. students moved on and closed and chained all the gates preventing, therefore, the entrance of all students who were not in sympathy with their action. The militants, however, made a decision that no Black or Puerto Rican worker would be kept off of campus because they did not want to place their jobs in jeopardy or have them lose pay.

Information also indicates that the Burns guards, the college internal police, did not take any kind of action against BPRSC.

While these events were taking place, militant white students, having been accustomed to being in the forefront of activities on campus (but with different interests), rallied at the Great Hall in support of the BPRSC demands and later seized Klapper Hall from where they were later displaced. The BPRSC throughout this time made it clear that at no time would the white militants be permitted to be speakers for Puerto Ricans and Blacks. However, they were informed by the leadership on south campus that they could take whatever action they felt necessary to satisfy their needs, but that at no time would there be a joint or

collective merging of the two groups.²²

It was not until after the takeover of south campus that the Black faculty and staff in the SEEK Program offered their support to the students who were undertaking these activities.²³ In the Black and Puerto Rican community no one, except for individuals in some of the churches, where meetings took place prior to the activities of the 22nd, had been closely involved, because the students had not sought their support nor requested their involvement in the activities. Therefore, they did not participate in the takeover at first.

After having been informed through personal contacts

²²Walter P. Metzger, "The Crisis of Academic Authority in Rights and Responsibilities: The University Dilemma," Daedalus, Summer 1970, pp. 589-90.

In discussing the reactions of Black students regarding white radicals, at Columbia University, Metzger expresses some of the feelings that prevailed among some non-white radicals at City College:

"To many black students . . . the world of the campus was already chokingly white: the courses in western civilization were courses in white western civilization, the leadership of the campus was white leadership. Their putative allies, the revolutionary fraction in the SDS, professed disdain for those courses and that leadership, but theirs was a white disdain, in which could be read a patronizing concert. Nor was the strain simply brought about by color consciousness: the Black students wanted to process an area, a program, a reach of decisional power that would be entirely their own."

²³A flyer with their statement appears in Appendix C.

and the mass media, the community gave its strong support in money, food and legal services. The striking students were also receiving help from the Harlem community and from people in the nearby Puerto Rican community who were mobilized by the mother of one of the Puerto Rican participants in the takeover.

On April 23rd, classes were cancelled. The college faculty met to decide what action should be taken and President Gallagher announced that negotiations would begin with the BPRSC. The Black and Puerto Rican Student Community (BPRSC) had also met to decide the strategies they would use in negotiations and to decide who would represent each one of the constituencies--students, faculty, administrators, Board of Higher Education (BHE) and others.

A student participant, who also was in the team of negotiators, indicated to the writer that it was interesting to note that on the first day of negotiations, President Gallagher had taken out and displayed all his African statues, figurines and other decorations to make the room, where they were going to meet "African looking." "He felt," the student said, "this would make us feel comfortable and at home." However, some of the seven student members of the BPRSC who were inside on the negotiating team felt this was an insult since they were

not there to talk about African culture but about the problems being faced by the students and the college at that moment. According to a source consulted, "The individuals present at this meeting were: President Gallagher, representing the administration, Professor Joseph Copeland, who later during the month of May became Acting President, representing the faculty, and the Committee of Ten, seven of whom were inside the room, and three who always remained outside acting as guards." According to the same sources, there were about 150 students still on campus of the 300 who had started the takeover the day before. The majority of those students were Black, or at least there was a ratio of 3 Black students to each Puerto Rican student. From that moment on until May 5th, when the college was re-opened, the negotiators met daily--sometimes until very late in the night--trying to iron out their differences.

Reactions to the closing of the City College Campus.--

Some of the numerous and varied reactions to the student demands are presented here to give the reader a feeling of the encounter between the negotiating team, the faculty and the outside community. In addition, presentation is also made of the salient decisions made by the Board of Higher Education while the action leading to the re-opening of the campus was taking place.²⁴

²⁴ Selected documents appear in Appendix C.

Indeed, the closing of the institution in order to resolve the internal problems was a very serious administrative step, for it evoked a myriad of reactions from within and from outside the college, some based on educational preoccupations, others on political attitudes and yet others from citizens who felt that standards they considered positive at City College, the paramount of free public higher education, would be destroyed. These people while not directly involved with the college felt threatened by what they considered a gang of destructive, educationally-disinterested, dissatisfied students.

In a press release dated April 22, 1969, and circulated throughout the campus, one discovers that a number of Black and Puerto Rican faculty who called themselves "The Executive Committee of the Group" expressed openly the feeling that they had stood powerless in the light of the events, prior to the beginning of the open revolt. In fact, they stated:

Recognizing that we have stood powerlessly by while the City and our College are engulfed in dissention and confrontation whose resolution will determine the lives of our people, [we] do hereby state our determination to participate in decisions affecting our people, and to this end organize ourselves.²⁵

Furthermore, giving their full support to the five

²⁵See Appendix C.

demands, unequivocally they stated:

In this moment of crisis, we expect to be included in all negotiations relating to these demands. Furthermore, we will not remain passive in the face of attempts to minimize or ignore our role.²⁶

Taking the opposite view was a group of white faculty and administrators who expressed their views several days after the takeover in an article written by Israel Shenker in the New York Times. The following are several view points:

Julius A. Elias, Chairman of the Philosophy Department--I would be in favor of closing a whole lot more if I could only think of some other way of baby-sitting vast numbers of youths who are in our colleges for the wrong reasons: Some because "everybody" goes to college; others to avoid the draft; most because changes in technology and productivity have made people unemployable until they are about 25. Why shouldn't the Blacks and Puerto Ricans have a piece of the action? If all they want, though, is black studies, we might as well stay closed, at City we are geared to excellence and can equip the vast talent in Harlem with objective knowledge and skills. If the blacks follow the white middle class view of protracting adolescence indefinitely on nonsense courses, the serious faculty will take its business elsewhere. It will be easier to talk this out if we can get the place open--the sooner the better.²⁷

Professor Joseph J. Copeland, Professor Biology--We are dealing with two types of

²⁶ Ibid.

²⁷ Israel Shenker, "City College Professors Express their Views on the Campus Shutdown," New York Times, April 30, 1969, p. 28.

student dissidents. One group--the black and Puerto Rican students--comes from a background in which there are extraordinary and very real problems. They have come to us with a rational program, and have displayed restraint in their conduct. There has been no vandalism, no intentional destruction of college property. With this group, I am willing to negotiate. The second group of students comes from comfortable environments, and only a rebellious, revolutionary, and destructive attitude marks their conduct. They have no coherent program to promote. They have been destructive to property and have engaged in meaningless vandalism. With this group, I would neither negotiate nor compromise. They should be treated as the mad dogs and criminals which they are.²⁸

These are only two of the reactions. The reader is referred to a copy of the article in the Appendix for further comments by other faculty.

On April 25th, the Dean of the School of Engineering defied the closing order of the College.²⁹ In a resolution adopted unanimously by the faculty of Engineering at a special meeting on April 29th, they deplored the temporary closing of the entire college and "[noted] with sorrow that the President of the college [was] obliged to negotiate under the threat of violence in an atmosphere of intimidation."³⁰ In the resolution, they requested the President

²⁸Ibid.

²⁹"Engineers Defy Closing Order as Talks on Take Over Continues," The Campus, April 25, 1969, p. 1.

³⁰See Appendix C.

to devise an interim procedure whereby engineering students could receive instruction.

In addition to the reaction of faculty, other groups within the college community expressed their concern for the activities which were taking place. The B'nai B'rith Hillel Foundation through its executive council, while agreeing with some of the demands, "emphatically deploras the use of the lockout as a strike tactic and further states that we refuse to be victim of the obstruction of our education or be prevented from exercising our rights to disagree by attending classes if we wish to do so."³¹

In what seems to be a sarcastic approach to the resolution of the internal problems that seemed to be splintering the faculty in dealing with this critical situation, a member of the faculty presented a resolution to purportedly deal with the problems. The resolution may be said to add flavor to what obviously was an unresolved issue, where everybody seemed to be talking to himself but could not come upon a solution.³²

In an article in the New York Times, one finds an external collective reaction:

³¹To all members of the City College Community, April 23, 1969. (Mimeographed.) See Appendix C.

³²Resolution introduced by Edward Sagarin. (Mimeographed.) See Appendix C.

Students and faculty representatives from about a dozen campus groups in the metropolitan area organized themselves . . . into a regional coalition opposed to coercive or violent tactics in American colleges. This coalition called for the immediate re-opening of City College. . . . 33

From the outside community, pressures had already been mounting, and scores of letters were sent to President Gallagher during February asking him not to yield to student pressures.

By May 5th, the pressures from within and from without the college had risen to such a degree that even politicians were beginning to take advantage of the situation at the college to use it as a spring board for the mayoralty election soon to be held in New York City.

Re-opening the campus.--From April 30th to May 2nd, legal actions were taken by individuals, public officials and an organization to reopen the campus of City College. The show cause orders bore the following names:

The Jewish Defense League, Inc. and Wilfred Fuentes vs. Board of Higher Education, Buell G. Gallagher and Albert Bawker.

Donald Lucas et al. vs. Buell G. Gallagher and the Board of Higher Education of the City of New York.

³³"Group Opposes Campus Violence," New York Times, April 28, 1969, p. 20.

Mario Procacino, individually and as controller of the City of New York and Francis X. Smith, individually and as President of the City Council of the City of New York vs. Dr. Buell G. Gallagher et al.

These legal actions are the primary reason for the re-opening of the campus. The campus was re-opened by a resolution of the Board of Higher Education of the City of New York dated May 4, 1969. In the resolution, the students were asked to vacate the campus on the 5th of May, 1969, or face penalties. The students realizing the consequences vacated the South Campus.

While this was happening and under the pressures discussed above, President Gallagher submitted his resignation to the Board of Higher Education effective May 12, 1969.

In an article in the New York Times of May 10, 1969, President Gallagher of City College is quoted:

My own functions as a reconciler of differences and a catalyst for constructive change have become increasingly difficult to carry out. And with the intrusion of politically motivated outside forces in recent days, it has become impossible to carry on the processes of reason and persuasion.

Confronted today with the final impasse, I must relinquish my post to another man, possibly one of different temperament. The City of New York and its great college deserve a future which it had been my hope to help realize more fully. But when the forces of angry rebellion and stern repression clash, the irrepressible conflict is joined.

A man of peace, a reconciler, a man of compassion must stand aside for a time and await the moment when sanity returns and brotherhood based on justice becomes a possibility.³⁴

Reactions to President Gallagher's resignation.--One of the campus newspapers referring to Dr. Gallagher's resignation, states:

President Buell G. Gallagher did not resign because a building burned, or students fought, or cops occupied the campus. In fact, he did not resign. He was virtually fired. . . .

City comptroller Mario Procaccino and Board of Higher Education chancellor Albert Bowker, specifically, forced Gallagher to leave, just when negotiations were at a critical point--as the Black and Puerto Rican Student Community (BPRSC) and the Administration were reaching a consensus about the racial proportion of the freshman class.

President Gallagher actually reached the point of being counter productive. Bowker told students last Friday. Negotiating with Gallagher (the BPRSC) was negotiating with themselves. He had already agreed with all of their demands. Gallagher could do no more now.³⁵

On the other hand the Senate on May 9th, passed the following resolution:

The Faculty Senate deplores the conditions that have led to President Gallagher's decision to resign, and is shocked and saddened by that decision. Furthermore, we wish to express our appreciation for his forceful and compassionate leadership during

³⁴Murray Schumack, "Gallagher Quits: Cites 'Intrusion in CCNY Dispute,'" New York Times, May 10, 1969, p. 1.

³⁵"All Night Bout: Bowker Knocks Gallagher Out," Observation Post, May 12, 1969, p. 3.

the present crisis, and for his long years of dedicated service to the City College.³⁶

The Executive Committee of the Board of Higher Education of the CUNY, at a meeting held on May 10, 1969, approved a resolution accepting the resignation of President Gallagher as president of the City College effective May 12, 1969. During the same meeting, Professor Joseph Copeland, who had been one of the negotiators, was appointed Acting President of City College.³⁷

Events between May 1969 and 1971 at CCNY.--After the campus was re-opened negotiation continued over those demands which had not been agreed upon. The most difficult demand to be dealt with was the one asking for admissions quotas because it made faculty, alumni and the white community react extremely negatively.

When President Copeland assumed the presidency of the college On May 12, 1969, several severe and violent incidents had taken place a few days before. In a reaction to these activities Dr. Gallagher had summoned the Tactical Police Force to campus only to "specifically" keep open the gate to south campus.³⁸ In an article in the New York Times,

³⁶Minutes of the Faculty Senate of the City College for May 9, 1969.

³⁷Minutes of the Executive Committee of the Board of Higher Education, May 10, 1969.

³⁸Timothy Lee, "Bloody Race Clash Shuts CCNY," New York Daily Post, May 7, 1969, p. 11.

Mayor Lindsay further stated that he had ordered the police to campus at the request of Dr. Gallagher, to guarantee the safety of all students and faculty members.³⁹ The campus had been shut down again briefly because of a clash between Blacks and conservative white students on the south campus.

The day before President Copeland took over presidential responsibilities, on May 11, 1969, things had returned to normal. However, the police were still on campus. An article in the New York Times describes the campus atmosphere:

Few classes were scheduled and the police outnumbered the students. Police were stationed outside all of the twenty-two college buildings and other policemen patrolled the campus on motor scooters.⁴⁰

The important factors to be understood at this time, however, are that the campus remained open except for a few hours between May 5 and May 12, while the Black and Puerto Rican faculty, the BPRSC, faculty, administration and others met to continue negotiations over the demands which had not been agreed upon. During May the eighty-seven members of the Faculty Senate met to deal with the demand

³⁹Sylvan Fox, "CCNY Shut Down, then Racial Clash Injures 7 Whites," New York Times, May 8, 1969, p. 1. On May 9, 1969, several people were clubbed by the police according to Sylvan Fox's article, "CCNY Building Damaged by Fire; New Fights Erupt," p. 1. See article in Appendix C.

⁴⁰"Copeland Chosen Interim President for City College," New York Times, May 11, 1969, p. 1.

for a School of Black and Puerto Rican Studies and with the demand on admission's quotas. During the end of the month a resolution whereby an institutional structure for Ethnic Studies could be established at the City College had been agreed upon by the Faculty Senate.

Reactions to Open Admissions.--In the outside community during this period, all political candidates, seeking elections as mayor of the City of New York, expressed themselves in regard to the possibility of accepting the demand about Open Admissions, criticizing the possibility of dual admissions at City College.⁴¹ The only candidate who defended the dual admission plan, with reservation, was Norman Mailer. Mailer noted:

It's awful that the city must pay that terrible price that the jewel of free higher education must be engaged in this problem, but it may be the price we have to pay for our complacency through the years. Those candidates who scream for law and order and then oppose this policy are the worst kind of hypocrites.⁴²

Similarly, some of the CCNY alumni reflected uneasiness over the proposed admission plan. Among those were:
Dr. Jonas Salk, Dr. Robert Hofstadter, Mr. Zero Mostel,

⁴¹ Sylvan Fox, "City College Faculty Endorses Black Studies and Recruiting of the Poor," New York Times, May 15, 1969, p. 1.

⁴² Bill Kovach, "Mailer Defends Dual Admissions Plan," New York Times, May 30, 1969, p. 25.

Dr. Arthur Kornberg, Dr. Alfred Kazin, and others.⁴³

Again, as in February, scores of letters and cablegrams were sent to the President and to the Faculty Senate by lay community persons who opposed student quotas and other programs which were being negotiated. One of these telegrams representing a very important community group is quoted below. The President of the New York Chapter, American Jewish Committee in a telegram to the Chairman of the Faculty Senate said:

We strongly urge rejection of the tentative agreement on dual admissions to City College and firm adherence to the Board of Higher Education's resolution of May 4th, opposing racial and ethnic quotas.

Acceptance of the tentative agreement means substitution of group standards based on race and economic condition for individual achievement and promise. It means instituting discrimination against numbers of students whose individual accomplishments and promise qualify them for admission. The lower standards of education that will follow must result in two types of education and two types of degrees. Black and Puerto Rican graduates will be assumed by employers and others to have been admitted without the academic qualifications demanded of whites and to have received an inferior education. In effect, City College will become an apartheid institution grant different degrees to Blacks and Whites and will be setting a disastrous pattern in this country. The tentative plan, if accepted, will be destructive to City College, its faculty and students and to the entire community. We must vigorously urge you to reject it.⁴⁴

⁴³New York Times article in Appendix C.

⁴⁴CCNY Cohen Library Archives.

Another reaction, in a letter, states:

As an alumni of City College, I'd like to add my voice in protest to the proposed new admissions plan and to urge you to reject it.

The plan is clearly discriminatory on the basis of economics and race and the principle of re-establishing a quota system at any college is abhorrent.

Considering all the strife and bitterness in the city, it would be a public service to defeat the plan, and thus remove it as an election issue.⁴⁵

These two reactions reflect some of the feelings with which the faculty and administration had to deal, aside from their own feelings of frustration in dealing with the students' demand referring to quotas in admission and to the School of Black and Puerto Rican Studies.

Some faculty reactions to the demands during this period can also be seen in the New York Times of May 27, 1969.⁴⁶

In examining the minutes of the Faculty Senate of the month of May one begins to understand the ambiguous and ambivalent feelings of the Faculty. Motions and resolutions were introduced in the Senate trying to deal with the two most critical students' demands--the creation of a Black and Puerto Rican Studies Program and the instituting of a quota system which would provide that non-white students

⁴⁵CCNY Cohen Library Archives.

⁴⁶Israel Shenker, "City College Faculty is Divided over Dual Admissions," New York Times, May 27, 1969, p. 30.

comprise 50 percent of the admissions. While many faculty were in favor of opening the college to more non-whites, they did not seem able to officially accept a plan which would be identified as a quota. The proposed plan, as noted earlier, evoked strong reactions from alumni and other outside community members as well as from politicians.

While this happened on campus, on May 9, 1969, the Executive Committee of the Board of Higher Education, acting on behalf of the Board, officially had already adopted the following resolution: "Resolved, that Black and Puerto Rican History, and the Spanish language be a requirement for all Education Majors."⁴⁷ This had been one of the earliest demands approved by the School of Education at CCNY. According to the Dean and some members of the faculty of that School, plans had already been designed to prepare the necessary courses in this area.

The creation of UES: the precursor of the Department of Puerto Rican Studies.---During the summer of 1969 when most students were away from campus, several important actions by the Board of Higher Education took place. These markedly affected the development of the demand for Black and Puerto Rican Studies as well as the matter of admissions by quotas to City College. A document from the Board of

⁴⁷Minutes of the Executive Committee of the Board of Higher Education of the City of New York, May 9, 1969.

Higher Education states that:

On July 9, the Board of Higher Education approved an historic resolution advancing the target date for Open Admissions from 1975 (as stated in our 1964 Master Plan) to September 1970, subject to the provision of sufficient funds by the City and state governments to finance this major move.⁴⁸

In that document, a plan was submitted regarding the action to be taken on this matter.

On July 22, 1969, the Board of Higher Education took action regarding the demand for the establishment of a School of Black and Puerto Rican Studies by instituting a Department of Urban and Ethnic Studies. The item in which the matter is discussed is cited below:⁴⁹

NO. 16. Department of Urban and Ethnic Studies - The City College: Resolved, That a Department of Urban and Ethnic Studies at the City College be established, effective September 1969.

Explanation: The proposal for a Department of Urban and Ethnic Studies to offer basic courses in these areas and to prescribe the interdisciplinary requirements of students majoring in the department was adopted by the Executive Committee of the Faculty Senate. The department will subsequently provide advanced courses when these are not available in other departments.

The purpose of the department is to provide excellent instruction and promote substantial research in both urban and ethnic studies.

The initial course offerings include:

Fall 1969

Afro-American Culture (3 credits)

Hispano-American Culture (3 credits)

⁴⁸ Minutes of The Board of Higher Education, November 12, 1969.

⁴⁹ Minutes of The Board of Higher Education, July 22, 1969.

This action was taken since the Board in a resolution dated July 9, 1969, had adopted guidelines regarding Black and Puerto Rican Studies. The resolution states:

The following guidelines shall govern the implementation of this Goal:

- (a) Programs at the senior colleges may be established as interdisciplinary degree programs, institutions or departments, or in some other structure as may be desirable at any college in view of its present programs, special strengths, or other factors peculiar to its operations.
- (b) Programs at the community colleges may be established as course sequences, program options, or electives.
- (c) The University will establish as quickly as possible Institutes for Research in Black and Puerto Rican Studies.
- (d) Black and Puerto Rican studies shall not be organized as separate degree-granting schools within colleges until such time as the Board is satisfied that this is warranted by the attainment of such faculty and program strength as would deserve such status at any college within the University.
- (e) All Black and Puerto Rican Studies programs, however organized, shall be subject to appropriate faculty and administrative control as provided for in the Bylaws of the Board.⁵⁰

The Board had under this policy directed the Faculty Senate of City College to begin immediately to prepare a proposal for Black and Puerto Rican Studies consistent with the outline cited above, and to be transmitted to the Board through the President not later than August 15, 1969.⁵¹

⁵⁰ Minutes of The Board of Higher Education, July 9, 1969.

⁵¹ Ibid.

The resolution cited before also had a statement of policy regarding the orientation of Black and Puerto Rican students and guidelines for the SEEK Program and Open Admissions policy as well as other matters which seemed to take care of the five demands that had been the cause of the revolt during the Spring semester, although not completely in the form in which the students had presented them.⁵²

Through this resolution the Board of Higher Education had also taken the decision away from Faculty at the City College. Therefore, in the final analysis, the establishment of the Black and Puerto Rican program was not made by that Faculty. Their involvement at the end only required that the Executive Committee of the College Senate prepare an adequate proposal to be submitted to the Board of Education.

The events and activities which took place during the Spring session at the City College are complex and have not been covered completely because the intention was to describe only a profile which would give the reader a sense of the important events and not a detailed chronology.

During the Summer of 1969, two professors were selected to offer the two courses which had been approved by the Board of Higher Education to be the beginning curriculum

⁵²Ibid.

for the Department of Urban and Ethnic Studies (U.E.S.) at CCNY. They were a Black professor and a Puerto Rican professor. The first was named chairman of the new department.

When the students returned to college in September, they found that in the structuring of the new department and the appointment of the two professors, students had not been consulted. The Black and Puerto Rican Faculty, one of the groups of negotiators at the CCNY during the Spring of 1969, invited the new chairman of U.E.S. department to a private discussion with them at that time. This group apparently was not happy with the selection made by President Copeland and approved by the Board of Higher Education, but were trying to establish some fruitful dialogue with the chairman. The Puerto Rican professor was later invited to present his views regarding the direction of the department. Questions were asked pertaining to administration, program and faculty selection. This short interaction indicated that there was some lack of communication between the two selected members of the department and one of the groups which had made the demands for Black and Puerto Rican Studies.

The basic problems facing the Department of Urban and Ethnic Studies lay in the fact that having been conceived quickly and not having clearly defined programmatic

objectives, it had had to struggle to develop an adequate curriculum and materials to support the teaching aspect. This was done without strong support of faculty and researchers and without the benefit of previous experience in this field.

During the following eighteen months the Urban and Ethnic Studies Department of CCNY was able to get approval for only six courses in the Puerto Rican Studies area. The Black area will not be discussed here for it is not germane to the discussion that follows. Some of the reasons why courses were not readily available were: the resistance on the part of the "legitimate academic departments" to allow the Urban and Ethnic Studies Department to have courses in areas which these departments felt were in their domain as well as what were considered the lack of adequate bibliographies to accompany the syllabi.⁵³ The resistance and negative perceptions towards the newly-developed department is well illustrated in the fact that courses related to History and Literature, approved by the Curriculum and Teaching Committee of the Faculty Council, were opposed by the History and Romance Languages Departments. These two departments were the departments which would be most affected by the courses to be offered by the

⁵³In the Puerto Rican area most bibliographies were in Spanish. These were not acceptable to the Curriculum and Teaching Committee for the courses proposed.

Puerto Rican Studies Program in the U.E.S. Department. These departments, while not offering the courses proposed by the U.E.S. and relevant to the Puerto Rican experience, opposed having U.E.S. offer them.

The demise of the Urban and Ethnic Studies Department.--The Urban and Ethnic Studies (U.E.S.) Department was considered by students unable to generate enough institutional power to obtain approval of courses or influence and change the institution. Generally speaking, Puerto Rican students interpreted the lack of adequate courses as "symptomatic of the malaise affecting the institutions of higher education in contemporary America." Their concern specifically was whether City College would respond creatively to the challenges presented by the needs of the Puerto Rican population of New York City, and whether the administration would support the development of a strong Puerto Rican Studies sequence within the College of Liberal Arts and Science at CCNY.

They were sure that circumstances would remain difficult if the Puerto Rican Studies sequence remained housed in the Urban and Ethnic Studies Department. The dissatisfaction with the circumstances was translated into confrontations and disruptive activity. The first action taken by the Puerto Rican students was against the History Department at City College. It concerned a course on

Puerto Rican History that was being offered in this department, which Puerto Rican militant students felt was not relevant to their needs. This activity unfortunately was addressed against the professor teaching the course and not against the institution and its limitations.

From the Fall of 1969 through the Spring of 1971, the Urban and Ethnic Studies Department struggled for survival--saddled with a tenured faculty committee who monitored everything in the department as well as constricted by the actions of the Curriculum and Teaching Committee of the Faculty Council which seemed to be upholding traditional department imperatives by not allowing any duplication of courses. Courses had to be delineated only within the ethnic element or clearly directed to it. Consequently the department was programmed for failure if these imperatives were to remain in effect. Unable to draw enough faculty, without provision for time allotted for research and investigation, and curtailed by the lack of didactic materials readily available, the department struggled on a bare survival course.

Faculty was another acute problem. In the Puerto Rican area there was only one full time teacher during the fall semester of 1969. An adjunct professor was added to teach one course later. The full-time person was supposed to have a full load of twelve hours, counsel students and

develop curricula. This left no time for research and investigation nor for other academic inputs.

Puerto Rican students looking at these circumstances were not satisfied with the Urban and Ethnic Studies Department and less so with the course which had been approved by the Board of Higher Education in July, 1969, which was not on Puerto Rican Heritage but on Hispano-Heritage, although everyone knew that the course in its essence should be geared to the Puerto Rican experience. Therefore, they felt that steps had to be taken to rectify these problems. Pressures from the students began to mount again and the students' dissatisfaction became evident through radical action beginning in the Fall of 1970. During that fall and early spring of 1971 Puerto Rican students disrupted the History of Puerto class to indicate that they were not happy with it and later demanded the firing of an instructor in the Romance Languages Department. They also asked for the creation of a committee "to investigate anti-Puerto Rican attitudes existing within the Department."⁵⁴

The charges of racism leveled against the instructor emanated from a list of words that the instructor called "Puerto Rican New Yorkism," which were offensive to the

⁵⁴ "Puerto Rican Students Demand Dismissal of Spanish Lecturer," Observation Post, December 4, 1970, pp. 1, 8).

Puerto Rican students and some Puerto Rican faculty within the Program of Puerto Rican Studies. Students' activities during that month included taking over the classes of the instructor and declaring a boycott of the classes by the Puerto Rican Student Union.⁵⁵

On December 22, 1970, in a campus newspaper, there were indications that tensions were continuing to build. By now the President of the College had intervened and had begun to negotiate with the Puerto Rican Student Union. Under these pressures Professor Aquino-Bermudez was appointed director of the Puerto Rican Studies Program within the Urban and Ethnic Studies (U.E.S.) Department.⁵⁶ It was also made public that Aquino-Bermudez would have responsibilities in recommending curriculum and staffing to the Chairman of the Urban and Ethnic Studies Department. The Student Union, however, was now demanding a separate Department of Puerto Rican Studies, not merely input into the U.E.S. Department.

On February 1971, several activities took place which indicated that the Puerto Rican Student Union was ready to mount another demonstration, this time to demand the establishment of a separate department. These activities

⁵⁵"Demonstrators Disrupt Classes over 'Offensive' Vocabulary List," Observation Post, December 11, 1970, pp. 1, 7.

⁵⁶Ibid.

coincided with other activities on the campus in which white radicals and non-whites took part.

During the first session of the History 85 course (History of Puerto Rico), a group of Puerto Rican students and sympathizers walked into class to ask students taking that course to enroll in UES-11 (Puerto Rican Heritage) which by now they felt "offered a fuller treatment of Puerto Rican culture as well as history."⁵⁷ In another action on February 18th, members of the Puerto Rican Students Union (PRSU) staged a sit-in in the Romance Languages Department until 3:30 P.M. when they left after a lengthy discussion with President Marshak and the Dean of the College of Liberal Arts, Chavarria-Aquilar.⁵⁸ President Marshak at that time was quoted as telling students that he had received a report from a faculty member who had been asked to prepare a plan.⁵⁹ President Marshak was referring to a proposal for a Department of Puerto Rican Studies which had been presented to him by the director of the Puerto Rican Studies sequence in the U.E.S. department.

To make things more tense, an article appeared in

⁵⁷ "P.R.S.U. Demands New Teacher in Puerto Rican History Class," Observation Post, February 4, 1971, p. 3.

⁵⁸ "Puerto Rican Students Occupy CCNY Offices for Six Hours," New York Times, February 19, 1971, p. 28.

⁵⁹ Ibid.

The Paper, another campus newspaper which in essence stated that four courses had been rejected by the Curriculum and Teaching Committee. This action was another which had made temper of the Puerto Rican students flare since out of the four courses rejected two were in the area of Puerto Rican Studies.⁶⁰

While these highly visible activities were taking place, a great deal of political activity geared to the creation of separate departments of ethnic studies was going on in the background.

The writer does not know whether political or educational reasons caused the President to favor disbanding the Urban and Ethnic Studies Department and replacing it with several Ethnic Studies Departments. In an interview with President Marshak last year regarding this matter, he stated:

The department established here was an Urban and Ethnic Studies and that department encompassed both Black and Puerto Rican Studies with most of the activity on the Black area. In addition, the department wanted somehow to get vaguely involved in Urban Studies. When I became aware of the larger objectives of an Ethnic Studies Department, to pretty much encompass all the urban problems, and realized that the Black and Puerto Rican groups really wanted to have their own departments, particularly the Puerto Rican group, because one of the reasons for an Ethnic Studies department is

⁶⁰ "Six More Courses in UES; Four Rejects Cause Static," The Paper, February 17, 1971, p. 2.

to have a sense of cultural and ethnic identity, I soon favored the creation of separate Departments.⁶¹

A factor which people feel affected the situation was the pressure that Jewish students and some faculty were applying for the development of their own department of Jewish Studies. This fact, according to some people, explains how the creation of the departments at that time could be successful. The Jewish students and faculty had more power and were better organized in the academic community.

Subsequent to and as a consequence of these developments, a committee of the Faculty Council, consisting of five members appointed by the President, was formed to prepare a proposal to create separate departments of Ethnic Studies to be presented to the Faculty Council. This was after the proposal for a Puerto Rican Studies Department had been presented to President Marshak in February of 1971.

In order to be able to handle the proposal negotiation, there was need of a person with great ability, to practice careful diplomacy for it was indeed difficult to get acceptance of the proposal to create the separate departments of Ethnic Studies. This difficulty was based on the fact that the whole issue would be tantamount to reliving

⁶¹Tape of interview with President Robert E. Marshak of CCNY in the possession of the writer.

and reminding faculty of the events in 1969. President Marshak showed his ability when he convinced faculty to go along with plans in spite of strong opposition which had been expressed before.

Central to the disbandment of U.E.S. was the President's creation of several committees in the fall and spring of 1970-71 to study the situation in the Urban and Ethnic Studies Department and the situation regarding the establishment of the Jewish Department. He had asked the committees to come up with recommendations and proposals. The writer, with several professors, students, and a member of the community, was one of the members in the Puerto Rican area; Professor Charles Hamilton of Columbia and Professor Harold Cruse of the University of Michigan were on the Black Studies Committee and Professor Emeritus Salo Baron of Columbia University represented Jewish Studies.

The activities and the drama behind doors during the time the committees were studying the situation, was quite tense since students had mobilized again, and were ready to have a confrontation in order to get a School of Third World Studies composed of Asian, Black and Puerto Rican Studies. In order to prevent the flare up, President Marshak again worked quite effectively in negotiations which "cooled" the air.

As the drama unfolded, the Black scholars opposed disbanding the Urban and Ethnic Studies Department two days before the Faculty Council was to take action.⁶² On the other hand, the Puerto Rican Committee several months before had brought in an extensive proposal asking for a Department of Puerto Rican Studies. The Jewish Committee had done likewise.

The committee of five appointed by the President to write the proposal for the establishment of separate departments of Ethnic Studies to be presented to the Faculty Council, on which the writer served, continued to meet and under the impression that the Black scholars would be in agreement with disbanding the Urban and Ethnic Studies Department, they prepared a strong recommendation to form separate departments.

The Creation of the Department of
Puerto Rican Studies at CCNY

In its April 1971 meeting the Faculty Council of the College of Liberal Arts and Sciences voted the creation of four new departments--Asian Studies, Black Studies, Jewish Studies, and Puerto Rican Studies--⁶³ Jewish Studies

⁶²Memorandum to Dean O. L. Chavarria-Aquilar from Charles Hamilton and Harold Cruse, March 28, 1971. See Appendix C.

⁶³Minutes of the Faculty Council of April 1, 1971.

immediately opted for being placed in the Division of the Humanities. The other three departments remained in a "symbiotic relationship" to the College of Liberal Arts and Science. They were to work together for three years towards a School of Ethnic Studies. The writer believes that the action by the Faculty Council was a victory for Puerto Rican students.

For the President it was a triumph because he was instrumental in realizing the hopes, aspirations, and ambitions of the Puerto Rican students, and the community; and by implication, a sensitive situation was solved.

The resolution by the BHE which officially created the Department of Puerto Rican Studies at the City College is cited below:

DEPARTMENT OF PUERTO RICAN STUDIES:

RESOLVED: That a Department of Puerto Rican Studies be established at the City College effective September, 1971.

Explanation: This new department will develop and offer courses in Puerto Rican Studies.

This curriculum is designed to prepare students to enter professional careers and enter graduate studies. The curriculum will offer students the opportunity to learn about the culture, history and folklore of Puerto Rico and its relations to America.

Expanded innovative ideas have been proposed in order to meet the demands of the community.

This program will also develop special projects integrated with study and research trips to Puerto Rico.⁶⁴

⁶⁴ Minutes of The Board of Higher Education, May 24, 1971.

Events Leading to the
Creation of Puerto Rican
Studies at Lehman College

Events before 1969.--There were very few political antecedents in the spring of 1969 at Lehman College regarding Puerto Ricans' needs at that college. This possibly may have been due to the fact that Lehman was a small college traditionally geared to teacher training and somewhat secluded in the Upper Bronx.

During the fall of 1968, however, there is some evidence of the dissatisfaction of the Black and Puerto Rican students on campus. The white radicals at Lehman College did not seem inclined to join non-whites in their cause. Nevertheless, a perusal through the campus newspapers does indicate that there was some SDS political activity. However, these activities were comparatively low-keyed and did not seem to arouse the concern of students.⁶⁵ Moreover, there is no evidence that they were linked in any way to any of the Black or Puerto Rican students' needs or their demands.

In October 1968, an article quoted the Dean of Faculties, James R. Krewzer, as stating that he realized there was a need for Afro-American studies, describing them as part of the "educational mission of liberal arts

⁶⁵"SDS Plans Guerrilla Army," Meridian, October 11, 1968, p. 7.

college."⁶⁶ He contended that students should direct their demands for these types of studies to those departments which should logically be offering such courses.

During November 1968, there were indications of difficulties between white and non-white students in their perceptions of each other. The editorial in the Meridian of November 8, 1968, spoke about these tensions and the poor dialogue between the two groups. It went on to suggest ways in which the two groups could work together. "Frank, open dealings in matter of race, cultural enlightenment and attendant emotional empathy are what we will strive for." The article ended by stating: "Finally a directive for our times: 'Don't hate the Black - Don't hate the White; If you get bit, just hate the Bite.'"⁶⁷ This is important to know because the campus press could be influential in providing a positive view regarding the needs of non-whites on campus. During negotiations between the Education Department, SEEK, Kubanbanya and UNICA,⁶⁸ Black and Spanish-speaking students had not been able to reach

⁶⁶ "African-History Offered," Meridian, October 11, 1968, p. 2.

⁶⁷ Editorial, Meridian, November 8, 1968.

⁶⁸ Kubanbanya was a Black organization. UNICA was an organization of Spanish-speaking students, the leadership, however, was Puerto Rican. SEEK, Search for Elevation of Education and Knowledge, is a program which was opened by CUNY in order to bring more minority students to the campus.

an agreement with the department regarding courses dealing with Afro-American History, Puerto Rican History, Human Relations and other related disciplines.⁶⁹ But by the end of November, an agreement had been reached between the Department of Education and the Black and Puerto Rican students regarding these courses. Nonetheless, there seemed to be some disagreement regarding who would be teaching the courses. UNICA proposed that it must be Blacks and Puerto Ricans because they "can fully understand and relate the culture, history and expression of Black and Puerto Rican people. . . ." ⁷⁰ The insistence on the part of Puerto Rican and Black students resulted in hiring of Puerto Rican faculty by the Department of Education to teach the proposed courses during the Spring of 1969.

Nothing else of a very serious political nature regarding Blacks and Puerto Ricans on campus seemed to be happening at this time, except for the pressures that the three non-white groups were exerting upon the Department of Education.

In December of 1968, however, an issue was made public regarding the lack of Puerto Rican faculty at the college. In the campus press a reporter stated that he had been

⁶⁹"Kubanbanya, SEEK and UNICA Fail Accord with Education Department," Meridian, November 8, 1968, p. 1.

⁷⁰"Minority Groups Get Courses," Meridian, November 2, 1968, p. 1.

interviewing department chairmen and discovered that there were no Puerto Ricans on the faculty and that the chairmen were apparently doing nothing to rectify the situation.⁷¹ The article also indicated that it was very difficult to find any other Puerto Rican person on the staff at the college. Furthermore, the number of SEEK students on campus seemed to be more conspicuous by their absence than by their presence. In fact, Professor Benjamin Lapkin, the Director, indicated that there were only about thirty Puerto Rican students being helped through the SEEK Program. The chairman of the English Department, referring to the main obstacle to a successful college education for the Spanish-speaking stated that he believed it was due to the language barrier of many bright, intelligent Puerto Ricans and if more Puerto Rican students enrolled in English 001 (a non-credit course for students whose language is not English), their chances of doing well in college would be better.⁷² In order to increase the number of Puerto students, which, rather than the language barrier, seemed to be the most immediate problem, UNICA helped with college recruitment through information centers in the community. It also helped to search for qualified Puerto Rican

⁷¹ "No Puerto Rican Teachers on Lehman, Faculty Chairmen Unaware or Unconcerned," Meridian, December 13, 1968, p. 1.

⁷² Ibid.

teachers. This article revealed the many problems regarding Puerto Rican students and faculty recruitment which existed on campus. The problem was basic, yet faculty and administrators failed to see it. Puerto Ricans did not even have one faculty member on campus.

An interesting aspect which came to light in this edition of the Meridian was the comment of the Assistant Dean of Education who suggested that the courses in Afro-American and Puerto Rican History should be made mandatory for all potential teachers.

The events which took place during the fall of 1968 at Lehman were more subdued than those the writer found at CCNY. The efforts of students at Lehman had been directed toward a single department (the Department of Education) where their proposals were received relatively well. It appears that there was no strong opposition on the part of administration or faculty to what students wanted. The attitude was one of disdain or apathy.

Events during the spring 1969 at Herbert H. Lehman College.--During the month of February there was evidence from the campus newspaper and other sources that there remained unresolved issues between students and administration in spite of the fact that courses in the Black and Puerto Rican areas were being offered in the Department of Education.

An example of dissatisfaction was evident during a basketball game between Southern Connecticut State College and Lehman which was held on January 28, 1969. Flyers were handed out by members of Kubanbanya which stated Black student demands for having courses in "The Afro-American in America's Educational System" (Edu 212) and "The Puerto Rican in the New York City Urban School Setting" (Edu 213) mandatory for Education students.⁷³ The Meridian reported that Black students had also mentioned their desire to have a Black Studies Department as a separate unit in the college, and that this department should "serve the interest of Black students." Black students also demanded the right to " . . . screen prospective instructors for teaching jobs related to Black Studies; and make recommendations to academic departments on curriculum affecting blacks on campus."⁷⁴

There were no indications at this point that Puerto Rican students were demanding a department of their own. The editorial in Meridian on February 5, 1969, supported Kunbanbanya and the Department of Education proposals for Edu 212 and Edu 213 to be mandatory for all students, but rejected the idea of an independent department of Black

⁷³"Kunbanbanya Broadcasts 'Grievance to Ball Crowd,'" Meridian, February 5, 1969, p. 5.

⁷⁴Ibid.

Studies.

The students' dissatisfaction was again reported on the March 7, 1969 edition of Meridian, where reference was made to the fact that the President, the Dean of Faculties and the Dean of Students had been sent a ditto sheet requesting that courses in Black and Puerto Rican area be made mandatory for students in Education.⁷⁵

To the public, Puerto Rican students seemed to be inactive for they were seldom mentioned in the campus newspaper. Yet, they were planning their demands during January and February.

The last day of February at twelve noon, Black and Puerto Rican students partially prevented students from leaving or entering several Lehman buildings. There were approximately 250 students standing in front of chained doors.⁷⁶ Other reports cited incidents that day which were all of a non-violent nature. One example of this was that of a Puerto Rican young lady lowering the Lehman flag, tearing it off, rolling it and walking off campus with it.

During this time the college administration did not seem to be responding to the students' actions. However on March 7, in a letter printed in the Meridian President

⁷⁵"Kunbanbanya 'Grievances Mailed to Administration,'" Meridian, March 7, 1969, p. 1.

⁷⁶"Protestors Bar Doorways: Action Called 'Symbolic,'" Ibid.

Lief replied to the Black demands. (Puerto Rican students were at this time preparing their own demands but had not made them public.)

The demands as they appeared in the newspaper were:

1. That the Black student body of this campus represent 10 percent of the entire student body of this campus;
2. That the present director of SEEK be immediately removed and replaced by a Black Director;
3. That there be the creation of an Independent Department of Black Studies with a Black Chairman and Dean of Black Students on this campus;
4. That the Faculty Council resolution concerning the academic standing of SEEK students be immediately rescinded.⁷⁷

President Lief's public letter to Faculty, Staff and students of Lehman College explained some of the things which had been done in terms of admissions at Lehman College. It stated that Faculty Council had created a special "Committee to review and accelerate the development of curricula for the interest and needs of ethnic groups" on campus. The letter clarified that, by a resolution of Faculty Council, SEEK students were protected through their entire attendance at the College from fixed or arbitrary rules of retention. It also made clear that the Director of the SEEK Program would not be removed immediately. President Lief made quite clear that no one at the College

⁷⁷ "Black Demands Follow Demonstration," Ibid., p. 3.

would "be removed from his assignment because of his race or religion." Finally, in the tone of the letter there seemed to be an indication that the Faculty Council would work closely with all members of the campus community to build "Academic noteworthy Lehman College." Unfortunately, this type of reaction to non-white students' needs was indicative of administrative foot-dragging.

On March 11, 1969, the Student Council had gone on record asking that administration take immediate action in regards to Black Students Association's demands. The Student Council indicated that: "It overwhelmingly supported the establishment of Ethnic Studies Programs."⁷⁸

In regards to Puerto Rican students, on March 18, President Lief notified the faculty of a proposal he had received from the Puerto Rican Student Movement. He wanted to discuss the proposal at the upcoming Faculty Council meeting of March 19.⁷⁹

The matter of admitting greater numbers of Puerto Rican students at Lehman College seemed to be dealt with by President Lief by citing a letter he had received from Associate Dean Lester Baily. A detailed account of what

⁷⁸"Student Council Petitions Lief," Meridian, March 14, 1969.

⁷⁹Memorandum from President Leonard Lief to the Faculty Council with attachments, March 11, 1969. See selected documents in Appendix C.

was being done at the Office of Admission at CUNY was spelled out. It ended with a statement that "this office could not justify admissions based on quotas." The gist of this letter indicated that President Lief had raised the issue of admitting Puerto Rican students to Lehman. But he had received an unsatisfactory response from the Admissions Office.

The matter of admissions based on quotas was indeed a difficult one throughout the CUNY system. Quotas and Ethnic Studies were tied together in all students' demands.

The last overt activity of non-white students during the spring of 1969 happened at a meeting of the Faculty Council, called for March 19. Members of the Black Students Association and members of the Puerto Rican Student Movement blockaded and interrupted it.⁸⁰

The Creation of Puerto Rican Studies
at Herbert H. Lehman College

On March 21, 1969, at a Special Meeting of the Faculty Council the following motion creating a Black and a Puerto Rican Departments was approved:

PUERTO RICAN STUDIES DEPARTMENT
this department will embody the Sociological,
Psychological, History, Political Science,
Literature, Art, Music--expressions of Puerto

⁸⁰ "Black Blockage of West Lounge Causes Faculty Council to Adjourn: Blacks Repeat Previous Demands," Meridian, March 21, 1969, p. 1.

Rico, and mainland experience, and the essence and substance of the creative efforts of the people within the frame of the historical development of its civilization; the department will be directed by personnel who should respond to the needs of the Puerto Rican students on campus, and in the Puerto Rican community, in regard to education; that Faculty Council approves the establishment on the College campus of a University Puerto Rican Research Center, and urges the Administration of the College to consult as soon as possible with the Chancellor to secure funding for the Center.

The other points in the proposal regarding an increase in Puerto Rican student admission to Lehman, Bilingual Instruction, Urban Experiences and Family Studies were not approved by the Faculty Council. The last item of the motion (a University Puerto Rican Research Center on the Lehman Campus) led to the present Center for Puerto Rican Studies at CUNY. More will be said about this Center in chapter five.

The BHE motion which officially established the department is cited below:

ESTABLISHMENT OF DEPARTMENTS

HERBERT H. LEHMAN COLLEGE:

Upon motion duly made, seconds and carried, the following resolution was adopted.

RESOLVED, That there be established at the Herbert H. Lehman College the following departments, effective September, 1969.

Department of Black Studies

Department of Puerto Rican Studies. ⁸¹

Note: The complete outline of these departments is on file in the office of the Secretary of the Board.

⁸¹ Minutes of The Board of Higher Education, June 30, 1969.

On March 23, 1969, the Faculty Council appointed a committee of three Faculty members to work with students on an Advisory Council on Puerto Rican Studies. Although they were without a clear mandate, they met with students of UNICA,⁸² the Puerto Rican organization on campus, and proceeded to start a nation-wide search for a Chairman of the Puerto Rican Studies Department.

During the summer 1969, after extensive search, the committee recommended a distinguished Puerto Rican scholar, who became the first head of the department. Having completed its assignment task the committee disbanded. Student leaders in the committee, however, remained as advisors to the new department head until the department was completely established in the fall 1969. Some of these students remained in an advisory capacity until they graduated.

When the writer came to the Lehman Campus to help develop and to teach a course in the Puerto Rican Urban Experience, he found that there was a small but very articulate group of Puerto Rican young men and women (the majority of whom were women) who belonged to UNICA, a Latin organization mainly composed of Puerto Rican students including some from the SEEK Program.

⁸²In an interview with two members of the committee they made the point that they had not been given any other directions. A tape of the interview is in possession of the writer.

These Puerto Rican students were, at the beginning of the spring 1969, extremely involved in all things Puerto Rican at the institution. They were especially involved in activities occurring in the Department of Education, where they had already established excellent relationships with some faculty. Throughout the spring, they received encouragement from a group of faculty and an administrator who supported many of their requests.

Puerto Rican students at Lehman were also involved in a city wide movement trying to collect funds for the FUPI.⁸³ This money was to be used to help Puerto Rican students at the University of Puerto Rico who had been jailed and who the New York students felt were persecuted by the administration of the University of Puerto Rico. This activity provided Puerto Rican students with a strong bridge between the students in Puerto Rico and the students in the continental United States.

While Puerto Rican students were demanding the establishment of a department of Puerto Rican Studies at Herbert H. Lehman College, none existed at the University of Puerto Rico, nor to the writer's knowledge anywhere else

⁸³FUPI, Federación de Universitarios Pro-Independencia. A group of college students in Puerto Rico whose political ideology is the liberation of Puerto Rico from the United States.

in any American College in the United States.⁸⁴ In asking for the creation of a Puerto Rican Studies Department, students were seeking something which did not exist within any institution of higher learning at that time. These students were very astute politically and had a nationalistic ideology.

The commitment which Puerto Rican students had regarding Puerto Rican Studies was later seen when students from New York City went to Puerto Rico, where a conference on Puerto Rican Studies was being held.⁸⁵ They made clear that their ideas would have to be considered before anything was done regarding Puerto Rican Studies in the United States. The same situation occurred in 1971 at a Conference held at Princeton University where hundreds of Puerto Rican College students mostly from CUNY took over the conference and continued it under their leadership, following their commitment to bringing about Puerto Rican Studies which reflected their needs.⁸⁶

⁸⁴The University of Puerto Rico, Undergraduate Program, Liberal Arts, Rio Piedras Campus, Catalog 1968-69 does not show that a Department of Puerto Rican Studies existed there.

⁸⁵This conference was held during November 12th, 13th, and 14th, 1970, in Puerto Rico, sponsored by the Puerto Rico Junior College Foundation; the writer was a participant.

⁸⁶This conference was held at Princeton University during November 5, 6, 7, 1971, sponsored by College Entrance Examination Board. The writer attended.

Internal and External
Reactions at Lehman College

Non-white students at Lehman College exercised a great deal of control and restraint in their demands during spring 1969. Puerto Ricans in UNICA were committed to the academic as well as the political agenda. This fact was verified by the writer in his contact with students during 1969 and it can be appreciated when one looks at the proposal presented to President Lief, and partially approved by the Faculty Council.

The only evidence that the writer could find of Puerto Rican Community involvement was contained in two telegrams sent to President Lief during the middle of March.⁸⁷ One states:

We understand you are personally considering the changes in your education curriculum so that it becomes more relevant to the needs of the Urban teachers of Puerto Rican children. We strongly urge a reconsideration and evaluation of your Languages Department and Social Sciences Department in all those courses that would equip the establishment of a new Department of Puerto Rican Studies that will focus on meeting these needs.

Amalia V. Betanzos,
President National Association
for Puerto Rican Civil Rights.

The other states:

United Bronx Parents is in full support of the Puerto Rican students demands for a

⁸⁷These telegrams appear with copies of the Minutes of the Faculty Council in the Herbert H. Lehman Library records.

Puerto Rican Study Department and educational reform.

Evelina Antonetty
Executive Director
United Bronx Parents

Some of the Lehman faculty were slightly resistant towards the demands of Puerto Rican Students, while others indeed were very sympathetic to students. A statement made to the writer by one of the members of the Search Committee typifies the faculty reaction, "once the Black Studies Department had been voted in, the Faculty's attitude was, why not vote for a Puerto Rican Studies Department too."

In an interview with President Lief, his own perception regarding the establishment of the department was expressed as follows:

In favor of the establishment? Events went so quickly it was hard to be either in favor or against it. Let me put the matter as frankly as I can. . . . There was no question in my mind, none whatsoever that something had to be done to overcome what was a glaring short-coming in our system. We either had to establish a department or we had to establish a program. From the administrator's point of view it would have been far easier and I think on the whole more effective to begin with a program, and move into a department but simply there was no time. And the pressures that had been built up were ready to explode, and it seemed to me in the face of that . . . in the face of the fact that we had tried other experiments I took the position--why not try this. Departments should not spring up overnight. I say this about any department.⁸⁸

⁸⁸ Interview with President Leonard Lief and Dean James B. Miller. A tape of the interview is in the possession of the writer.

What has been stated should not be construed to indicate animosity among the faculty although there were faculty members who felt uncomfortable with what they saw happening. Because they did not accept the students' political goals, faculty were unable to understand why students should be so passionate in trying to establish a department. Similarly, they could understand even less why students were so vehement in demanding that only Puerto Rican faculty teach the suggested courses.

However, the administration, even though in some disagreement with the procedures, was able to accept the rhetoric and realized that some of the department's functions could be positive. Dean Miller and President Lief expressed these views candidly in answers to questions posed by the writer regarding the functions or roles that the department could fulfill. Dean Miller stated:

I honestly feel that Puerto Rican Studies, Black Studies could provide an avenue for legitimate exploration of knowledge. Whatever regards . . . any ethnic group, the literature of that group and economics of that group or whatever, I think is a legitimate area for academic exploration.⁸⁹

While President Lief noted:

In creating Black and Puerto Rican Studies Departments, we were making an effort to give the students a base of self-identification of knowledge of the self, of feeling

⁸⁹ Interview with President Lief and Dean Miller. A tape of the interview is in the possession of the writer.

secure in an academic environment I think that's the greatest defense of the program, that they have given the students who take courses a sense of belonging to an institution. . . . ⁹⁰

So far we have discussed the events leading to the establishment of a Puerto Rican Studies Department, but no mention has been made as to the exact nature of such a department. In this concluding section, we will propose an administrative model for Puerto Rican Studies Department.

A Model for Puerto Rican Studies

The model⁹¹ of Puerto Rican Studies which emerged at the City University of New York is eclectic. It is based on core courses in the social sciences and the humanities, with social work inputs.

The Puerto Rican Studies Departments at CUNY offer all courses related to the Puerto Rican experience, yet in some instances they crosslist relevant courses in other departments. But, in those cases where they crosslist they try to maintain control over those courses, in order to insure that they remain relevant to the needs of Puerto Rican

⁹⁰ Interview with President Liof and Dean Miller. A tape of the interview is in the possession of the writer.

⁹¹ The term Model is used in this study not in the sense in which the social sciences use it--as something which has taken years to develop in a theoretical conceptual manner or representing a strict paradigm--but more simply as a preliminary representation of what may serve as a plan to follow, or as a prototype in ethnic studies.

students.

The administrative strategies in the model must take into consideration the interdepartmental politics, institutional decision-making mechanism, the CUNY power structure, and many other factors. For reasons of ideology⁹² and political power, the department structure seems to be the strongest of all administrative options, because it allows for some freedom for experimentation, selection of faculty, budget control and other important programmatic parameters. Inkenberry and Friedman discuss such aspects of control:

Departments continue to exert the principal force in the operational goals and purposes of the university; they largely control faculty reward mechanisms; they are through both formal and informal mechanisms the primary focus of institutional progress and academic achievement.⁹³

To ask for less than a department in Ethnic Studies would be to hamper the progress of the program.

⁹²"Ideology: A system of interdependent ideas (belief, traditions, principles and myths) held by a social group or society, which reflects, rationalizes, and defends its particular social, moral, religious, political and economic institutional interest and commitments." Taken from George and Achilles Theodorson, A Modern Dictionary of Sociology: The Concepts and Terminology of Sociology and Related Disciplines (New York: Thomas Y. Crowell Co., 1969, p. 195.

⁹³Stanley O. Inkenberry and Rene C. Friedman, Beyond Academic Departments (San Francisco: Jossey-Bass, Inc., 1971), p. 83

Program Content

The courses offered in the department run the gamut of those in the traditional disciplines. They also include practicums, in which students are placed in the community in health service, social work, and bilingual experiences.

The courses include the political, sociological and psychological factors influencing all Puerto Ricans. Problems of socialization and self-actualization are basic aspects of most courses. An attempt is made to understand how community organization and development take place in the lay community. Students are thus encouraged to spend a portion of their free time working in the community to make their study more relevant. This involvement offers them an opportunity to put theory and concepts which they have learned in the classroom into practice in a real situation.

The department of Puerto Rican Studies developed in 1971 at City College, building upon the experience at Lehman and Brooklyn College, was structured to serve as a model for such programs. The department has three goals which guide the development of its curriculum:

- (1) The provision of knowledge: That is, the opportunity to study the Puerto Rican experience in Puerto Rico and in the United States. Some questions which are raised in this domain are: What is its cultural heritage, its historical evaluation? What forces mold its national and ethnic

character? What forms of social intercourse occur between them? What roles do family, women and men play? What economic factors mold that environment? How does the community build and maintain its self-respect and its feeling of relevance to other people of the world? What role should education and other institutions play in this development?

(2) The provision of a social philosophy: The studies must provide opportunities to explore contemporary ideas and ideologies. In these courses the student can effectively test his own personal philosophy of life and his goals as a member of the human family, and his responsibility as a Puerto Rican in the United States. Responsibility and social conscience must be the outcome of this endeavor.

(3) The provision of an organization experience: This perhaps is the most difficult of the goals and objectives. Here is where the department becomes a vehicle for leadership development, not simply within the academic community but in the world environments.

The dilemma (and perhaps the danger) becomes immediately evident. As the department and its students move into conflict roles and conflict issues, the pressure from the institution as well as the political establishment will be to curtail activities in the department.⁹⁴

The model takes into account criteria for the selection of faculty. A faculty member should ideally come close to what Marvin Bressler calls the educationist:

Both the sociologist and educationist bring to the study of education a series of shared epistemological convictions, values

⁹⁴Federico Aquino-Bermudez, "Proposal for Department of Puerto Rican Studies (The City College, February 18, 1971), pp. 29-30. (Mimeographed.)

perspective, and prescriptions for action that together constitute a "party line" or, in Galbraith felicitous phrase, "the conventional wisdom" of the field. The conventional wisdom of any field is a set of organized standard solutions to Kant's haunting queries: "What can I know? What should I do? What may I hope?" It is established by a consensus that arises and it is often dominated by a mood that is dogmatic, rigid, polemical, and partisan. It is a pure distillate minus bureaucratic realism and human frailty.⁹⁵

The commitment of faculty to community and students will usually be significant in the success of these programs.

At the present time, the prototype suggested here is being evaluated at CCNY. One of the most important factors to be considered in this evaluation is the lack of established models in this area. Standards must be applied with the awareness that Puerto Rican Studies is an emerging discipline. Hence, indices for evaluation may need to be changed as the process of development takes place.

⁹⁵Marvin Bressler, "The Conventional Wisdom of Education and Sociology," in Sociology and Contemporary Education, ed. by Charles H. Page (New York: Random House, Inc., 1964), pp. 78-79.

CHAPTER V

Now at a crossroads, the university faces a classic dilemma. Because it is out of phase with external realities, the university has established internal structures and procedures that are as resistant to change as those established by an advanced schizophrenic as a defense against the threats of reality. The geography, the logistics, the normative behavior, the tolerance of ways of life, the admissions politics, the evaluative systems, the content and sequence of courses, the hiring practices, the promotion system, the access to funds, the financial support of students, the administrative apparatus, the relationship of students with employers and recruiters, the "experimental innovations"--all mechanisms to insulate the university from outside influences, regardless of their urgency.¹

--Irving Kristol

CURRENT STATUS AND OPERATION
OF THE TWO DEPARTMENTS

Introduction

Chapter five will contain two sections. The first section will report on the growth which has taken place in the departments during the past two years, by examining their current status in terms of such things as faculty, curriculum, budget and other growth indices. The second section will review some of the forces with which the two

¹Irving Kristol, "What Business Is a University in?," in John Martin Rich, Conflict and Decision: Analyzing Educational Issues (New York: Harper and Row Publishers, Inc., 1972, p. 142.

departments must contend.

Values and Goals Expressed in the Philosophy
of Puerto Rican Studies

The present status of the departments must be put in context of their stated goals and philosophy.

The salient values and goals of Puerto Rican Studies are as follows: to gain knowledge of self; and to gain an appreciation of one's culture, history and language. Expressed differently, the main goal is to develop an appreciation and respect for one's heritage. Seda-Bonilla expresses what ethnic education and bilingualism provides students:

Ethnic education and bilingualism are instrumentalities to reverse the causes of injustices perpetuated by the dominant society on ethnic studies. This approach attempts to strengthen their self-respect by making them aware of their history, their culture, their literature, and their outstanding figures and by teaching them in the language which does not alienate them from their ethnic community.²

The philosophy includes helping non-Puerto Ricans, especially those involved in Education and in the Health and Social Service areas, to acquire an understanding and knowledge about the Puerto Rican. Another aim of Puerto

²Madelone D. Stent, William R. Hazard, and Harry Rivlin, Cultural Pluralism in Education: A Mandate for Change (New York: Appleton-Century-Crofts, Inc., 1973), p. 121.

Rican Studies is to help students to develop into responsible and sensitive professionals by working in meaningful community activities where they can apply their knowledge.

The philosophy and the goals expressed must be the guidelines for program planning and development. If the goals can be effectively implemented, for the Puerto Rican at least, they will provide an opportunity for self-actualization and self-fulfillment.

For many scholars, some of these goals may seem unacceptable as part of a college curriculum. They feel, as Callahan points out, that ". . . the university can create a neutral framework for the pursuit of facts and the espousal of value. . . ." ³ In dissenting from the position of some academicians, Callahan states that:

It is only when the neutrality of the framework is measured against the broader, nonacademic society as a whole that its inherent biases begin to manifest themselves. The predominance of one race (white) and one class (middle) means that the facts sought are those which interest that race and class; the facts that would interest those not represented are scanted. Moreover, the values espoused are values which contribute to the welfare of the dominant group. ⁴

In order to implement the philosophy and goals and maintain

³Daniel Callahan, "Facts, Values and Commitments," in Identity Crisis in Higher Education, ed. by Harold L. Hodgkinson and Myron B. Bloy, Jr., eds. (San Francisco: Jossey-Bass, Inc., 1973), p. 14.

⁴Ibid., p. 15.

the values which are implicit in them, there has to be a strong and deep commitment on the part of the institution. Anything short of that allows only for a transitory life space, which may be preempted as soon as the academic community develops its "rejection factors" and has the strength to expel the new elements.

The Department's Location in
the College Hierarchy

During the academic year 1973-74, the Department of Puerto Rican Studies at the City College was a part of the College of Liberal Arts and Science. In looking at the organizational chart of the college⁵ it becomes evident that the department is included among Asian Studies, Black Studies, and Special Programs (SEEK). Administratively it is responsible to the Dean of the College of Liberal Arts and Sciences.

At the present time, the College of Liberal Arts and Sciences is being reorganized. In the near future, departments will have an option to select their location from among four divisions that have been approved by the Faculty Council. These divisions are: the Division of Science, the Division of Humanities, the Division of Social Sciences, and a Division of Ethnic Studies.

⁵See Appendix B.

Although the department is directly under the administration and supervision of the Dean of the College of Liberal Arts and Sciences, informal administrative and communication relationships exists between the Chairman, and the Provost, President and other administrative officers. This process allows for some flexibility in the bureaucratic structure of the college and to a degree mitigates the depersonalization characteristic of a bureaucracy.

Until the fall of 1973, the Department of Puerto Rican Studies at Lehman College was located under the administrative jurisdiction of the Provost. This is shown in the organizational chart of the college.⁶ A restructuring of the college has taken place. The college will be organized into three divisions: the Humanities, the Social Sciences, and the Sciences, each one headed by a Dean. In the New plan the Department of Puerto Rican Studies falls in the Humanities Division.

The Department's Internal Organization

At City College, the department operates under a set of bylaws which are ratified by two thirds vote of all department members of faculty rank. The bylaws must be consistent with the Charter of Governance and the Bylaws

⁶Ibid.

of the Board of Higher Education.

The Puerto Rican Studies Department at City College, as stipulated by the Department bylaws, is governed by an Executive Committee. The Executive Committee during the fall semester of 1973 consisted of the Department Chairman and three faculty members selected by the department faculty to serve a three year term. In addition, an outside faculty member plus two student members were elected from the department majors to serve with voice and vote for one year terms.

The Executive Committee considers all matters related to appointments to the instructional staff, applications for sabbaticals and other leaves, and Department budget.⁷ It also communicates with the Faculty Council Committee on Curriculum and Teaching in matters within that Committee's purview.

At Lehman College, the department structure includes a Personnel and Budget Committee whose function is similar to that of the Executive Committee. Students participate in meetings of all departmental committees, but only on an advisory capacity.⁸

At City College "The department Chairman is . . .

⁷Bylaws of the Department of Puerto Rican Studies at CCNY, 1973. See Appendix D.

⁸Documents of Governance, The Herbert H. Lehman College, 1972-73.

elected by a secret ballot for a term of three years by a majority vote of those members of the department who are eligible to vote." The responsibilities of the chairman are enumerated in the Board of Higher Education Bylaws as follows:

THE DEPARTMENT CHAIRMAN

The department chairman shall be the executive officer of the department elected by a secret ballot for a term of three years by a majority vote of those members of the department who are eligible to vote. The responsibilities of the Chairman are enumerated in the BHE Bylaws as follows:

The Chairman shall:

1. Be responsible for departmental correspondence and departmental records;
2. Assign courses to and arrange programs of instructional staff members of the department;
3. Initiate policy and action concerning departmental affairs subject to the powers delegated by the Bylaws to the staff of the department in regard to educational policy, and to the appropriate departmental committees in the matter of promotions and appointments;
4. Represent the department before the Faculty Council or Faculty Senate, the faculty and the Board of Higher Education;
5. Preside at meetings of the department;
6. Prepare the tentative departmental budget, subject to the approval by the department's Executive Committee;
7. Transmit the tentative departmental budget, to the president with his own recommendations;
8. Arrange for careful observation and guidance of the department's non-tenured instructional staff members;
9. Make a full report to the president and to the College Committee on Faculty Personnel and Budget of the action by the department's Executive Committee when recommending an appointee for tenure on

- the following:
- a. Teaching qualifications and classroom work
 - b. Relationship with his students and colleagues
 - c. Professional and creative work;
10. Generally supervise and administer the department.⁹

Nearly the same procedures apply at Lehman College.

At the City College and similarly at Lehman College, the Puerto Rican Studies Department faculty meets as a body on a regular monthly schedule. At these meetings all faculty members are eligible to vote on all undergraduate matters concerning the Department. At City College, two department majors who are members of the Executive Committee also attend Faculty Meetings. They serve in this capacity with voice and vote.

At Lehman College students attend meetings but, in an advisory capacity only.

In both Puerto Rican Studies departments, the faculty makes decisions on matters dealing with curriculum design, approval of courses, teaching methods, special activities, and similar affairs. When courses are designed at the Department of Puerto Rican Studies at City College, these are subsequently submitted to the Committee on Curriculum and Teaching of the Faculty Council for approval and then ratified at the Faculty Council meetings before they are

⁹Faculty Handbook and Library Guide, The City College, 1973-74, p. 18.

sent to the Board of Higher Education (BHE) for final approval.

The Department of Puerto Rican Studies at Herbert H. Lehman follows a similar procedure.¹⁰

Both at City College and Lehman College, the faculty members are expected to assist the chairman of the Department in his responsibilities. In this connection, each faculty member is expected to assume his share of committee assignments, both departmental and university-wide.

At the Department of Puerto Rican Studies at City College, the following faculty committees existed during the fall semester of 1973:

1. The Executive Committee. The composition of the Executive Committee is as follows: Department Chairman, three faculty members from the department and one from outside the department, and two students who are Department majors.
2. Budget Committee. This committee consists of two faculty members, charged with the responsibility of approving disbursement of City College funds.
3. Curriculum and Teaching Committee. Composed of four professors, charged with course development, course evaluation and other pertinent matters.
4. Graduate Program Committee. Composed of four professors, charged with taking steps to develop graduate courses leading to a Master Program.

At Lehman College, the faculty meets as a body

¹⁰ Statement by Chairman and from memorandum of the Chairman of Committee on Curriculum to Chairman of the Department of Puerto Rican Studies.

according to CUNY bylaws, similar to those described at City College.

Cooperation With Other Departments

During 1973 and 1974, the department at CCNY cooperated with other college departments, thus extending its influence. With the School of Education an attempt is being made to work out a formal agreement to establish procedures whereby students may have a major in Puerto Rican Studies and at the same time receive credits for a teacher license by doing their student-teaching through the Elementary Division. In addition, there are close ties between the bilingual-bicultural areas in the School of Education and the Department of Puerto Rican Studies.

A second area of cooperation is with Latin American Studies. During 1973, the Department of Puerto Rican Studies was influential in attempting to strengthen course offerings in Latin American Studies. Puerto Rican Studies is now one of the members of the committee to develop a major in the Latin American Studies area.

Several other areas for cross-campus cooperation have been explored. These include cross-listing of courses and sharing of faculty. Among the departments or programs where this has been possible are History, Medicine, Health and Society, and Political Science.

At the Herbert H. Lehman College, a very important innovation has been developing since 1970. At that College it is now possible for Puerto Rican and other Spanish-speaking students to take courses with credit in traditional disciplines via their Spanish vernacular. This is an important step forward. The program has continuously grown since 1970, when it was established, and information gathered indicates that courses in Spanish are being taught in twenty-seven traditional areas.

Curriculum

Courses Offered

During the Fall of 1973, the Department of Puerto Rican Studies at City College offered sixteen undergraduate courses during the day session. Fourteen of these courses were offered as specialization courses for majors and students in other related disciplines. A listing of these courses including titles, course enrollment, and student of Hispanic background, appear in Table 2, on page 146.

The Department of Puerto Rican Studies (PRST) at Lehman College offered eleven undergraduate courses for specialization to its majors during the Fall semester 1973. A table listing course titles, enrollment figures, and students of Hispanic background appears on Table 3, page 148.

As an illustration of course content, a sample

TABLE 2

COURSES, COURSE ENROLLMENT STUDENTS, NUMBER OF SECTIONS AND STUDENTS WITH HISPANIC BACKGROUND, CITY COLLEGE

Courses	<u>Course Enrollment</u>		
	Sections Total		Students with Hispanic Background
<u>Core Courses</u>			
P.R. Heritage: A Historico-Cultural Approach (11.1, 11.2)	$\frac{13}{13}$	$\frac{453}{453}$	$\frac{246}{246}$
<u>Education Courses</u>			
P.R. Child in his Urban Setting (13)	4	141	65
Field Work Experience in Bilingual Environment (34Q)	$\frac{1}{5}$	$\frac{49}{190}$	$\frac{5}{70}$
<u>Elective Courses</u>			
Survey of Social Science in P.R. Studies (7W)	1	9	8
Puerto Rican Community (12T)	1	7	6
Research Seminar in 20th P.R. Social, Economic and Political Development (16)	1	2	2
Puerto Rican Folklore (19)	1	16	16
The Impact of P.R. Literature of Protest (20)	1	13	13
The Puerto Rican Short Story (35)	1	18	18
The P.R. Contemporary P.R. Family (46)	1	30	26
The P.R. Political and Economic Development Under the U.S. (48)	1	14	11
The Administration of Justice (49)	1	12	9
The Sociological and Psychological Impact of Colonialism (61)	1	20	19

TABLE 2--Continued

Courses	<u>Course Enrollment</u>		
	Sections	Total	Students with Hispanic Background
<u>Elective Courses (Cont'd)</u>			
Culture and Health (110)	-	-	-
Creative Research in Urban and Ethnic Studies (199)	$\frac{1}{12}$	$\frac{4}{167}$	$\frac{4}{144}$
TOTAL	30	810	460

Source: Teachers Grade Report
 Department of Puerto Rican Studies
 The City College
 Fall 1973

syllabus appears in Appendix D. The sample syllabus is for a course offered in conjunction with the Department of Political Science in the College of Liberal Arts and Sciences.

Before discussing the courses required for majors in PRST it should be made clear that at CCNY besides the core courses in heritage, which education majors are required to take, a course was designed by the Puerto Rican Studies Department to meet the professional needs of students majoring in elementary education. (A similar course has been taught in the Department of Education at Herbert H. Lehman College since the Spring of 1969.) In addition, the

TABLE 3

COURSES, COURSE ENROLLMENT STUDENTS, NUMBER OF
SECTIONS AND STUDENTS WITH HISPANIC BACKGROUND,
LEHMAN COLLEGE

Courses	Course Enrollment		
	Sections	Total	Spanish Surname
<u>Core Courses</u>			
History of Puerto Rico (PRS 101) (PRS 102)	8	255	199
Puerto Rican Culture (PRS 201)	<u>4</u>	<u>148</u>	<u>125</u>
	12	403	324
<u>Elective Courses</u>			
Community Field Work (PRS 202)	2	45	45
Puerto Rican Music (PRS 206)	1	25	23
Social History of Puerto Rico 1897-present (PRS 300)	1	27	26
Puerto Rican Literature I (PRS 302)	1	10	8
Puerto Rican Literature of Protest (PRS 304)	1	14	14
Afro-Antillean Poetry (PRS 305)	1	13	11
Legal System (PRS 306)	1	15	13
Government of Puerto Rico (PRS 309)	1	25	25
Vernacular Language of Puerto Rico (PRS 400)	<u>1</u>	<u>19</u>	<u>19</u>
	10	193	184
TOTAL	22	596	508

Source: Program Information
Department of Puerto Rican Studies
Lehman College
Fall 1973

Puerto Rican Studies Department is designing courses dealing with the Hispanic Caribbean. In this regard the curriculum development begins to reflect the needs of Dominican students. Accordingly, Dominican heritage and literature are part of the curricular areas being explored.

Community Involvement

At the City College community involvement has been normally accomplished through three courses offered in the department. In two of these courses students are placed in educational and social service agencies which serve the Puerto Rican community. A third means of community contact has been established through the Program in Health, Medicine and Society.

At Herbert H. Lehman College contact with the community is accomplished through one course which involves field work. Other than this, there is no effective articulation between the community and the college.

Courses Required for the Majors in Puerto Rican Studies

The department of Puerto Rican Studies at City College must conform with the requirements established by the College of Liberal Arts and Sciences for degree granting purposes. The process at Lehman College, although not an exact duplicate, follows similar patterns.

Two courses of the Department of Puerto Rican Studies at CCNY which are part of the distribution requirements of the College of Liberal Arts and Science, must be selected by all prospective majors: Puerto Rican Heritage (Pre-Columbian to 1898) (PRST 11.1), and Puerto Rican Heritage (From 1898 to the Present) (PRST 11.2). One of these courses is required of students from the School of Education, who must take Liberal Arts courses to fulfill their concentration in Liberal Arts courses. At Herbert H. Lehman College, three courses are required for the major in PRST: History of Puerto Rico I (PRST 101-102), Puerto Rican Culture II (PRST 201), and Puerto Rican Community Field Work (PRST 202).

In order to comply with the requirements for a major in Puerto Rican Studies at City College, students are required to take forty additional credits above the two core courses: a minimum of twenty-eight credits taken above the core courses and twelve additional credits taken in other related courses in the Social Sciences, Education, the Humanities, or the Physical Sciences; and eight credits in either Black Studies and/or Asian Studies.

The non-departmental course requirements insure that students majoring in Puerto Rican Studies get a substantial input from traditional disciplines. Students wishing to pursue graduate studies will appreciate having exposure to

a traditional discipline, since there are very few graduate programs in Puerto Rican Studies leading to the Master's Degree and none to the Ph.D.

At Herbert H. Lehman College the requirements are similar. There, twenty-four credits are taken within Puerto Rican Studies and twelve credits fall into related disciplines.

Curriculum Materials

Didactic material included in the presentation of course content is usually selected from two sources. One is traditional-commercial, in English or Spanish; the other source is social-ideological and political. Because of a dearth of appropriate material in English for some of the ideological/political courses, translation is necessary and usually is prepared at the department level at City College.

The bilingual-bicultural aspects of the program in Puerto Rican Studies require that pedagogical materials be in both Spanish and English.

Much of the material that is used in the Departments of Puerto Rican Studies at the present time is written by Puerto Ricans or academicians who have substantial knowledge of the social and cultural realities of Puerto Rico. The tendency at City College has been to select Third World authors to prepare materials supplemented with other

educational materials or studies based on the Puerto Rican realities in Puerto Rico and in the United States.

Personnel

The present faculty of the Departments of Puerto Rican Studies at City College and at Herbert H. Lehman College, with the exception of the Bilingual Area at Lehman College, are native born, raised and schooled Puerto Ricans. Therefore, their cultural perspectives and educational ideology are usually those of the island. Several faculty members have had several years of experience at City University. This exposure has allowed them to break away partially from the traditional orientation which they learned in Puerto Rican universities.

There is a large number of young faculty who are inclined towards activism and involvement in pro-independence movements, liberation ideology, and other radical views. On the other hand, there are some who have only intellectual interest, and are extremely traditional; they would prefer to model the Departments of Puerto Rican Studies after the traditionally oriented disciplines.

The feelings of the faculty of the Department of Puerto Rican Studies at City College fall between sympathy for the independence of Puerto Rico and activism in the movement towards the independence of Puerto Rico. At Lehman College

we have been informed that the young faculty is heavily inclined towards activism and involvement in pro-independence movements or liberation ideologies.

Because of the difficulties in finding individuals with interdisciplinary academic background, faculty has been selected, many times, on the premise that they could develop expertise "on the job" in several areas. Faculty with a social work or social science background might be asked to teach history or culture. Unfortunately not much has been done systematically to help faculty acquire new competencies.

The faculty of the Departments of Puerto Rican Studies at City College in the 1973 fall semester consisted of eight full-time and three part-time members; while at Lehman College, it consisted of nine full-time and three part-time members.

At City College, this means that faculty has more than doubled from 1971 to 1973. Also at the Department of Puerto Rican Studies at Lehman College (excluding those in the bilingual area), it has more than doubled since 1970. This indicates a rapid rate of growth in both departments, as indicated in Table 4, on page 154.

It should be noted that at City College only one faculty member held, in 1973-74 no degree beyond the Bachelor of Arts; one holds an Educational Doctorate. At Lehman College two faculty members held only the Bachelor

TABLE 4
 INSTRUCTIONAL STAFF, FALL SEMESTERS 1969 TO 1973,
 CITY COLLEGE AND LEHMAN COLLEGE

Department of Puerto Rican Studies	1969	1970	1971	1972	1973
CITY COLLEGE					
Full-Time Teachers	1	1	3	6	8
Part-Time Teachers	1	4	4	5	3
Total	2	5	7	11	11
LEHMAN COLLEGE					
Full-Time Teachers	1	4	8	8	8
Part-Time Teachers	2	-	3	3	3
Total	3	4	11	11	11

Source: Staff and Teaching Load Report,
 Office of the Registrar,
 The City College,
 Fall 1971, 1972, 1973
 (Day Undergraduate Session)

Information provided by the Executive Vice-
 President of Lehman College and the Department
 Chairman,
 Fall 1971, 1972, 1973
 (Day Undergraduate Session)

of Arts degrees. All other members at both departments have a master's or a Ph.D. degree. At CCNY faculty members who have a master's degree are encouraged to pursue the doctorate and are given assistance for that purpose. The distribution of faculty by academic rank and academic degree appears in Table 5, page 156. Finally, the faculty of professorial rank in the Department of Puerto Rican Studies at City College during the year 1973-1974, served on the following academic bodies and committees: the Faculty Council of the College of Liberal Arts and Sciences; the Faculty Senate; Committee on Curriculum and Teaching of the Faculty Council; the Ethnic-Concern Committee; College Recruitment Committee; Grievance Committee; Committee for the Reorganization of CLAS; Planning Committee on Latin American Studies; Inter-Ethnic Affairs Committee; Auxiliary Committee to College-Resources; University Committee on Research; Executive Committee of the Senate; President's Advisory Committee; Admission Committee of Bio-medical Center; Summer High School Enrichment Program Research Committee; and others. At Lehman College faculty in professorial ranks were also involved in College wide Committees.

This involvement in college wide service can be said to be an index of the commitment of faculty to the institution. It also indicates a recognition by the institution

TABLE 5

FACULTY BY RANK AND ACADEMIC DEGREES, CITY COLLEGE AND LEHMAN COLLEGE

	City College			Lehman College		
	Ph.D.	Ed.D.	Master BA Total	Ph.D.	Master BA Total	BA Total
<u>Full-Time</u>						
Professors	-	-	-	1	-	1
Visiting Professors	-	-	1	-	-	-
Associate Professors	1	-	1	1	-	1
Assistant Professors	1	1	-	-	2	2
Instructors	-	-	2	-	3	4
Lecturers	-	-	1	-	-	1
Sub-Total	2	1	5	2	5	8
<u>Part-Time</u>						
Adjunct Professors	-	-	-	1	-	1
Adjunct Assoc. Profs.	1	-	1	-	-	-
Adjunct. Asst. Profs.	-	-	-	-	-	-
Adjunct Instructor	-	-	-	-	-	-
Lecturers	-	-	-	-	-	2
Sub-Total	1	-	1	1	-	3
Total	3	1	6	3	5	11

Source: Department of Puerto Rican Studies, Personnel Files,
The City College, Fall 1973

Information Provided by the Department Chairman of Lehman College.

of the ability of faculty of the Department of Puerto Rican Studies to perform adequately in institutional roles.

Finally, in terms of research, neither department has produced a substantial amount of publishable materials. Individually some faculty members have published at both departments but these are their personal accomplishment and not the collective wisdom of the faculty producing the materials.

Students

Students taking courses at the Department of Puerto Rican Studies at City College may be placed into several categories: majors in Puerto Rican Studies, majors in Education, students in the College of Liberal Arts and Science who take core courses in the area of the social sciences, and students from other schools within the college who are interested in understanding the realities of the Puerto Rican people. The latter include majors in architecture, engineering, nursing, sciences, and since last year students in the bio-medical program.

Students taking courses at Lehman College may be categorized as follows: (1) the majors in the department, including students in the Bilingual Program; (2) students majoring in other departments who are required to take a course in either Black or Puerto Rican Studies; and

(3) students taking courses in order to understand the realities of the Puerto Rican people.

In respect to serving students, it must be understood that the departments of Puerto Rican Studies, in contrast with other departments, have a very different and interesting situation--they have an ethnic constituency to which to answer. More specifically, many of the Puerto Rican and Hispanic students in the colleges have a feeling of identification with the departments, which leads them to call the Departments to account. This attitude by and large emanates from the feeling of solidarity, which does not preclude an acute critical attitude, that usually exists as an identifying factor among individuals who feel uprooted, or whose cultural and emotional needs are not being met by the larger society. In addition, since the students pressured the institutions to create the departments, they feel responsible for maintaining their integrity.

The total course enrollment in the Department of Puerto Rican Studies at City College for the fall 1973 was 894. Out of this total, 58 percent were of Spanish surname; at Lehman the course enrollment in the Puerto Rican Studies area was 672; of this total 86 percent were students with a Spanish surname.

In the fall of 1973, thirty students had declared a major in Puerto Rican Studies at City College. According

to records submitted by the Department of Puerto Rican Studies at Lehman College, eighty-five students were majoring in the area during the same period.

The growth of the two departments in reference to courses offered, course enrollments, and department majors is contained in Table 6 in page 160. The data there show that the number of courses offered at the Department of Puerto Rican Studies at City College has almost tripled since 1971, and has been steadily rising at Lehman College. Course enrollment almost doubled at City College and increased steadily at Herbert H. Lehman College between the periods fall 1970 and fall 1973.

It should also be mentioned here that the number of majors in the Department of Puerto Rican Studies at CCNY appears small in comparison with Lehman College. This is not surprising because the founders of Puerto Rican Studies at CCNY never intended to have a large number of majors, but hoped to offer cultural, historical and socio-political courses to as many students as possible.

Budget

Budgeting appropriations are divided into two categories: personnel services and other expenditures (equipment--educational and office, and supplies). The budget allocation for personnel services is based on FTE's.

TABLE 6
 COURSES, SECTIONS, COURSE ENROLLMENT STUDENTS,
 STUDENT CREDITS AND DEPARTMENT MAJORS,
 CITY COLLEGE AND LEHMAN COLLEGE
 FALL SEMESTER 1971-1973

Department of Puerto Rican Studies	1969 ^a	1970 ^a	1971	1972	1973
CITY COLLEGE					
Courses Offered	1	5	7	16	22
Sections	4	9	10	33	36
Course Enrollment Students	90	250	454	834	894
Student Credits	-	-	1529	2752	2959
Department Majors	-	-	-	3	30
LEHMAN COLLEGE					
Courses Offered	5	7	11	NA	14
Sections	6	15	23	NA	26
Course Enrollment Students	139	333	481	NA	672
Student Credits ^b	44	1065	1539	NA	2151
Department Majors	-	-	55	NA	85

^aThe Department of Puerto Rican Studies at City College was established in the year 1971-72. From 1969 to 1970, the courses in the Puerto Rican sequence were lodged as part of the Urban and Ethnic Studies Department.

^bEstimated figures from data supplied by the Department.

NA - not available.

Source: Staff and Teaching Load Report
 Office of the Registrar
 The City College
 Fall 1971-73 (day and evening)

Teachers Grade Reports
 Lehman College
 Fall 1971-73 (day and evening)

The number of Puerto Rican Studies faculty has been inadequate to meet students' needs. While courses and sections have been increasing, increase in faculty has not followed this trend at the same rate. The outcome of this, then, has been an increase in class size, in order to meet the demands of students. Yet, while this has taken place the department has subsidized other departments of the college. Evidence of this is the high number of student credit hours per full time equivalent (FTE) faculty at the Department of Puerto Rican Studies at CCNY as compared with the Division of Humanities and Social Science, Department of Romance Languages and the School of Education. Comparative figures for the fall 1973 are shown on Table 7, page 162. The figures for Herbert H. Lehman College were not available at the time the dissertation was being written. At City College, in the last two years the funds for non-salary expenses have decreased. This condition has been due, according to the administration, to budgetary constrictions in the CUNY system. The effect of this constriction in a growing department is to decrease the supportive services at the operational and administrative levels. This also affects the instructional quality because in departments where educational materials are duplicated for classroom use, insufficient funds can affect the curriculum.

At City College, the total operating budget for the

TABLE 7

NUMBER OF STUDENT CREDIT HOURS PER FULL TIME
EQUIVALENT FACULTY, CITY COLLEGE AND
LEHMAN COLLEGE, FALL SEMESTER 1973

	Student Credit Hours	Full Time Equivalent Faculty	Student Credit Hours per Full Time Equivalent Faculty
<u>City College</u>			
Department of Puerto Rican Studies	2,659	9.3	285
Humanities	47,213	286.2	165
Social Sciences	40,267	150.1	268
Romance Languages	7,593	43.1	176
Education	8,852	52.3	168
<u>Lehman College</u>			
Department of Puerto Rican Studies ^a	1,926	9.6	200

^aEstimated figures.

Source: Staff and Teaching Load Report
Office of the Registrar
The City College
Fall 1971-73
(Day undergraduate session)

Information provided by the Department
Chairman of Lehman College
(Day Undergraduate session)

fiscal year 1971-72, 1972-73 and 1973-74, including both personnel services and other expenses, is shown in Table 8, page 164. In addition, City College funds have been added to supplement operation and although they have been substantial, they are temporary funds.

In the Department of Puerto Rican Studies at Lehman College, the data for personnel services were unavailable. For office supplies and equipment the figures can be seen in Table 9, page 165.

Physical Space

During the fall of 1971, when the Department of Puerto Rican Studies was established at City College, it was assigned four offices for faculty use. Two of these offices were assigned to the department chairman. In the fall of 1972 when new faculty were added, space was increased. At that time, three additional rooms were assigned to the department for faculty use.

In 1971 at the City College, one large classroom was assigned to accommodate the department's courses. In 1973, an additional half-time classroom was added, and for the program year 1973-1974 a total of two and three quarters classrooms were assigned for the use of the program courses. Two of these classrooms were assigned from 8:00 A.M. to 6:00 P.M. The third room was assigned from 8:00 A.M. to

TABLE 8
 BUDGETARY EXPENDITURES, FISCAL YEARS
 1971-72, 1972-73, 1973-74,
 CITY COLLEGE

Object of Expenditure	1971-72	1972-73	1973-74
<u>Personnel Services</u>	\$ 59,025	\$ 116,946	\$ 174,984
Sub-Total	\$ 59,025	\$ 116,946	\$ 174,984
<u>Other Expenses</u>			
Supplies	\$ 1,000	\$ 1,000	\$ 800
Equipment	1,000	1,000	-
Sub-Total	\$ 2,000	\$ 2,000 ^a	\$ 800 ^a
Total	\$ 61,025	\$ 118,946	\$ 175,784

^aIn addition to this amount, the department was allocated extra funds from the City College Fund.

Source: Office of The Assistant Business
 Manager in Charge of Fiscal Planning
 The City College

2:00 P.M. Inadequate space has reduced flexibility, thereby curtailing innovation.

At Herbert H. Lehman College the data regarding the first year of operation was not available. During the year 1971, the department had four classrooms and seven faculty offices assigned to it. There have been no additional offices or classrooms assigned through the years, despite the fact that there has been an upward enrollment trend.

TABLE 9
 BUDGETARY EXPENDITURES FOR OTHER EXPENSES,
 FISCAL YEARS 1970-71, 1971-72, 1972-73
 LEHMAN COLLEGE

Object of Expenditures	1970-71	1971-72	1972-73	1973-74
<u>Other Expenses</u>				
Supplies	\$ 200	\$ 200	\$ 250	\$ 550
Equipment	700	800	800	1,000
Total	\$ 900	\$ 1,000	\$ 1,050	\$ 1,550

Source: Department of Puerto Rican Studies
 Office Files

The chairman did not indicate that space was a problem for his department.

At present City College does not have adequate space for lounging and study and for informal student-faculty contact. This is a problem for commuter students and for those who come from homes where studying facilities are usually unavailable and at best limited.

The data, then, indicate that there has been significant positive change from 1969 through 1973 at the Department of Puerto Rican Studies at the Herbert H. Lehman College and from 1971 through 1973 at City College in terms of faculty, curriculum, and students.

Pressures and Circumstances Which Affect
Puerto Rican Studies Departments

While the foregoing analysis of the current status of the two departments may give the impression of stability and predictable growth, the reality is that day-to-day pressures, both internal and external, make the department's situation rather precarious. The following section reviews some of the forces with which the two departments must contend.

Internal Pressures

One of the internal pressures facing the departments is the existence of the Community College Programs in Puerto Rican Studies. Many of the community colleges are generating a large number of Puerto Rican Studies courses. This affects transfer students from Community Colleges. Clearly students who transfer can apply their courses towards their major at senior colleges. This means that a student who has taken a large number of courses in Puerto Rican Studies at the community college level has relatively less need to take such courses when he arrives at senior college.

The basic problem is that the Departments of Puerto Rican Studies at the Senior College, while granting transfer credit for the courses taken at the Community College, have

no input into the work students have done. Coordination between the community college and the senior college is therefore needed in order to serve students while strengthening the departments.

At the Senior Colleges there have been problems when the traditional departments offer courses related to Puerto Rican Studies, or vice versa. At City College the situation has been most difficult with the departments of Romance Languages and History. In Sociology and Political Science, the problem is not as critical. Conflict arises because there is strong competition for students, and this naturally brings the Department of PRST in conflict with departments whose enrollments are declining. However, the problem also is based on legitimate academic concerns. The question is always raised: Where do the courses legitimately belong? This question leads to others which are still more critical: Are the courses offered in Puerto Rican Studies as serious in academic content as those offered in traditional disciplines? Will the departments in competition with Puerto Rican Studies accept those courses; and will the courses later be accepted for graduate work?

In resolving these questions, one of two approaches is usually taken; one is to accept the traditional department as the sole legitimate source of credit, and the other is to try to force the Department of Puerto Rican

Studies to conform to traditional standards.

In addition to pressures from traditionalists there are internal pressures which come from two other sources. The first of these sources is the Puerto Rican student groups on campus, the militant-activists who feel determined to be involved in all departmental decision-making.

Since the departments in 1969 and in 1971 were established as a result of student demand, students legitimately feel a responsibility and a concern for "their department." Yet, because of administrative constraints, sometimes it is impossible to satisfy these demands.

At City College there are two distinct Puerto Rican student groups, each of which would like all courses and all teachers to represent its political ideology. The writer, as chairman, is at times besieged by their inflexible attitudes. The chairman has to insure that no single Puerto Rican group or ideology dominates the department. At Lehman College during 1971-1972, the pressures and difficulties led to the resignation of the first chairperson in Puerto Rican Studies.¹¹

Student pressures, which stem from student needs, have to be contended with. These pressures can have positive

¹¹"Ethnic Studies Heads Resign Chairmanships," Meridian, February 25, 1972, p. 1. Also, "Students Pressure Key in Latin Studies Ouster," Meridian, March 17, 1972, p. 9.

effects. When students and departments can articulate their needs satisfactorily two things happen which are positive in nature: (1) the students develop a base from where they can operate legitimately; and (2) the department feels that it is meeting its obligations and responsibilities towards the students without losing integrity or working against the institution. And by implication, it is developing strong community support.

The second source of internal pressure is the overlapping responsibilities with other offices, institutes and programs. A central problem seems to be the confusion as to what roles should be played by various administrators, and this confusion sometimes engender conflict. An example is the Bilingual Program at Lehman College where there is a Chairman of the Department of Puerto Rican Studies and also a Director of a Bilingual Program within the same unit. This sometimes causes confusion. Though the Chairman is the executive officer of the department, the title Director in itself sometimes confuses faculty, students and even administrators. At Brooklyn College (although it is not one of the departments under study) there is a similar problem. There an Institute of Puerto Rican Studies is attached to the Department of Puerto Rican Studies.

At City College the Office of Puerto Rican Program and Planning was created in 1971 to articulate the needs of the

community and the college. This office at the same time was to serve a Public Relations function with the Puerto Rican Community. When it was created in 1971, it was to be headed by a Community Affairs Officer who would work closely with the community and would handle student recruitment, community programs, and special social work activities.

An immediate problem emanates from its title. The name of the office itself seems to imply that it is involved in curricular and pedagogical matters, which of course is not the case. This at times confuses students, community, faculty and administrators.

It should be clarified that curriculum design and development in the Puerto Rican studies area and in part in the bilingual-bicultural area are the responsibility of the Department of Puerto Rican Studies. Social work, student recruitment and community interaction were to be in the domain of the Office of Puerto Rican Planning and Development. This office was created to better intergroup relations with the Puerto Rican community. Here is a clear case where bureaucracy created a body for one purpose, but allowed it to work toward a different purpose. This it seems was possible because the roles and functions of the office were not clearly defined.

The writer will now examine two additional sources of pressure which are in part internal and in part external in

nature and which are very important forces in the developmental process of the departments.

Semi-Internal Pressures

The first is bureaucracy; City University being a large scale organization, almost every decision requires extensive administrative arrangements. Stroup, in discussing bureaucracy offers the following definition:

. . . bureaucracy will be defined as a large-scale organization with a complex but definite social function. It consists, moreover, of a specialized personnel and is guided by a system of rules and procedures. In addition, a carefully contrived hierarchy of authority exists by which the social function of the bureaucracy is carried out impersonally.¹²

It is not difficult to see how the departments are affected by CUNY's bureaucratic nature. Activities such as admissions, curriculum development, teacher evaluations, faculty recruitment, relationships with other departments and schools, requests for materials and equipment and many other operational matters are constrained by impersonal rules and procedures, excessive control, red-tape and other bureaucratic concepts.

¹²Herbert Stroup, Bureaucracy in Higher Education (New York: The Free Press; London: Collier-MacMillan Ltd, 1966), p. 14. (According to Stroup the above definition is not entirely original. In fact--he says--"Its main lines are borrowed from the German sociologist and historian, Max Weber. To some extent it also is shaped by the views of others, such as: Gaetano, Mosca, Leonard White, Herman Finder, Robert Merton, Arnold Brecht, Peter Blau, Carl Friedrich."), p. 14.

The second semi-internal source of pressure is that coming from the Center for Puerto Rican Studies (CPRS) in CUNY. This organization was established in 1973 as a result of faculty, student and community demands.

The important aspects to be noticed here, are the goals and objectives of the Center. These are summarized as follows:

- A. To provide for the development and coordination of resources for new and established Puerto Rican Studies program.
- B. To organize and direct research on relevant issues for the Puerto Rican Studies Programs and the community they serve.
- C. To develop the facilities and resources for the training of students and faculty.
- D. To establish effective means of communication and coordination between the Puerto Rican community and CUNY.¹³

The Center has been operating since February 1973. Therefore, it is too early to evaluate properly its effects. This organization has the potential to benefit Puerto Rican Studies Departments. On the other hand, there are also dangers in the fact that it has been tending to control and centralize Puerto Rican Studies in New York City and it seems, as one professor pointed out, to be representing a single ideology.

Overcentralization could stifle creativity and

¹³A Proposal for A Center for Puerto Rican Studies and Research at the City University Graduate Center, 1972, p. 9. (Mimeographed.)

innovation at the department level in the different colleges. In addition, it would seem as if the Center were usurping the authority of the colleges to determine research priorities. The Center does not have to be preoccupied about producing FTE's and because it is not as controlled bureaucratically as the departments are (because the greater part of its operating funds are from outside CUNY), it is a powerful organization with which to compete.

External Pressures

In addition to the forces and circumstances which have been discussed so far there are external political pressures stemming from the Puerto Rican independence movement which many times affect students and faculty in New York City. Evidence of this can be seen in the conferences and meetings that are held through programs sponsored by Puerto Rican Studies areas, where the essence of the proceedings is highly political. A copy of an invitation to a Puerto Rican Studies Conference held at Hunter College in March is included in Appendix C. Professors who attended it reported it was controlled by only one ideology.

Summary

The intention of this chapter has not been to present an in-depth analysis. The data which have been examined

indicate that the two departments have experienced substantial growth during the years, 1971-1974. They also indicate that there are many operational difficulties which need to be dealt with in the future. These are related to the program indices which were described, and to the pressures and factors examined. This brief examination clearly indicates that much remains to be done.

CHAPTER VI
EVALUATING THE DEPARTMENTS

Introduction

The main purpose of this chapter is to report on the perceptions of various constituencies served by the two departments as to how they see the departments functioning. Questionnaires were administered in the Spring of 1974 to faculty and administrators at the City College and at Herbert H. Lehman College, who had been on Campus in the Spring of 1969. A similar questionnaire was administered in 1974 to Puerto Rican students who had been on those two campuses in the Spring of 1969. In addition, a questionnaire was administered in 1974 to Puerto Rican community leaders who would have knowledge of the activities on these two campuses in the Spring of 1969.

Supplementing this evaluation are the results of a study which was conducted in late 1973 by the Departments of Puerto Rican Studies. This study is described in the last section of this chapter. The study surveyed student opinion on their perceptions of the way in which the departments were meeting the students' needs. The data are included because they provide additional information by which the overall success of the Puerto Rican Studies

program may be evaluated.

While the study did not set out to prove hypotheses or assumptions of any kind, it did explore several underlying premises. The first was that the amount of awareness and knowledge that people (especially the subjects in this study) had of the departments and the way they were functioning, and the amount of support they indicated they would give, would be a measure of the development and the stability that might be expected in the future. The second premise was that if the departments were perceived positively by all the constituencies, they would have a better opportunity to develop and become firmly institutionalized. On the other hand, if they were not perceived positively by students, faculty and administrators, they would at best move on a survival course, having to depend on students continuously exerting pressure on the colleges. This would be unfortunate for the departments as well as for the colleges.

Before presenting the data, there are several limitations inherent in this type of survey which must be mentioned. The first is the nature of the instrument itself. The questions were not completely pre-tested and were in some cases imprecise if not ambiguous. Irrespective of this, the data appear to indicate clearly that there is an awareness of the departments. Thus, if a more rigorous

approach were used, it is the opinion of the writer that similar results would have been obtained. This opinion is based on his experience in the field; namely, several years of interaction with students, faculty, administrators and community leaders. The second limitation is the difficulty in finding subjects who are willing to answer the questionnaires and who, once they are found, can recall events which happened some time ago. The third limitation had to do with the writer himself. He is a Puerto Rican and chairman of one of the two departments. Therefore, he is not sure if the responses are valid; partly because he is involved and perhaps biased, and partly because of the non-anonymity of the respondents.

In spite of these limitations, the writer took the opportunity to gather the data; for if he had waited, the subjects would probably no longer be available or accessible.

Perceptions of Faculty, Administrators
and Puerto Rican Students at CCNY

Since it was assumed that the degree of familiarity which faculty, administrators and Puerto Rican students have with the departments would be an index of their support in a crisis, respondents were asked whether they were familiar with the department or not. More than half of the faculty indicated that they were familiar with the department; while an overwhelming majority of students

indicated that they were familiar with it. Table 10 presents these data.

TABLE 10
FAMILIARITY WITH DEPARTMENT; FACULTY,
STUDENTS, CITY COLLEGE

Are you familiar with the present Department of Puerto Rican Studies at City College? Yes ____ No ____

Familiarity with Department Response Category	Frequency of Responses	
	Faculty	Students
Familiar	24	17
Not Familiar	17	3
No Response	9	1

They were then asked whether they saw any difference between the Puerto Rican Studies department and other departments, and if so, to explain these differences. Almost half of the faculty did not respond to the question raised; but of those who responded, less than two-thirds felt that there was a difference. In the response to the open-ended part of the question the majority of the faculty felt that the department is more concerned with the self-image and ideology of students, and less concerned with academic work. A minority of the faculty and administrators felt that the department lacked full acceptance by all factions of the college community. The majority of the students

felt that the rapport between the faculty and the students in the department was better and a minority felt that the department was providing a sense of consciousness to Puerto Rican students.

Table 11 presents these data; Table 12 and Table 13 present a summary of the responses to the open-ended part of the question.

TABLE 11

DIFFERENCES BETWEEN DEPARTMENT OF PUERTO RICAN
STUDIES AND OTHER DEPARTMENTS; FACULTY,
STUDENTS, CITY COLLEGE

Do you feel the present Department of Puerto Rican Studies differs from other departments? (i.e., in organization, academic standing, student-faculty interrelationships, etc.)
Yes _____ No _____

Differences Between Departments Response Category	Frequency of Faculty	Responses Students
Difference felt (yes)	16	12
Difference not felt (no)	10	4
No Response	24	5

Faculty and administrators and students were asked what functions they felt the department could play in helping students adjust to the college. A majority of the faculty pointed to assistance in the academic, social and emotional areas. Students generally agreed with these perceptions of the faculty. Table 14 presents these data.

TABLE 12

SUMMARY OF RESPONSES TO DIFFERENCES;
FACULTY, CITY COLLEGE

Do you feel the present Department of Puerto Rican Studies differs from other departments? (i.e., in organization, academic standing, student-faculty interrelationships, etc.)

Summary of Response to Differences	Frequency of Responses Faculty
It is more concerned with students self-image, self-development, ideology and identity; less concerned with academic work.	6
Have no reason to believe it is different from other departments. Contacts with department have been positive.	3
More sense of unity and communication between faculty and students than other departments.	5
Full acceptance by all factions of the college community still lacking.	2

A corollary to the question raised above attempted to determine which services offered by the department were perceived as the most significant. Table 15 presents the responses given by faculty who, in the majority, felt that the most significant services provided were: widening the academic scope of the college and creating a socio-political consciousness. Students felt that the most significant

TABLE 13

SUMMARY OF RESPONSES TO DIFFERENCES;
STUDENTS, CITY COLLEGE

Do you feel the present Department of Puerto Rican Studies differs from other departments? (i.e., in organization, academic standing, student-faculty interrelationships, etc.)

Summary of Response to Differences	Frequency of Responses Students
Strongly believe rapport between students and faculty in our departments is better than any other. Students feel freer to discuss personal as well as academic issues with faculty.	7
Organization and link with other departments through course is positive. Has variety of courses in all areas relevant to students.	3
Feel it provides sense of consciousness to Puerto Ricans.	2

services offered were: helping students develop a better self-image, creating a socio-political consciousness and helping the community get more professionals.

Another issue which the writer wished to explore was whether or not the constituencies felt that the department has been influential in bringing about changes of any type in the college. Half of the faculty did not respond to the questions asked. Of those who responded, approximately two-thirds thought that the department had been influential.

TABLE 14

ASSISTANCE OFFERED BY DEPARTMENTS TO STUDENT
ADJUSTMENT; FACULTY, STUDENTS, CITY COLLEGE

What function, in terms of student adjustment to the college, do you think the department can play? Other, specify.

Type of Assistance Response Category	Frequency of Responses	
	Faculty	Students
Academic	38	19
Social	35	14
Professional	29	12
Emotional	32	12
Other (explain) specify ^a	1	1
No Response	9	2

^aOne faculty member felt it would be undesirable for the department to adjust students to college. A student felt also that the department had not been created for that purpose.

All of the students who responded thought that the department has been influential in bringing about changes in the college. Table 16 presents these data.

Since the question regarding changes required only a "yes" or "no" answer, additional data were needed to determine the perceptions of what kind of changes had taken place. A response space was designed on which respondents could indicate the degree of influence in several areas. The data indicate that faculty believe changes have been

TABLE 15

SERVICES OFFERED BY DEPARTMENTS;
FACULTY, STUDENTS, CITY COLLEGE

Which of the following functions do you feel best represents the services offered by the Department of Puerto Rican Studies at the present time?

Services Offered Response Category	Frequency of Responses	
	Faculty	Students
Serving minority group interest.	25	10
Providing training for specific needs in the professional fields.	21	7
Widening the academic scope of the college.	30	9
Lowering racial and ethnic tensions in the college.	21	4
Creating a socio-political consciousness.	30	11
Helping students develop better self-concept. ^a	-	12
Helping Puerto Rican community get more professionals. ^a	-	11
Other, please explain.	1	2
No Response.	9	3

^a Asked only of Puerto Rican students.

TABLE 16

RESPONSES TO INFLUENCE REGARDING CHANGES;
FACULTY, STUDENTS, CITY COLLEGE

Do you think that the Puerto Rican Studies Department has been influential in bringing about changes in the college?

Influence in Change Response Category	Frequency of Responses	
	Faculty	Students
Yes	18	16
No	7	-
No Response	25	5

more salient in course offerings in the college at large; in the provision of knowledge to students and in extra-curricular activities. The students in their responses indicated that changes have taken place in the provision of knowledge to students; in course offerings in the college at large; and in faculty selection and student recruitment. Table 17 presents these data.

In order to determine whether changes were favorable or unfavorable, a number of response categories were offered. More than half of the faculty responded. Of these, the large majority felt the changes were favorable. Students agreed with faculty in about the same proportion. Table 18 presents these data.

Two additional questions raised: one to determine the amount of support the department might receive if that

TABLE 17

DEGREE OF INFLUENCE ON CHANGES; FACULTY, STUDENTS, CITY COLLEGE

In what respect do you feel that Puerto Rican Studies Department has been influential in bringing about change at the college?

Change Areas Response Category	Faculty				Students				
	Influential	Somewhat Influential	Not at all Influential	No Response	Influential	Somewhat Influential	Not at all Influential	No Response	
In course offerings in the college at large.	12	(22)	10	2	25	6	(15)	9	5
In the provision of knowledge to students	15	(20)	5	-	29	11	(15)	4	5
In social research	3	(9)	6	2	38	5	(12)	7	6
In extra-curricular activities	9	(16)	7	2	31	6	(12)	6	6
In community development	6	(12)	6	1	36	5	(12)	7	7
In faculty selections	5	(12)	7	3	34	3	(13)	10	5
In degree requirements	-	(11)	11	3	35	6	(12)	6	6
In student recruitment	4	(11)	7	-	38	7	(13)	6	5
In teaching methods	-	(7)	7	3	39	10	(12)	2	9
In counseling programs	2	(6)	4	3	42	5	(10)	5	7
In policy making in terms of inputs of chairperson	9	(15)	6	2	32	7	(10)	3	5
In policy making in terms of faculty of Puerto Rican Studies	9	(13)	4	1	35	7	(12)	5	7
In library sciences	-	(2)	2	6	41	4	(10)	6	4

TABLE 18

EFFECT OF CHANGES ON COLLEGE; FACULTY,
STUDENTS, CITY COLLEGE

With reference to your selection in the previous question, how do you consider that the changes have been?

Effect of Changes Response Category	Frequency of Responses	
	Faculty	Students
Favorable	23	16
Unfavorable	-	-
Not yet Seen	5	2
No Response	22	3

were needed, and the other to determine what the faculty and students felt would happen to Puerto Rican Studies in the next five years.

To the first question, the overwhelming majority of faculty, administrators and students indicated that they would support the continuation of Puerto Rican Studies. Those faculty who responded with a "no" answer, indicated that they were not in favor of individual ethnic studies departments, but favored a single department where all groups could be consolidated. Table 19 presents these data.

In answer to the latter question regarding the future of Puerto Rican Studies, half of the faculty who responded

TABLE 19
SUPPORT TO DEPARTMENTS; FACULTY,
STUDENTS, CITY COLLEGE

Faculty--

If the continuation of Puerto Rican Studies were an issue on campus through the senate, councils or other decision making mechanisms, would you vote in favor of maintaining it? If not, why?

Students--

If the continuation of Puerto Rican Studies were an issue on campus, would you be in favor of maintaining and strengthening it? If you were, explain reasons; if not in favor, explain reasons.

Support to Departments Response Categories	Frequency of Responses	
	Faculty	Students
Yes	37	17
No	4	1
No Response	9	3

felt that Puerto Rican Studies would develop as an alternative to traditional disciplines, while slightly less than half felt it would be absorbed into the traditional disciplines. Several of the students commented that if Puerto Rican Studies continued on its present course, it would barely survive or be coopted. Table 20 presents these data.

In summary, although the empirical evidence is scanty, it appears that the majority of faculty and administrators at City College are familiar with the department and feel

TABLE 20

FUTURE OF PUERTO RICAN STUDIES;
FACULTY, STUDENTS, CITY COLLEGE

Which of the following do you think will happen to Puerto Rican Studies in the next five years?

Future of Studies Response Category	Frequency of Faculty	Responses Students
Disappear.	1	-
Remain the same.	12	2
Will be absorbed in traditional disciplines.	2	2
Will develop as an alternative to traditional disciplines.	15	14
Other (asked only of students). ^a	-	1
No Response.	20	2

^aIf importance of studies in this area is not ascertained, it will follow the extinct road of the original dinosaur UES department.

it is operating adequately; and while they are concerned about the department's standards, politics and ideology, they are willing to support and strengthen it. Students overwhelmingly appear willing to support the department; although some are concerned that if the department continues operating in its present manner, it may be coopted by the traditional nature of the institution and thus fail to continue offering those services which grew from its original philosophy.

Perceptions of Faculty, Administrators and Puerto Rican Students at Herbert H. Lehman College

The same type of questionnaire administered at CCNY was also used at Lehman. As in the previous section, the responses were tabulated and are presented in the tables which follow.

TABLE 21

FAMILIARITY WITH DEPARTMENT; FACULTY,
STUDENTS, LEHMAN COLLEGE

Are you familiar with the present Department of Puerto Rican Studies at the Lehman College?

Familiarity with Departments Response Category	Frequency of Responses Faculty	Students
Yes	19	5
No	13	2
No Response	3	1

As shown in Table 21 above, more than half of the faculty indicated that they were familiar with the department. More than half of the students also said that they were familiar with it.

Table 22 shows that more than three-quarters of the faculty felt that there were differences between Puerto Rican Studies and other departments. About three-quarters of the students also felt that there were differences.

TABLE 22

DIFFERENCES BETWEEN DEPARTMENTS;
FACULTY, STUDENTS, LEHMAN COLLEGE

Do you feel the present Department of Puerto Rican Studies differs from other departments? (i.e., in organization, academic standing, student-faculty interrelationships, etc.)

Differences Between Departments Response Category	Frequency of Responses	
	Faculty	Students
Differences Felt (yes)	21	5
Differences felt (no)	6	2
No Response	8	1

As shown by Table 23, the majority of the faculty felt that the difference was in the fact that there were closer relations between students and faculty in the new department. A minority of the faculty felt that the department had relatively low standards. In the case of students, Table 24 shows that the majority of them felt that the difference was in the students' relations with faculty. One student felt that the mere presence of the department in the college gave importance to the Puerto Rican community.

Table 25 shows that a majority of faculty pointed to assistance in the academic, emotional and social areas. Students pointed to the emotional and the academic areas. There were two faculty members who felt that the department

TABLE 23

SUMMARY OF RESPONSES TO DIFFERENCES;
FACULTY, LEHMAN COLLEGE

In what way do you feel the Puerto Rican Studies Department differs from other departments?

Summary of Responses to Differences	Frequency of Responses Faculty
Highly politicized.	3
Lower standards.	2
Closer relationship between faculty-students social functions.	6
Seeks and draws students from specific group.	2
For what can be seen, student participation in governance is very high in department.	3
Concerned with self-image of students rather than with knowledge	4
If the assumption that bilingualism is either a virtue or a necessity. It offers no courses of interest to other fields or departments.	1
Unable to comment.	2

TABLE 24

SUMMARY OF RESPONSES TO DIFFERENCES;
STUDENTS, LEHMAN COLLEGE

In what way do you feel the Puerto Rican Studies Department differs from other departments?

Summary of Responses to Differences	Frequency of Responses Students
Student relationships with faculty	4
Its mere presence gives an importance to Puerto Rican Community	1

should make students feel part of the entire institution and should coordinate the intellectual and vocational objectives of Puerto Rican Studies with other departments.

TABLE 25

ASSISTANCE OFFERED BY DEPARTMENTS TO STUDENT
ADJUSTMENT; FACULTY, STUDENTS, CITY COLLEGE

What functions, in terms of student adjustment to the college, do you think the department can play?

Type of Assistance Response Category	Frequency of Responses Faculty	Students
Academic	26	7
Social	19	4
Professional	16	5
Emotional	21	8
Other	2	-
No Response	5	-

As shown by Table 26, a majority of the faculty respondents thought that the department was serving minority group interests and was creating a socio-political consciousness in students. Students, in the majority, felt that the department was helping students to develop a better self-concept; was helping provide more professionals to the Puerto Rican community, and was widening the academic scope of the college.

About one-third of the faculty did not respond to the question on which Table 27 was based. Of those who responded, more than half thought that there had been no influence toward change. The majority of the students thought that the department had been influential in bringing about changes.

Table 28 indicates that faculty believe changes have been more salient in course offerings in the college at large and in the provision of knowledge to students. The students in their responses indicate that changes have been equally important in course offerings in the college at large; in community development; in extra-curricular activities; and in student recruitment.

Table 29 shows that more than half of the faculty considered that the changes which have taken place were favorable. With one exception, students considered that the changes were favorable.

TABLE 26

SERVICES OFFERED BY DEPARTMENT OF PUERTO RICAN
STUDIES; FACULTY, STUDENTS, LEHMAN COLLEGE

Which of the following functions do you feel best represents the services offered by the Department of Puerto Rican Studies at the present time?

Services Offered Response Category	Frequency of Responses	
	Faculty	Students
Serving minority group interest.	25	6
Providing training for specific needs in the professional fields.	7	3
Widening the academic scope of the college.	11	4
Lowering racial and ethnic tensions in the college.	16	3
Creating a socio-political consciousness.	23	3
Helping students develop better self-concept.	3	6
Helping the Puerto Rican community to get more professionals.	-	5
Other.	-	-
No Response.	3	-

TABLE 27

RESPONSES TO INFLUENCE REGARDING CHANGES;
FACULTY, STUDENTS, LEHMAN COLLEGE

Influence in Change Response Category	Frequency of Responses	
	Faculty	Students
Yes	11	6
No	14	2
No Response	10	-

TABLE 28

DEGREE OF INFLUENCE ON CHANGES; FACULTY, STUDENTS, LEHMAN COLLEGE

In what respect do you feel that Puerto Rican Studies Department has been influential in bringing about change at the college?

Change Areas Response Category	Faculty					Students							
	Influential	Somewhat Influential	Not at all Influential	No Response	Influential	Influential	Somewhat Influential	Not at all Influential	No Response	Influential	Somewhat Influential	Not at all Influential	No Response
In course offerings in the college at large	8	(17)	9	-	19	3	(6)	3	1	3	1	3	3
In the provision of knowledge to students	4	(15)	11	2	19	4	(5)	1	1	4	1	4	4
In social research	2	(6)	4	6	24	2	(4)	2	2	4	2	4	4
In extra-curricular activities	8	(10)	2	6	20	2	(6)	4	1	3	1	3	3
In community development	3	(12)	9	2	22	3	(6)	3	-	4	-	4	4
In faculty selection	1	(11)	10	4	21	-	(5)	5	1	4	3	4	4
In degree requirements	2	(12)	10	5	19	-	(3)	3	3	4	3	4	4
In student recruitment	5	(8)	3	4	24	1	(6)	5	1	3	1	3	3
In teaching methods	2	(10)	8	6	20	1	(3)	2	3	4	3	4	4
In counseling programs	3	(11)	8	3	22	1	(4)	3	1	5	1	5	5
In policy making in terms of inputs of chairperson	3	(9)	6	7	20	2	(2)	-	2	6	2	6	6
In policy making in terms of faculty of Puerto Rican Studies	6	(11)	5	4	21	4	(6)	2	-	4	2	4	4
In library sciences	1	(6)	5	5	25	-	(1)	1	4	4	1	4	4

TABLE 29

EFFECT OF CHANGES ON COLLEGE; FACULTY,
STUDENTS, LEHMAN COLLEGE

With reference to your selection in the previous question, how do you consider that the changes have been?

Effect of Changes Response Category	Frequency of Responses	
	Faculty	Students
Favorable	10	7
Unfavorable	9	1
Not yet Seen	-	-
No Response	16	-

More than half of the faculty who responded to the question for Table 30 indicated that they would vote to maintain and strengthen Puerto Rican Studies. The majority of the students indicated that they would give their support.

Table 31 shows that half of the faculty felt Puerto Rican Studies would remain the same, while slightly less than half thought they would be absorbed into traditional disciplines. Students were divided in their feelings. Approximately the same number felt that it either would remain the same, be absorbed into traditional disciplines, or develop as an alternative to a traditional discipline.

In summary, it is difficult, given the scanty empirical

TABLE 30

SUPPORT TO DEPARTMENTS; FACULTY,
STUDENTS, LEHMAN COLLEGE

If the continuation of Puerto Rican Studies were an issue on campus again, through the senate, councils, or other decision making mechanism, would you vote in favor of maintaining and strengthening it?

Support to Departments Response Category	Frequency of Responses	
	Faculty	Students
Yes	19	7
No	12	1
No Response	4	-

TABLE 31

FUTURE OF PUERTO RICAN STUDIES; FACULTY,
STUDENTS, LEHMAN COLLEGE

Which of the following do you think will happen to Puerto Rican Studies in the next five years?

Future of Studies Response Category	Frequency of Responses	
	Faculty	Students
Disappear.	3	-
Remain the same.	15	2
Will be absorbed in traditional disciplines.	12	2
Will develop as an alternative to traditional disciplines.	1	3
Other.	-	1
No Response.	4	-

evidence shown here, to have a clear feeling as to what will happen at Lehman College. This in itself is somewhat negative because in order to become a permanent fixture, the departments need strong support from all their constituents.

Perceptions of Puerto Rican Community Leaders^{*}

To determine the support and the degree of commitment, which the two departments of Puerto Rican Studies may receive from influential leaders in the Puerto Rican community, a questionnaire was administered to them in the Spring of 1974. The instrument was similar to those administered to the faculty and the Puerto Rican students at City College and at Lehman College.

Again, it was assumed that the degree of familiarity with the departments indicated by the community leaders would be an index of the amount of support they would offer the departments in case of crisis. To ascertain this degree of familiarity, they were simply asked to indicate whether or not they were familiar with the two departments of Puerto Rican Studies. Less than half indicated that they knew both departments. One-third indicated that they were familiar only with the department of Puerto Rican Studies at City College. Table 32 presents these data.

^{*} Definition of "leaders" appears on pages 16 and 17.

TABLE 32

FAMILIARITY WITH DEPARTMENTS, PUERTO RICAN
COMMUNITY LEADERS

Are you familiar with the present departments of Puerto Rican Studies at:

The City College	Yes	___	No	___
The Herbert H. Lehman College	Yes	___	No	___

Familiarity with Departments Response Category	Frequency of Responses	
	CCNY	Lehman
Yes	6	-
No	8	14
Both	10	10

The leaders were asked how they thought the departments could help the community while staying within the framework of the college's needs. More than half of the leaders who responded to this question said that the department could accomplish its goals by making the courses as professional as possible; by developing top level faculty; and by doing research on the Puerto Ricans in New York City. One respondent indicated that the department should make the community aware of the low standard of education their children were receiving. A summary of the responses appears in Table 33.

In general, the leaders seem more concerned with the academic agenda than with social objectives.

Because it is important for the departments to know

TABLE 33

SUMMARY OF RESPONSES TO ACCOMPLISHMENT OF
EDUCATIONAL AND COMMUNITY NEEDS,
PUERTO RICAN COMMUNITY LEADERS

Now that the departments have been established, how do you think they can help in accomplishing the educational, social, and political needs of the community and the mission of the college?

Accomplishment of Educational Needs Summary of Responses	Frequency of Responses
Making sure courses offered are as professional as possible. Provide a strong academic program. Develop top level faculty.	7
Do research on Puerto Ricans in New York City.	3
Provide trained, dedicated leadership for the community. Involve students in community life and issues. Reinforce self-image of Puerto Ricans.	5
Help community understand the low-standard education their children are receiving.	1
Present true image of Puerto Rican community and prepare students for different careers.	2

what role leaders feel the departments can play in the adjustment of students to college, they were asked to indicate their feelings. Most of the leaders felt that

assistance should be provided in the academic, cultural and social areas. One leader felt that the department's role is not to adjust students to college. Table 34 presents these data.

TABLE 34

ASSISTANCE OFFERED BY DEPARTMENTS IN STUDENT
ADJUSTMENT, PUERTO RICAN COMMUNITY LEADERS

What functions, in terms of student adjustment to the College, do you feel the departments can play?

Assistance Offered by Departments Response Category	Frequency of Responses
Academic	20
Social	17
Political	14
Cultural	21
Emotional	17
Other, please explain	1
No Response	1

As a corollary to the previous question, an attempt was made to determine which services offered by the departments were perceived as the most significant. In reference to CCNY, the majority felt that the most significant services the department was providing were: helping to widen the academic scope of the college;

helping students to develop a better self-image; and creating a socio-political consciousness in students.

In regard to the department at Lehman College, the majority of the leaders felt that the most significant services were: helping the Puerto Rican community to get more professionals; widening the academic scope of the college; and helping students to develop a better self-concept. Table 35 presents these data.

The next question was raised in order to estimate the support which might be expected from the leaders. They were asked whether or not they favored maintaining Puerto Rican Studies. All the leaders, except one, indicated they would support the department of Puerto Rican Studies. The exception indicated that in order to support the department, the issues would have to be clarified first. Table 36 presents these data.

The final question raised was for the purpose of ascertaining what leaders felt the future of Puerto Rican Studies would be. Slightly less than half of the leaders indicated that Puerto Rican Studies would develop as an alternative to traditional disciplines; one leader felt they would disappear; two leaders indicated "other," but they did not offer an explanation for their choice. Table 37 presents the data for this question.

TABLE 35

FUNCTIONS BEST REPRESENT SERVICES OFFERED BY
DEPARTMENT OF PUERTO RICAN STUDIES,
PUERTO RICAN COMMUNITY LEADERS

Which of the following functions do you believe best represents the services that are offered by the departments of Puerto Rican Studies?

Functions best Represent Services Response Category	Frequency of Responses	
	CCNY	Lehman
Serving minority group interest.	13	8
Widening the academic scope of the colleges.	17	9
Lowering social and ethnic tensions in the Colleges.	9	6
Creating a socio-political consciousness of the students.	16	7
Helping students to develop a better self-concept.	17	9
Helping the Puerto Rican community to get more professionals.	13	10
No Response.	4	11

In general, community leaders indicated that they were familiar with the two departments of Puerto Rican Studies. They have positive feelings towards what is happening and indicate that they would like to see Puerto Rican Studies

TABLE 36

SUPPORT DEPARTMENTS MAY RECEIVE,
PUERTO RICAN COMMUNITY LEADERS

If the continuation of Puerto Rican Studies were an issue on campus, would you be in favor of maintaining and strengthening them? Yes ___ No ___

If you were not in favor, please explain the reasons.

Support to Departments Response Category	Frequency of Responses
Yes	23
No	1
No Response	-

become a serious academic endeavor. If this trend continues, the departments hopefully may count on support from the Puerto Rican community leaders. An important additional finding is that the leaders feel the departments should move into career and professional areas.

In summary, the perceptions of faculty at both colleges indicate that there are some faculty members who look at the departments of Puerto Rican Studies with suspicion because they feel that the academic standards in the departments are low; other faculty members have the impression that the departments of Puerto Rican Studies are too ideological; and others, although suspicious, are willing to give the departments an opportunity to develop.

TABLE 37

FUTURE OF PUERTO RICAN STUDIES,
 PUERTO RICAN COMMUNITY LEADERS

Which of the following do you believe will happen to Puerto Rican Studies in the next five years?

Future of Studies Response Category	Frequency of Responses
Disappear.	1
Remain the same.	4
Could be absorbed into traditional disciplines.	8
Will develop as an alternative to traditional disciplines.	11
Other, please explain.	2
No Response.	-

At CCNY the faculty appear willing to continue to support the existence of the department of Puerto Rican Studies. The same trend does not, however, appear to be taking place at Lehman College.

Puerto Rican students in both colleges appear to be well satisfied with the role of the departments in their respective colleges. Furthermore, they appear ready to give them their support if the need should arise.

Community leaders indicate familiarity with the two departments of Puerto Rican Studies at the two colleges. They indicate that the departments should follow a more

traditional academic process, while not denying the need for ideological input. From the data, there is evidence that they are ready to support the two departments if it were called for.

Student Evaluations of Program Effectiveness

The data which follow were not collected by the author, but are, nevertheless, reported here because they provide additional information on how well the two departments have been meeting the needs of students.

In December, 1973, a questionnaire* was administered by the Department of Puerto Rican Studies to 280 volunteer undergraduate day students enrolled in the department at City College in the fall semester of 1973 and 119 volunteer undergraduate day students enrolled at the Department of Puerto Rican Studies at Lehman College. The purpose of the questionnaire was to obtain information and suggestions from students who were currently enrolled in Puerto Rican Studies courses. These data would facilitate evaluation and further development and exploration of the program's philosophy at the two departments. Since three of the questions included in the questionnaire seemed relevant to this dissertation, the writer asked permission from the Executive Committee of the Department of Puerto Rican

* Copy of the questionnaire appears in Appendix A.

Studies at CCNY and the chairman of the Department at Lehman to report these data.

One of the questions (#15) selected was intended to determine how the students rated the departmental course sequences. Students completed the following statement: "The sequence of courses included in the Puerto Rican Studies Program is," which was followed by four options. The number of respondents at City College was 280, including 68 "No" responses. The preferred option, representing 47 percent of the respondents, was "That the sequence of courses in Puerto Rican Studies was well balanced and representative of the major areas dealing with Puerto Rican society in Puerto Rico and in New York City." The complete distribution of responses at both City College and Lehman College is presented in Table 38, page 208.

The second question selected (#13) read as follows: "Listed below are statements about the Puerto Rican Studies Program. Using the following code, indicate whether or not you agree or disagree with each statement." The questions listed were divided into two sections: one section to be considered by all student respondents; the other for Puerto Rican students only. The data reported here pertain to the "second part" (Puerto Rican students only). The number of respondents (Puerto Rican students)

TABLE 38

SEQUENCE OF COURSES IN DEPARTMENTS OF PUERTO RICAN
STUDIES, CITY COLLEGE AND LEHMAN COLLEGE

Question No. 15:

The sequence of courses in the PRST Program is:

Sequence of Courses Response Category	Frequency of Responses			
	CCNY Students		Lehman Students	
Well balanced and representative of the areas dealing with Puerto Rican society in Puerto Rico and New York City.	130	47%	43	36%
Not well balanced in these areas, it emphasizes too much the Puerto Rican society and not enough of the community problems of Puerto Ricans in New York City.	37	13	19	16
Not well balanced, it emphasizes too much the problems of Puerto Ricans in New York City and not enough of the history and culture of Puerto Rican society.	8	3	5	4
Well balanced with regard to these major areas, but tends to be repetitious in its content.	29	10	20	17
No Responses.	68	24	32	27
Combined Responses.	8	3	-	-
Total	280	100%	119	100%

for Item 17 at City College was 116. Of the City College respondents, 91 percent agreed with the statement:

"Puerto Rican Studies has contributed to strengthening my national identity as a Puerto Rican regardless of my race."

For Item 18, there were 130 respondents, and 61 percent of the City College students agreed with the statement:

"Puerto Rican Studies has helped me establish a close bond with other Puerto Rican students at CCNY."

The complete distribution of student responses for both colleges appears in Table 39 and Table 40.

TABLE 39

CONTRIBUTION OF PROGRAM TO PUERTO RICAN NATIONAL IDENTITY, CITY COLLEGE AND LEHMAN COLLEGE

Question No. 13: Listed below are statements about the Puerto Rican Studies Program
 Item No. 17: Contributed to the strengthening of my national identity as a Puerto Rican regardless of my race.

Contribution to National Identity	Frequency of Responses			
	CCNY Students		Lehman Students	
1. Strongly Agree	68	59%	47	56%
2. Agree	37	32	29	35
3. Neutral	6	5	5	6
4. Disagree	4	3	3	3
5. Strongly Disagree	1	1	-	-
Total	116	100%	84	100%

TABLE 40

HELP IN ESTABLISHMENT OF BONDS BETWEEN
 PUERTO RICAN STUDENTS, CITY COLLEGE
 AND LEHMAN COLLEGE

Question No. 13: Listed below are statements about the
 Puerto Rican Studies Program
 Item No. 18: Helped me establish a closer bond with
 other Puerto Rican students at:
 City College - Lehman College

Contribution to Bonds Response Category	Frequency of Responses			
	CCNY Students		Lehman Students	
1. Strongly agree	51	39%	20	35%
2. Agree	29	22	26	32
3. Neutral	26	20	20	24
4. Disagree	23	18	5	6
5. Strongly disagree	1	1	2	3
Total	130	100%	83	100%

The third question selected (#18) reads as follows:
 "How strongly would you recommend your program to a
 prospective student?" The number of respondents at City
 College was 280. Less than 1 percent of the students
 stated they would not recommend the program. The complete
 distribution of responses at both City College and Lehman
 College is shown in Table 41, page 211.

TABLE 41

RECOMMENDATION OF PUERTO RICAN PROGRAM TO
 PROSPECTIVE STUDENTS, CITY COLLEGE
 AND LEHMAN COLLEGE

Question No. 18: How strongly would you recommend your program to a prospective student?

Recommendation of Program Response Category	Frequency of Responses			
	CCNY Students		Lehman Students	
I would recommend my program with few or no reservations.	110	39%	50	42%
I would recommend my program but with some reservations.	106	38	38	32
I would recommend my program but with many reservations.	26	9	6	5
I would not recommend my program.	11	4	4	3
No Response.	27	10	21	18
Total	280	100%	119	100%

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The overall objective of this study was to explore the way in which various pressures and circumstances have affected the establishment and development of Puerto Rican Studies at City University of New York.

More specifically, the aims of this study were to delineate and analyze:

1. Major events leading to the inception and establishment of departments of Puerto Rican Studies at the City University of New York.
2. The role of certain participants in the creation, development and growth of the departments of Puerto Rican Studies at the City College and at the Herbert H. Lehman College.
3. Fundamental changes during the growth and development of departments at the institutions mentioned above.
4. The way in which the academic community, Puerto Rican students, and Puerto Rican community view the development of the Departments of Puerto Rican Studies at City College and at Herbert H. Lehman College.

This final chapter summarizes the data, makes tentative conclusions, and suggests prospects for the future of Puerto Rican Studies.

Summary

An examination of the factors and pressures which led to the establishment of the departments of Puerto Rican

Studies at CCNY and at Herbert H. Lehman College indicate that while the two departments had a different beginning, in most aspects they are similar in their programs and curricula. Curricula are based on interdisciplinary and cross-cultural approaches. These respond to the needs of students and are based on the premises of the sociology of knowledge.

On further examination, it was shown that the departments have had to conform to traditional academic processes in order to be able to survive. However, the programs in Puerto Rican Studies go beyond this by providing a multiplicity of services based on social work models, bilingual-bicultural programs, and, community service-related experiences. These components clearly help to connect the students and the community in an effective and pragmatic relationship.

Beyond these endeavors, it was indicated that Puerto Rican Studies is tied into other programs such as Latin American Studies, the School of Education's elementary bilingual programs, and the Program in Health, Medicine and Society at CCNY. At Lehman College through the bilingual program, Spanish-speaking students can now follow a two year program of study in their vernacular.

Through an examination of some growth indices in the two departments, it was found that the departments have had

a rapid rate of growth. However, there are still many obstacles to overcome before the departments are fully accepted within the institutions in which they are located.

Finally, through data gathered from questionnaires it was found that students and community feel that the departments are fulfilling their academic goals and at the same time meeting the educational needs of the community. Some faculty, however, are still suspicious of the broader influence the departments may have in the colleges. They believe that the departments lower the academic standards of the colleges and are too ideological in nature. These feelings are stronger at Lehman College than at CCNY.

Conclusions and Recommendations

The writer has briefly examined some of the factors in the establishment and growth of the two departments. It is appropriate now to look to the future. In this concluding section recommendations for the future development of these departments will be made.

The Need for Change

This study has shown that departments of Puerto Rican Studies were instituted under pressure and duress and not by the initiative of the institutions of higher education

where they are located. Indeed, they entered the colleges with values, goals and aspirations that were in conflict with the established values and standards of the existing institution.

The fact that existing departments had developed out of a body of knowledge in traditionally acceptable disciplines made the new entrants appear many times as intruders and as anti-intellectual. This appearance created an atmosphere of friction in the institutions, although the new departments were partially accepted by some faculty members.

Students initially wanted a relevant and pragmatic education. This required the departments to develop new approaches and innovative methods. However, innovation and newness tend to create conflict. One of the examples in this study deals with the area of program development. The salient problem in this area is related to the difficulty which the institution has in allowing for experimentation and for applying new ways of doing things in college.

When the departments proposed to offer new and different courses with college credit, various forms of controls were exerted upon them to conform with established norms. For example, all credit carrying courses had to be approved through established committees which required that

courses contain the "proper form and substance." This indeed meant conformity since traditional standards were applied to evaluate "proper form and substance" in a new, non-traditional subject area. From what has been said here, it should not be construed that Puerto Rican Studies departments are unable to produce acceptable syllabi nor that the departments have been unwilling to do so. In fact, one of the findings which is most relevant to this study is the fact that all the courses proposed by the Departments of Puerto Rican Studies at City College and at Lehman College have been approved as to form and content by Committees of Faculty Councils at the two colleges with little difficulty.

The point here, however, is that having to go through the committee process to conform to traditional "standards" and practices may stifle creativity and innovation. On the other hand, one could raise the question: Have the departments tried to modify the institution through its own process? This has been tried, but in most cases curriculum committees are composed overwhelmingly of traditionally-minded faculty, so that the process is tantamount to operating through a system of "gate-keepers." Most of the time, they are not willing or able to allow for change to take place.

Faced with these realities, the Departments of Puerto

Rican Studies examined here have had to accommodate and conform to these pressures in order to develop and grow. Yet, the inconsistencies and roadblocks are most evident.

Puerto Rican Studies came into CUNY and Lehman Colleges to offer programs that would be "relevant" to Puerto Rican students and would help non-Puerto Ricans to gain knowledge and cross-cultural awareness. Courses and experiences were to be provided by Puerto Rican themselves, who hopefully would have some control over curriculum. Yet having to follow the prescribed "academic" criteria, the departments were formed as almost carbon copies of other departments in the traditional disciplines. Therefore, for the most part, the two Puerto Rican Studies Departments were found to be heavily academically oriented, rather than producers and users of new knowledge. They were stifled in bringing into the two institutions a fresh way of doing things. Their contribution, on the other hand, has been in bringing ethnic diversity into the campus in general, and into the academic process in particular; and at Lehman College, providing for a course of studies in Spanish by which those who are unable to speak English can continue their formal education.

The conclusion reached here is that unless the institutions are willing to allow the two departments of Puerto Rican Studies to experiment and develop new

approaches the two departments will eventually turn into traditional disciplines or disappear.

The hope and the expectation, however, can still be that progress will be made once the distrust, which still lingers, has subsided. Then, perhaps, the departments will be allowed to produce the kind of program which will be stimulating to young people and which can provide for more of the non-traditional educational approaches needed at this time.

These statements, however, seem to be contradictory with the statements offered by students who were asked to answer the Puerto Rican Studies Departments' questionnaires in the fall of 1973 for they, in general, indicated satisfaction with the program of study offered by the two departments of Puerto Rican Studies.

They also seem somewhat contradictory with the degree of growth and development which has taken place within the departments. But the writer is not questioning here the apparent success of the programs. He is addressing himself to an objective analysis as to whether the departments have been able to bring about truly creative changes and instill new knowledge into the institution.

Relationships to Other Departments

The study has shown that there are competitive forces

between the departments of Puerto Rican Studies and other departments, especially those with an immediate and direct concern in the area of the Caribbean and Latin America, such as the department of History and the department of Romance Languages. This situation is especially critical because Puerto Rican Studies can make a significant contribution in the cultural as well as from the linguistic areas. The conclusion reached here is that unless departments work together, competition could become a destructive force. Puerto Rican Studies, being a new kind of department, will be affected negatively if the duplication of courses and competition for students increase. However, if allowances are made to permit Puerto Rican Studies to develop curricula in established areas, this will no doubt serve to mitigate the negative views of the department to be found among some faculty at City College. At Lehman College, it appears that the department has been developing and becoming stable through its contribution to the bilingual area, which, it should be noted, is outside the traditional academic domains.

Coordination with Community Colleges

Closely related to the area of curriculum development and course offerings is the situation regarding the large number of courses in Puerto Rican studies which are offered

at the community colleges. These sometimes are almost equal in number, if not in content, to those required in the major in Puerto Rican Studies at the two departments under study. There definitely is need to coordinate the offerings of these institutions with those at the Senior Colleges so that conflicts do not evolve and students are not detrimentally affected.

Personnel Development

In the area of faculty recruitment and development, this study has shown that it must be carefully considered by the two departments of Puerto Rican Studies if they are to strengthen their options. When the departments began, faculty were selected quickly in order to satisfy pressing demands. Now departments must begin to evaluate what has taken place and, through faculty development procedures, begin to upgrade their faculty in terms of academic degrees. It is well and good that the faculty have all kinds of experiences and backgrounds, but what must specifically be addressed are their particular needs and required skills. Should they have a particular specialty in addition to the usual academic qualifications, which allows them to work well within a department of Puerto Rican Studies? If this is so, we may have to raise this question in faculty recruitment.

Departments must consider very carefully the matter of waiver procedures and insist that they be given some leeway in order to recruit faculty who otherwise may not meet traditional appointment criteria. This might be done on the condition that such faculty participate in a professional upgrading program. While this may be perceived as a form of conformity by some, it acknowledges implicitly the fact that Puerto Rican Studies faculty must offer broader services than faculty usually are expected to give. This is especially true since these faculty must also serve as role models for Puerto Rican students. This makes crucial the ability to seek waivers for people with experience and/or with potential who do not meet the usual degree requirements for appointment.

This study has shown that, at both departments examined, several faculty have been granted waivers to move them into professorial ranks at the lower levels. The institutions should, however, continue to make all efforts to help such faculty in Puerto Rican Studies to upgrade themselves.

Curriculum Development

It is obvious that there is great need to develop more adequate curricula. The Puerto Rican Studies programs began on a very pragmatic basis by which high priority

topics were identified and given immediate attention. Now, while certain areas probably continue to be basic to the urban reality of the Puerto Rican, others, because the political and social conditions may have changed, will have to be modified and the courses should reflect these changes.

There is need to develop and structure a curriculum that is more concise and less repetitious. These are problems which always exist in curriculum development. The reinforcement of concepts should not be so repetitious that students turn off.

There is also need to structure a program which will allow students the freedom to take courses in other disciplines, allowing Puerto Rican students coming out of the department to have a strong basic foundation and at the same time have a strong link with an existing discipline. This means cross-listing courses.

The disciplines most closely related to Puerto Rican Studies are Latin American Studies, Sociology, Anthropology and other Social Sciences. The contribution of Puerto Rican Studies in these areas may help to reduce some of the cultural biases which now exist in them.

Curriculum development and course offerings are closely tied into materials and supportive equipment. Originally most of the courses in the discipline were taught through lectures and discussions. There now is need to look

seriously into ways in which bilingual/bicultural materials and supportive curriculum can be developed to break out of this traditional mold. A materials and resources center within each unit would allow for such experimentation and adjustment; it should be staffed by faculty.

Finally, the area of community work must be explored. Here the questions should be: In which areas can the department be most effective? What needs to be known at the present time to make a real contribution? What tools are necessary to conduct adequate research? What means can best serve the needs of the students and of the community? The findings of such research can indeed be very valuable to increase and transmit knowledge.

Program Planning

In the developmental process of the Puerto Rican Studies Departments to date, there seems to have been very limited long range planning. This study indicated that most of the work has been geared towards meeting immediate needs in social, cultural and political areas. To some, this appears as very parochial and short-sighted. For, they say, what can the departments do after students have developed a cultural conscience and self-actualization, but have not developed skills and knowledge whereby they can move into a career which will equip them to go back to their

communities with the needed skills? The conclusion here is clear: long range plans must take into consideration the development of career ladder programs consistent with the needs of Puerto Rican and Hispanic students and their community. Some of the areas which seem appropriate are allied health areas, social work areas, urban planning and research. The danger here is that when, as the study points out, new areas of study develop, conflicts with the academic bureaucracy usually evolve. As new ways of doing things arise, new foci and new methodologies are needed, which the institution promptly begins to control leading to the development of conflicts of interest.

Many other conclusions could be reached in this area especially if one were to look at it from the point of view of changes in higher education or of innovations in higher education. Those areas are left for other researchers to ponder.

Budgetary and Space Considerations

The next area which must be considered is the financial or budgetary support of the departments. If conditions remain as they are, the conclusion is that programs will be detrimentally affected at both colleges, especially in light of increasing enrollments. There will be need for additional faculty lines; and if these are not provided in

a satisfactory way, enrollment will have to be held back. There is, however, a danger inherent here; that the department may continue to grow, not for educational purposes, but for power and survival. This can be a possibility at both departments of Puerto Rican Studies especially because of the competition with other related disciplines. The conclusions regarding budgetary matters pertain also to physical space. There is need for additional classroom space to provide innovation and flexibility in programming, which is now lacking, at least at CCNY.

Administrative Support

In general, the most important conclusion to be reached concerns the commitment of the institution to the new discipline. Should the administration fail to support these programs, the chances of their long range survival are slim.

From the evidence presented in this study regarding the departments' success, measured by traditional standards of evaluation; i.e., course enrollment, student credits, number and variety of courses available to students, number of sections offered per semester, and faculty development, the department of Puerto Rican Studies at CCNY may be considered a very useful department. The difficulties which the department has encountered have not been those

of satisfying the Puerto Rican students' academic needs, but rather those of conforming to the traditional academic world. The same has been found to be true in the case of the Puerto Rican Studies Department at Herbert H. Lehman College.

One point of solace for those who are involved in this struggle for access, survival and acceptance, seems to come out of a statement by Arthur Herzog, who humorously points out:

Within the established groups there may indeed be great disorder, savage infighting, confusion about objectives, loss of nerve, and failure of purpose--indeed, the same weaknesses and difficulties the established groups accuse the others of and use as a justification for staying on top. The problems of the establishment are never admitted because to do so would undermine the establishment groups' claim to superiority.

This energy used to maintain appearances, conceal flaws, and deflate the claims of others heats up the rhetoric. The alternative, opening up and letting in the others, is unacceptable because it would mean change.

. . . "Social institutions will change only at the speed required to protect them from attack--slowly or fast to the degree required, but usually slowly. They will put off change as long as possible. Even pretending to change is preferable to change. Left to their own devices they would never change at all. Change, in any case, is hard, and difficulty makes people impatient."

Change, in other words, is the last thing institutions want, no matter how much they say they want it. The number of reasons why change is unattractive is almost infinite, but two deserve special mention. The first is that many groups seek a monopoly on what they do as a strictly economic matter. This is rarely, if ever, admitted. In other

words, established salaries and positions are an issue even in groups that claim to want change the most. The second is the difficulty of thinking things out in the first place and the reluctance to undergo the torture again. Once an institution has decided on an approach and a philosophy, it will not alter unless forced by other people or by circumstances. Even then, it won't change as much as it says it is changing.¹

Prospects for the Future

The writer has examined a whole range of factors and circumstances in two of three departments of Puerto Rican Studies at the City University of New York. It has become evident that these disciplines will require deep thought and serious commitment in order to develop and grow.

The department of Puerto Rican Studies is interdisciplinary. This requires that it develop positive relationships with other departments at the colleges. A search for interrelationships with other departments must be continually enlarged in an ongoing process.

The existence of the department is directly related to the fact that students have demanded more relevant education by which they can interlock learning with community endeavors and concerns. Therefore, neither the department nor the discipline can exist by themselves apart from the

¹ Arthur Herzog, The B.S. Factor: The Theory and Technique of Faking It in America (Baltimore, Maryland: Penguin Books, Inc., 1973), p. 169.

realities of those who gave them life. If it were to develop a body of knowledge so as to be able to exist by itself, its existence would be very precarious without support from students and community.

In attempting to offer guidelines for future directions, it is important to recognize that Ethnic Studies can make a sound contribution to higher education in at least three crucial ways: (1) by crossing traditional disciplines they may enable people to understand how to deal with complex problems through an interdisciplinary approach; (2) through the promotion of cross-cultural perspectives they allow for understanding and cooperation among diverse cultural groups, thereby developing individuals who can respond to a wide variety of situations from several cultural perspectives; and (3) by continuously making academic institutions more responsive to the needs of society, by actually providing more realistic programs and services reflecting the needs of students and community.

The writer hopes that the brief list of suggestions he has offered may serve as the basis for further research and reflection in this emerging area of studies.

A P P E N D I C E S

APPENDIX A
QUESTIONNAIRES AND LETTERS

Dear

I am at the present time writing a doctoral dissertation for the School of Education at the University of Massachusetts at Amherst. The topic of the dissertation is "Growth and Development of Puerto Rican Studies at CUNY."

I understand that you were aware of the events which took place at the City University during the Spring, 1969, which led to the development of Puerto Rican Studies, and that you may have played some role in this development. One of the things I am trying to do is to find out the perception which the community has had to these studies. To that effect I am asking you to help me gather vital information which I need for the dissertation by filling out the questionnaire I have developed and which I am enclosing. Please answer as many questions as you can. I wish to assure you that your answers will be kept in the most strict confidence. It will take you less than an hour to complete the questionnaire I have prepared. I trust that the information provided will contribute to an objective appraisal of Puerto Rican Studies.

Should you have any questions please contact me at my office 621-2563/4 or at home (201) 265-4967. If you decide to contact me at home in the evening, please feel free to call collect.

I would appreciate it very much if you could return the filled out questionnaire no later than May 5, 1974. For your convenience I am enclosing a self-addressed stamped envelope so that you can return the questionnaire to me.

Indeed, I appreciate the time you will be giving me in fulfilling my research commitment to this area of studies.

Sincerely yours,

Professor F. Aquino-Bermudez

THE CITY COLLEGE

Department of Puerto Rican Studies

Course No. & Section1/1, 1/2, 1/3

The Puerto Rican Studies Program is interested in obtaining relevant information and suggestions from students currently enrolled in Puerto Rican Studies Courses. If provided candidly, and used appropriately, this information should help improve the program.

1/4, 1/5, 1/6

1. Age (circle)

- a. Under 18 b. 18-21 c. 22-25
d. 26-29 e. Over 30

1/7

2. Sex (circle)

- a. Male b. Female

1/8

3. Year of Study (circle)

- a. Freshman b. Sophomore
c. Junior d. Senior

1/9

4. Session (circle)

- a. Day b. Evening

1/10

5. A. Origin of Mother (circle)
- a. Puerto Rican
 - b. Other Hispanic national
(specify) _____
 - c. Not Puerto Rican or other
Hispanic national
-
- B. Origin of Father (circle)
- a. Puerto Rican
 - b. Other Hispanic national
(specify) _____
 - c. Not Puerto Rican or other
Hispanic national
-
6. My place of birth (circle)
- a. Puerto Rico b. U.S.A.
 - c. Other (specify) _____
-
7. I have been living in the U.S.A. for:
(circle)
- a. Less than one year b. 1-5 years
 - c. 6-10 years d. Over 10 years
-
8. My current contact with Puerto Rico can
best be described by the following:
(circle)
- a. I go there frequently, at least
once per year.
 - b. I have visited Puerto Rico only
once or twice in my life.
 - c. I have never visited Puerto Rico.
-

1/11

1/12

1/13

1/14

1/15

9. We are interested in learning the language preference and proficiency of the students enrolled in courses in the Puerto Rican Studies Program. For each language please check your level of proficiency in each dimension listed:

A. Speak B. Understand C. Read

A. SPEAK

Language	Fluently	Partially	Slightly	Not At All	
Spanish					
English					1/16
Other					1/17
					1/18

B. UNDERSTAND

Language	Fully	Partially	Slightly	Not At All	
Spanish					
English					1/19
Other					1/20
					1/21

C. READ

Language	Com- prehend Totally	Partially	Slightly	Not At All	
Spanish					
English					1/22
Other					1/23
					1/25

10. A. Are you a major in the Puerto Rican Studies Program? (circle)
- a. Yes b. No
- B. If no, what is your major? (circle)
- a. Education b. Psychology
- c. Sociology d. Other (specify)

 1/26

11. What is the main reason you registered in a course in the Puerto Rican Studies Program (circle)
- a. Puerto Rican Studies is my major.
- b. Just for the credit.
- c. I expect to work in a Puerto Rican community, and it will help me professionally.
- d. The course fits into my schedule.
- e. I am interested in learning about ethnic groups other than my own.
- f. I am an education major.
- g. Other (specify) _____
- _____
- _____

 1/27

12. Please circle all the courses you have taken in the Puerto Rican Studies Program including the present course.

a. 11.1 - Puerto Rican Heritage: Pre-Columbian to 1898	1/28
b. 11.2 - Puerto Rican Heritage: 1898 to present	1/29
c. 7 - Survey of the Social Sciences	1/30
d. 12 - The Community	1/31
e. 13 - The Child	1/32
f. 14 - Literature in English	1/33
g. 16 - Research Seminar	1/34
h. 18.1 & 18.2 - The Plastic Arts	1/35
i. 19 - Folklore	1/36
j. 20 - Literature of Protest	1/37
k. 22 - Major Urban Problems	1/38
l. 25 - Vernacular Language	1/39
m. 34 - Bilingual Field Work	1/40
n. 35 - Short Story	1/41
o. 46 - Contemporary Family	1/42
p. 48 - Political & Economic Development	1/43
q. 49 - Administration of Justice	1/44
r. 61 - Impact of Colonialism	1/45
s. 101 - Techniques & Materials	1/46
t. 110 - Culture & Health	1/47
u. 199 - Creative Research	1/48
v. 202 - Research Workshop	1/49

13. Listed below are statements about the Puerto Rican Studies Program. Using the following code, indicate whether or not you agree or disagree with each statement.

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

The Puerto Rican Studies Program has:

- | | |
|--|-------------------|
| <p>_____ 1. Helped me understand the history of society in Puerto Rico.</p> | <p>_____ 1/51</p> |
| <p>_____ 2. Helped me understand the culture of society in Puerto Rico.</p> | <p>_____ 1/52</p> |
| <p>_____ 3. Helped me understand the politics of society in Puerto Rico.</p> | <p>_____ 1/53</p> |
| <p>_____ 4. Helped me understand the history of the migration to the U.S.A.</p> | <p>_____ 1/54</p> |
| <p>_____ 5. Helped me understand the culture of Puerto Ricans in N.Y.C.</p> | <p>_____ 1/55</p> |
| <p>_____ 6. Helped me understand the politics of Puerto Ricans in N.Y.C.</p> | <p>_____ 1/56</p> |
| <p>_____ 7. Helped me understand the needs (economic, educational, political) of Puerto Ricans in N.Y.C.</p> | <p>_____ 1/57</p> |
| <p>_____ 8. Helped me understand the ethnic complexity of N.Y.C.</p> | <p>_____ 1/58</p> |

- | | |
|---|---------------|
| ___ 9. Given me more positive attitudes towards Puerto Ricans in N.Y.C. | _____
1/59 |
| ___ 10. Provided me with the motivation to study on my own; the problems faced by Puerto Ricans in N.Y.C. | _____
1/60 |
| ___ 11. Provided me with information about other fields of specialization. | _____
1/61 |
| ___ 12. Helped prepare me to undertake graduate studies in a variety of disciplines and professions. | _____
1/62 |
| ___ 13. Improved my language skills in both Spanish and English. | _____
1/63 |
| ___ 14. Helped me develop a comparative approach to historical and social problems. | _____
1/64 |
| ___ 15. Helped me become involved in Puerto Rican Community affairs. | _____
1/65 |
| ___ 16. Helped me become involved in community affairs in non-Puerto Rican communities. | _____
1/66 |
| For Puerto Ricans <u>Only</u> | |
| ___ 17. Contributed to the strengthening of my national identity as a Puerto Rican regardless of my race. | _____
1/67 |
| ___ 18. Helped me establish a closer bond with other Puerto Rican students at the City College | _____
1/68 |

14. The Library facilities provided by City College contain the books and materials I need for my courses in the Puerto Rican Studies Program.

A. In Spanish (circle)

- a. Yes b. No
c. Have not needed any

B. In English (circle)

- a. Yes b. No
c. Have not needed any

1/69

1/70

15. The sequence of courses included in the Puerto Rican Studies Program is:
(circle)

- a. Well balanced and representative of the major areas dealing with Puerto Rican society in Puerto Rico and in New York City.
- b. Not well balanced in those areas, it emphasizes too much the Puerto Rican society and not enough of the community problems of Puerto Ricans in New York City.
- c. Not well balanced, it emphasizes too much the problems of Puerto Ricans in New York City and not enough of the history and culture of Puerto Rican society.
- d. Well balanced with regard to those major areas - but tends to be repetitious in its content.

1/71

16. Listed below are aspects of faculty role and responsibility. Please rate how you feel about these aspects in terms of the faculty of the Puerto Rican Studies Program.

1. It should exist but doesn't at all.
2. It should exist and does to some extent.
3. It should exist and does to a great extent.
4. There is no need for it, but it does exist.
5. There is no need for it, and it doesn't exist.

Aspect of Faculty Role and Responsibility

A. Interest and Concern for Students

- | | | |
|---------------|---|--------------------|
| <u> </u> | 1. Interest in student's academic process. | <u>2/1,2/2,2/3</u> |
| <u> </u> | 2. Interest in student's career planning. | <u>2/4,2/5,2/6</u> |
| <u> </u> | 3. Personal concern for students as individuals. | <u>2/7</u> |
| <u> </u> | 4. Availability for individual conference | <u>2/8</u> |
| <u> </u> | 5. Knowledge of college related activities outside the classroom. | <u>2/9</u> |
| | | <u>2/10</u> |
| | | <u>2/11</u> |

B. Quality of Teaching

- | | | |
|---------------|---|-------------|
| <u> </u> | 6. Openness of student's ideas and suggestions. | <u>2/12</u> |
| <u> </u> | 7. Enthusiasm for teaching. | <u>2/13</u> |

___ 8. Knowledge of subject matter.	<u>2/14</u>
___ 9. Knowledge of current innovations and research in field.	<u>2/15</u>
___ 10. Ability to communicate subject matter to the students.	<u>2/16</u>
___ 11. Fairness in grading.	<u>2/17</u>
___ 12. Ability to serve as a model of a good teacher.	<u>2/18</u>
___ 13. Ability to encourage independent student learning.	<u>2/19</u>
___ 14. Knowledge of current conditions of Puerto Ricans in N.Y.C.	<u>2/20</u>
<u>C. Faculty Personality Characteristics</u>	
___ 15. Vitality	<u>2/21</u>
___ 16. Social awareness	<u>2/22</u>
___ 17. Intellectual curiosity	<u>2/23</u>

17. Circle the option which best describes your current plans about graduate school. (circle)

a. I intend to go to graduate school and specialize in the area

(specify) _____

b. I intend to go to graduate school, but I am not sure of the area.

c. I am not sure whether or not I will go to graduate school.

d. I do not intend to go to graduate school.

2/24

18. How strongly would you recommend your program to a prospective student. (circle)

a. I would recommend my program with few or no reservations.

b. I would recommend my program but with some reservations.

c. I would recommend my program but with many reservations.

d. I would not recommend my program.

2/25

19. In the past, the desire for "relevance" has been expressed in students' assessments of educational programs. If you were trying to select aspects of a Puerto Rican Studies Program which would be "relevant," what definition would you be using for "relevant"?

20. Using the above definition, what would you consider relevant to include in a Puerto Rican Studies Program?

THE CITY COLLEGE
Faculty and Administrative Questionnaire

NAME (OPTIONAL) _____

COLLEGE: Where employed? () CCNY () Lehman () Other

ACADEMIC RANK	Professor	Associate Professor	Assistant Professor
---------------	-----------	------------------------	------------------------

() () ()

With tenure () () ()

Without tenure () () ()

ACADEMIC DEGREES	() BA	() BS	() MA
------------------	--------	--------	--------

() PHD () EDD

CONFERRING INSTITUTION
OF HIGHEST DEGREE _____

ADMINISTRATIVE POSITION () Chairperson

() Dean

() Other, specify

YEARS OF EXPERIENCE IN:

Research Experience 1-4 5-9 10-14

15-19 Over

Teaching Experience 1-4 5-9 10-14

15-19 Over

ETHNIC IDENTIFICATION

PR ASIAN BLACK

CAUCASIAN

Other, specify

AGE RANCE

25-29 30-34 35-39

40-44 45-49

50 or Over

SEX

Male Female

In the Spring of 1969, students at City College created unrest and uproars in their demands that the college respond to the needs of the Black and Puerto Rican students and their community.

1. I understand that prior to the establishment of the Department of Urban and Ethnic Studies, you were on campus. Were you directly involved in any of the activities?

yes no

2. In which way were you involved in those activities?

actively somewhat active

not at all

3. If you were involved, what role did you play?

negotiator steering students into action

spectator helping design action

demonstrator supporting agreements

conciliator other, specify:

4. From the following options in order of importance regarding student unrest in the Spring 1969, please rank what you feel led the students at CCNY to take the actions they took. Please answer in degrees:

1 - least important; 3 - most important;

Circle your choice.

Educational:

Lack of relevance in the curriculum and materials, dissatisfaction with colleges grades and practices (standards) and so forth.

1 - 2 - 3

Political:

Pressures on administration in order to restructure the decision making mechanisms, increase admissions of non-whites, more participation of minority groups and so forth.

1 - 2 - 3

Social Cultural:

Preventing feelings of alienation and development of self-concept, enrichment of cultural heritage, more interaction of college with the communities, breaking away from oppression and so forth.

1 - 2 - 3

If you feel none of the options apply, please explain:

5. Did you see any differences in ideology between the participants' actions and activities on the part of students in the Spring 1969?

() yes () no

If yes, please explain briefly what role the following groups played:

SDS _____

Ethnics _____

White _____

Black _____

Puerto Rican _____

6. Were you (before the incidents) in favor of the establishment of the Department of Urban and Ethnic Studies? () yes () no

7. Were you (after the incidents) in favor of the creation of the Department of Urban and Ethnic Studies?

yes no

If yes, what factors made you be in favor?

political pressures

academic factors

socio-cultural factors

other reasons, explain: _____

If not, to what factors do you attribute your position?

8. If you were in favor of the Urban and Ethnic Department, what functions did you feel the department could fulfill for the students in 1969?

9. Were you in favor of disbanding the established Urban and Ethnic Studies Department into its components (Black, Puerto Rican, Asian, etc.) in 1971?
 yes no
10. If you were then in favor of disbanding the Urban Ethnic Studies Department, what functions did you feel the Department of Puerto Rican Studies could play?
for students _____

- for community _____

- for the college _____

11. Are you familiar with the present Department of Puerto Rican Studies at City College?
 yes no
12. Do you feel the present Department of Puerto Rican Studies differs from other departments? (i.e., in academic standing, student-faculty relations, organizations, etc.)
 yes no
- If yes, please explain in what respect: _____

13. Now that the department is established, how do you think the department can help in accomplishing the academic mission of the college?

14. What functions, in terms of student adjustment to the college, do you think the department can play?

- academic
 social
 professional
 emotional
 other, specify:

16. Do you think that the Puerto Rican Studies Department has been influential in bringing about changes in the college?

yes no

If yes, indicate the degree of influence of Puerto Rican Studies in the following list:

	<u>Influ- ential</u>	<u>Influ- ential</u>	<u>Not Influential At All</u>
in course offerings in the college at large	()	()	()
in the provision of knowledge to students	()	()	()
in social research	()	()	()
in extra curricular activities	()	()	()
in community development	()	()	()
in faculty selections	()	()	()
in degree requirements	()	()	()
in student recruitment	()	()	()
in teaching methods	()	()	()
in counseling programs	()	()	()
in policy making in terms of inputs of chairperson	()	()	()
in policy making in terms of faculty of Puerto Rican Studies	()	()	()
in library sciences	()	()	()

17. With reference to your selection in question 16, how do you consider that the changes have been?

favorable

unfavorable

not yet seen

18. Would you recommend any changes in the present Department of Puerto Rican Studies?

yes

no

If yes, what changes do you think should be made?

Why do you feel these changes are necessary?

If changes in the department are needed, to which body would such changes go?

Senate

Councils

President

Other, please explain: _____

19. If the continuation of Puerto Rican Studies were an issue on campus through the senate, councils or other decision making mechanisms, would you vote in favor of maintaining and strengthening it?

yes no

If not, why? _____

20. Which of the following do you think will happen to Puerto Rican Studies in the next five years?

disappear

remain the same

will be absorbed in traditional disciplines

will develop as an alternative to traditional disciplines.

* * * * *

COMMUNITY QUESTIONNAIRE

NAME (OPTIONAL) _____

ADDRESS _____

AGE RANGE () 18-24 () 25-29 () 30-34
 () 35-39 () 40-44 () 45-49
 () 50 or over

SEX () Male () Female

OCCUPATION _____

EDUCATION () less than High School
 () High School and Over
 () College:
 () BA () BS () MA
 () PHD () EDD

CONFERRING INSTITUTION
 OF HIGHEST DEGREE _____

MARITAL STATUS () Single () Married () Divorced

NUMBER OF CHILDREN _____

AGE OF CHILDREN () 0-4 () 5-9 () 10-14
 () 15-19 () 20-25
 () 26 and over

ETHNIC IDENTIFICATION () PUERTO RICAN () ASIAN
 () BLACK () CAUCASIAN
 () Other, specify _____

1. I understand that prior to the establishment of the Departments of Black and Puerto Rican Studies you were aware that a struggle for the creation of these departments was going on in the campus of the City University of New York during the Spring 1969?

yes no

2. To what degree were you involved in the activities of 1969?

somewhat actively

other, please explain:

3. If you were involved, what role did you play?

negotiator helped design action
 expectator helped implement ideas
 conciliator gave support to ideas
 demonstrator other, please explain:

4. From the following options, what factors do you feel led the students at the City University of New York (specifically the City College and the Herbert H. Lehman College) to take the actions they took?

Please answer in degrees;

1 - least important; 3 - most important;

Circle your choice.

Educational: Lack of relevance in the curriculum and materials, dissatisfaction with colleges grades and practices (standards) and so forth.

1 - 2 - 3

Political: Pressures on administrative in order to restructure the decision making mechanisms, increase admissions of non-whites, more participation of minority groups and so forth.

1 - 2 - 3

Social Cultural: Preventing feelings of alienation and development of self-concept, enrichment of cultural heritage, recuperation of native language, breaking away from oppression, and so forth.

1 - 2 - 3

If you feel none of the options apply, please explain:

5. Were you before the incidents in favor of the establishment of the department of Puerto Rican Studies?

yes no

If not, what did you feel should be established?

Please explain: _____

6. Were you after the incidents in favor of the creation of the departments of Puerto Rican Studies?

yes no

If your answer is yes, what factors influenced your decision?

- academic
- political
- social-cultural
- educational in community
- other, please explain: _____

7. If you were in favor of the creation of the departments of Puerto Rican Studies, what functions did you think they could fulfill for:

students in college _____

for the community _____

for education in general _____

8. Are you familiar with the present departments of Puerto Rican Studies at:

The City College () yes () no

The Herbert H. Lehman College () yes () no

() both

9. Now that the departments have been established, how do you think they can help in accomplishing the educational, social and political needs of the community and the mission of the college?

10. What functions, in terms of student adjustment to the college, do you feel the department can play?

- | | |
|------------------------------------|---|
| <input type="checkbox"/> academic | <input type="checkbox"/> social |
| <input type="checkbox"/> political | <input type="checkbox"/> cultural |
| <input type="checkbox"/> emotional | <input type="checkbox"/> other, please explain: |

11. Which of the following functions do you believe best represent the services that are offered by the departments of Puerto Rican Studies?

	<u>City College</u>	<u>Lehman College</u>
serving minority group interest	()	()
widening the academic scope of the colleges	()	()
lowering racial and ethnic tensions in the colleges	()	()
creating a socio-political consciousness of the students	()	()
helping students to develop a better self-concept	()	()
helping the Puerto Rican community to get more professionals	()	()

12. Would you recommend any changes in the present departments of Puerto Rican Studies?

() yes () no

If yes, what changes do you think should be made?

Why do you feel these changes are necessary?

13. If the continuation of Puerto Rican Studies were an issue on campus would you be in favor of maintaining and strengthening them?

() yes () no

If you were not in favor, please explain the reasons:

14. Which of the following do you believe will happen to Puerto Rican Studies in the next five years?

disappear

remain the same

will be absorbed into traditional disciplines

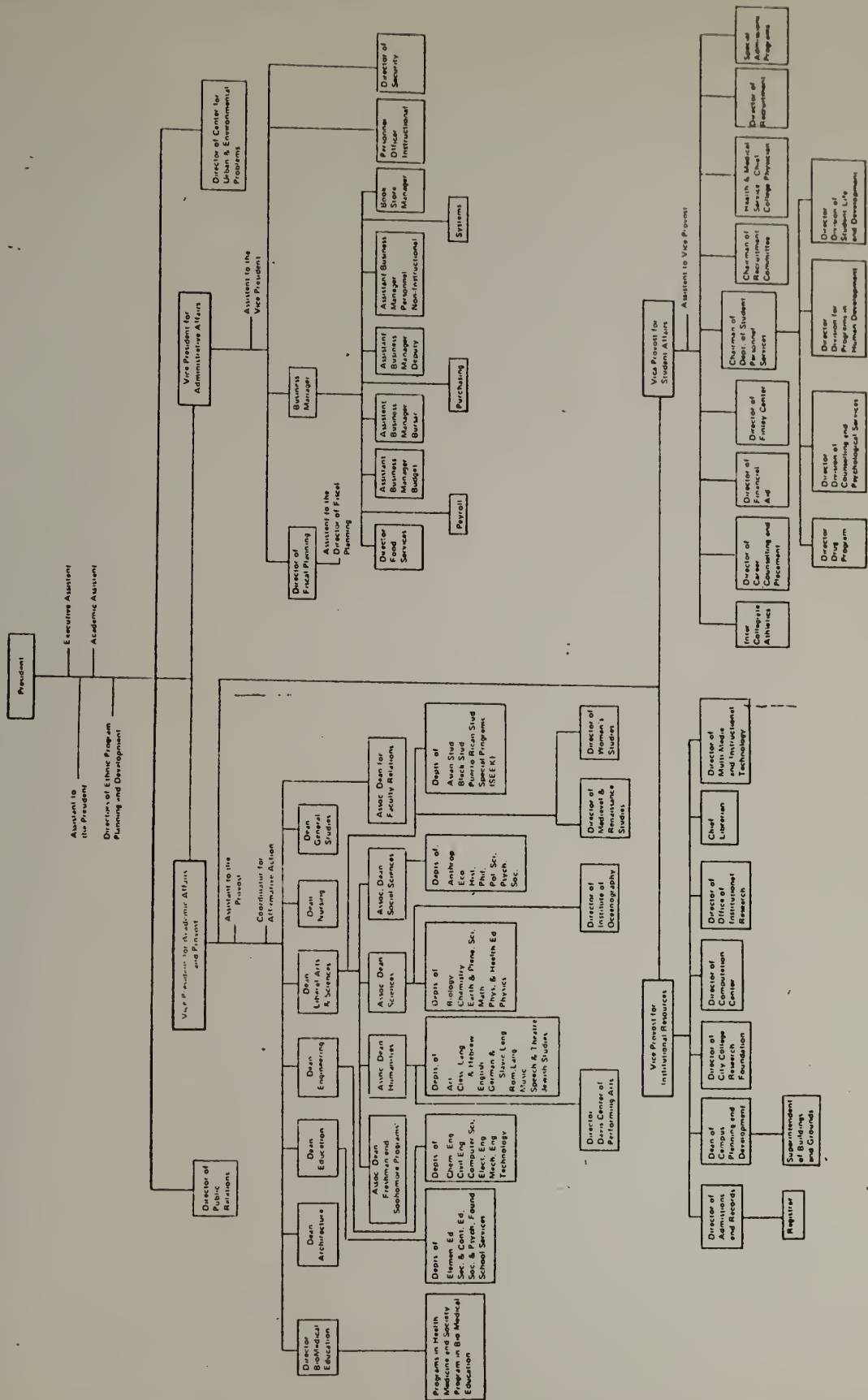
will develop as an alternative to traditional disciplines

other, please explain: _____

* * * * *

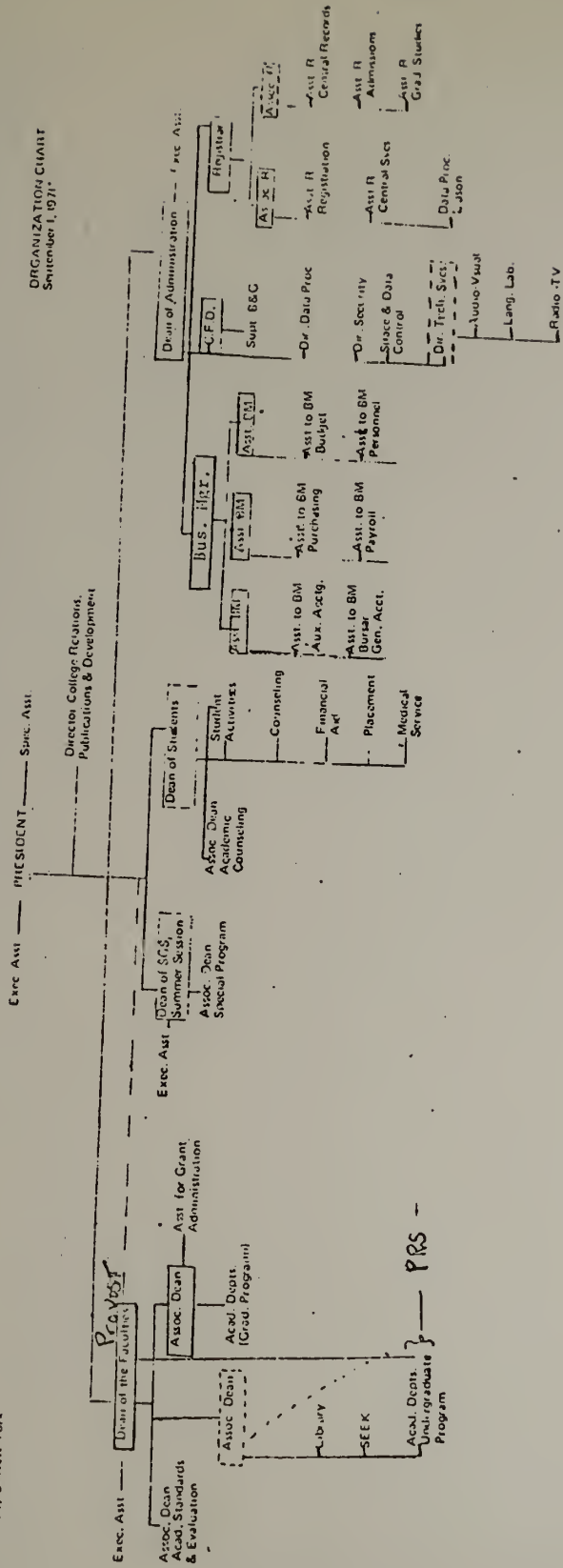
APPENDIX B
ORGANIZATIONAL CHARTS OF COLLEGES

THE CITY COLLEGE TABLE OF ORGANIZATION 1973



HERBERT H. LEHMAN COLLEGE
City University of New York

ORGANIZATION CHART
September 1, 1971



Organization as of 9/71 is subject to continuing development and change as College enters its fourth year of independent operation.

New positions not yet submitted for Board Approval.

APPENDIX C

SELECTED DOCUMENTS 1962-1971
(1962-65; Spring 1969; 1971-74)

Selected Documents-I
(1962-1965)

C O P Y

August 16, 1962

President Buell G. Gallagher
City College of New York

Dear President Gallagher:

In reference to the news sent by the International News Agency EFE through international cable to Spain's most read newspaper AEC, and which appeared today, August 16, 1962, we wish to join our most energetic protest to that of the Spanish speaking community of the City of New York, for we believe it intolerable to continue the present situation in the Romance Language Department of the City College, a public municipal college supported in a great measure by the taxes of the Spanish speaking members of the community.

The discrimination against Spanish intellectuals of international renown, and against American citizens (among them Puerto Ricans of Spanish ancestry) who had received their degrees and titles from the University of Madrid; as well as the discrimination against the degrees of other reputable institutions of higher learning such as the famous University of Chile, must stop immediately at the City College. Public opinion, local, national and international will not consent to this flagrant disrespect to Spanish and Hispanic intellectuals.

We join the community of New York City in asking the higher authorities of the university and the City to establish an independent Department of Hispanic Studies in the College. It will bring honor to everyone concerned, for the present situation of the Romance Language Department is bringing shameful dishonor to New York's municipal university. The "Alliance for Progress" should start at home.

The situation is getting out of hand because you, President Gallagher, have done nothing since in May you were confronted with the scandal brought to your attention by the New York's Committee Pro Creation of the Hispanic Studies Department at City College. Mr. Bernard Levy has expressed in public that he opposes the creation of that much needed department but he has not given reasons. If he so hates the cultural interests of the Spanish community in New York why does he teaches something he so strongly dislikes?

Since May the situation has become a public affair. It has appeared in the City College newspaper, in the newspapers of the City of New York, in the newspapers of Puerto Rico, and in the newspapers of Spain, among others. This publicity expressing the indignation of intellectuals and students and general public in many countries indicates that it is urgent for the proper authorities to solve the situation before it irrupts into disorder and ugly violence in front of your own gates. A Department of Hispanic Studies in City College is the only answer.

As soon as classes open in the University of Madrid the intellectual community of Spain will join forces with the intellectual community in New York to back the Committee Pro Creation of a Department of Hispanic Studies.

Sincerely yours,

J. Bru, Instituto Celestino Mutis, Consejo Superior de investigaciones Cientificas.

M. L. Ampuero, Chief of Administration of the Ministry of National Education.

Copy to: Honorable Governor of New York, Mr. Nelson Rockefeller
Honorable Mayor of the City of New York, Mr. Robert E. Wagner
Honorable Chairman of the Board of Higher Ed., Mr. Gustave Rosenberg.

EL DIARIO DE NUEVA YORK — Lunes, 19 de Noviembre de 1962

EDITORIAL
City College

(Versión en Español en Pág. 16)

A group of leaders of the Spanish-speaking community threaten to picket the University of the College of the City of New York this afternoon, in connection with their campaign to force the college to establish a Department of Hispanic Studies, and in protest against what they claim has been discrimination against teachers of Hispanic origin.

We have published copious reports from both the so-called Committee of Six, as well as excerpts from the 47-page report on the matter by CCNY President Buell G. Gallagher. We are convinced that the protest Committee is well intentioned, but not well informed, or advised. We hope its members will reconsider their threat to picket CCNY and that they will accept the invitation of Supreme Court Justice Emilio Núñez to meet with Dr. Gallagher in the judge's chambers. This is an invitation that both the committee and the college president had previously accepted—but then was rejected at the last moment by the committee which decided to picket instead.

City College has traditionally been one of the great seats of university learning open to minority and immigrant groups. Its entrance requirements are based entirely on the scholastic ability of the applicant, not on his race, politics, religion or personal "connections." It charges no tuition fees. Dr. Gallagher has been in the forefront of the struggle to maintain this policy which has made it possible in the past for so many thousands of deserving talented members of the minority groups to secure a university education.

Dr. Gallagher, in addition, is an outstanding spokesman for recognition of the Spanish-speaking community's rights. As chairman of the advisory committee to the State Legislature on electoral matters he has officially asked that literacy tests for new voters be administered in Spanish as well as English.

Nevertheless, Dr. Gallagher is now charged by the Committee of Six with discriminating against Spanish, and in favor of French, in the college Romance Language Department. This charge is made on almost every front including personnel, the number of books purchased for the romance language library and the number of courses offered in each idiom. Some of the charges contain certain truths; most of them—on the basis of what we have read in official reports.

It is important that any groups having legitimate differences of opinion with any university present those differences in the spirit of constructive criticism, and intellectual dignity. Certainly every effort should be exhausted on that level before one resorts to such an extreme and un-academic measure as picketing.

We find Dr. Gallagher's report on the controversy a generally thorough, frank and documented answer to the charges levelled against CCNY. Although he may have glossed over some of the accusations by the Puerto Rican leaders (and something should be said for their arguments) Dr. Gallagher is ready to discuss these differences.

EDITORIAL
City College

(English Version on Page 14)

Un grupo de líderes de la comunidad hispana, amenaza con establecer piquetes ante la Universidad del "City College", de Nueva York esta tarde, en relación con su campaña para obligar a las autoridades escolares a establecer un Departamento de Estudios Hispánicos, así como en protesta de lo que califican de discriminación contra profesores de origen hispano.

Hemos publicado abundantes informaciones del llamado "Comité de los Seis", como acotaciones del Informe de 47 páginas, recopilado sobre el asunto por el presidente Buell G. Gallagher, del "City College". Estamos convencidos de que el Comité que hace la protesta está bien intencionado, pero no bien informado o aconsejado. Abrigamos la esperanza de que sus integrantes reconsideren la amenaza de establecer los piquetes indicados y que aceptarán la invitación extendida por el Magistrado de la Corte Suprema de Justicia, Emilio Núñez, para que se entrevisten con el Dr. Gallagher en el propio despacho del juez. Es una invitación ésta que había sido aceptada anteriormente por ambas partes, pero que a última hora es rechazó por el Comité, que acordó en su lugar la colocación de los piquetes.

El "City College" viene siendo tradicionalmente uno de los grandes centros de enseñanzas universitaria abierto a las minorías y a los grupos de inmigrantes. Los requisitos que exige para entrar en sus aulas, se basan únicamente en los conocimientos escolares de quien la solicita, no en su raza ni en sus credos político, religioso o en sus "relaciones" personales. No cobra por la educación. El Dr. Gallagher ha estado a la vanguardia en la lucha por mantener esta política, que ha permitido seguir la educación universitaria muchos miles de inteligentes miembros de los grupos minoritarios.

El Dr. Gallagher, además, es un destacado defensor del reconocimiento de los derechos de la comunidad hispanoparlante. Como presidente del Comité Consejero de la Legislatura del Estado en materia electoral, ha reclamado que la prueba de alfabetismo para los nuevos votantes sea practicada en español y en inglés.

Pese a lo cual, el Dr. Gallagher es acusado ahora por el "Comité de los Seis" de realizar prácticas discriminatorias contra los hispanos y en favor de los franceses, en el Departamento de Lenguas Romances. Esta acusación se formula en casi todos los aspectos, incluyendo el del personal, la cantidad de libros adquiridos para la biblioteca de lenguas romances y hasta el número de cursos organizados en cada idioma. Algunas de las acusaciones tienen cierto porcentaje de verdad; la mayor parte de ellas—tomando como base nuestra lectura de informes oficiales—, a nuestro juicio no están del todo bien fundadas y tal vez incurren en exageración.

Es importante que cualquier grupo que tenga legítimas diferencias de opinión con una universidad cualquiera, los presente bajo un espíritu de crítica constructiva y con dignidad intelectual. Todos los esfuerzos deben ser agotados a este alto nivel antes de llegarse a un extremo tan anti-académico como es el establecimiento de piquetes.

Creemos que el Informe del Dr. Gallagher sobre esta polémica es en términos generales una documentada y sincera respuesta a los cargos formulados contra el "City College". Aunque es posible que haya comentado algunas de las acusaciones lanzadas por los líderes puertorriqueños (y mucho podría decirse sobre sus argumentaciones), el Dr. Gallagher está dispuesto a discutir estas diferencias.

EL DIARIO DE NUEVA YORK — Lunes, 19 de Noviembre de 1962

Gallagher Hits Spanish Picket As 'Agitation'

President Gallagher lashed out sharply Monday at the demonstrators who picketed the College that afternoon to protest alleged anti-Spanish discrimination in the Romance Languages Department.

"The participants in this demonstration either have not bothered to inform themselves of the facts or else they are not concerned with the truth," he declared in a statement prepared before the

(Continued on Page 2)

"To certain individuals to try to exploit the legitimate aspirations of the Spanish-speaking community through organized agitation is the height of irresponsibility," the statement said.

Committee Issues Report

In a statement issued Monday, the Committee accused President Gallagher of seeking to "discredit, demoralize, and rout the Committee" in his report.

"The report is liberally sprinkled with allusions to the probable irresponsibility, demagoguery, lack of competence, and gullibility of Committee members," the statement said.

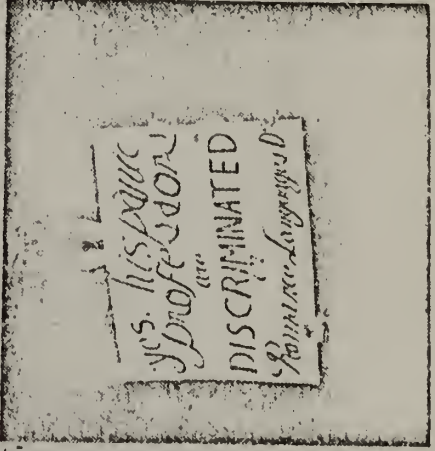
(Continued from Page 1)

pickets" advised in front of the Administration Building.

Citing his 42-page rebuttal of the charges passed by the Committee for the Creation of a Department of Hispanic Studies at City College, the President stated:

"Unable to disprove the facts presented, they pretend the report does not exist and resort, instead, to public agitation designed to stimulate emotionalism and ill-will against City College and its Hispanic-speaking community."

On A Wintry November Eve, Pickets March



PICKET GILBERTO GERENA VALENTIN, President of Puerto Rican Association, protests alleged discrimination in Romance Languages

By Alma Kadragic

While students and faculty watched, shivering, about twenty members of the city's Spanish-American community picketed the College in front of the Administration Building at dusk last Monday.

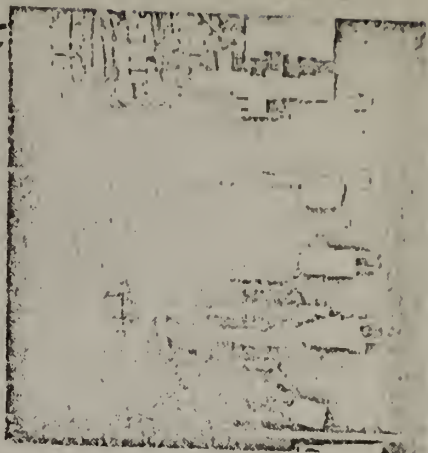
The picketing, organized by the newly-formed Committee for Puerto Rican Social Action, was according to Miss Yolanda Sanchez—a member—a "token protest" against alleged discrimination against Spaniards and Hispanic Studies in the Romance Language Department.

The pickets marched around in the sub-freezing weather making a moving ellipse on the sidewalk of Convent Avenue and 138 Street. Not a word was uttered by the quiet demonstrators except an occasional, "it's cold" or "Mucho frio."

Once the march had begun some ten College students joined the ring, swelling the ranks of the protestors to thirty.

The procession was viewed for a few minutes from a distance by Dean James S. Peace (Student Life). "I just thought I'd take a look at this on the way home," he said. "But, it's not very impressive. Still,"

(Continued on Page 5)



PARADING demonstrators march in front of Administration Building as reporters, police, and College students watch from the sidelines.

THE CITY COLLEGE

Public Relations Office
New York 31, New York
WA 6-5670

FOR RELEASE: May 9, 1963, 11:30 A. M.

The following materials will be used by the President of
The City College, Dr. Buell G. Gallagher, in Charter Day
Exercises on May 9th, scheduled to begin at 11:30 a. m. in the
Great Hall (139th Street and Convent Avenue).

Opening Remarks	-	Page 1
Ceremony of the Flags	-	Page 6
An Announcement	-	Page 9

OPENING REMARKS, MAY 9th

1.

Today marks the 116th anniversary of the granting of the Charter of The Free Academy, a great victory consummated under the leadership of Townsend Harris. One-sixth of the way into our second century of free public higher education, we face an unrelenting necessity to keep The City College and the City University free of tuition charges for baccalaureate matriculants. That will be our continuing concern.

Today also marks the resumption of Charter Day observances, after a lapse of seven years. In the seven year interval, we have been forced to use this magnificent Great Hall as a reading room for libraries which were temporarily without housing as the construction program went forward. With the completion of the Morris Raphael Cohen Library and the dedication two days hence of the David B. Steinman Hall of Engineering, the Great Hall once again becomes available for its intended use as a gathering place for great ceremonial occasions such as Charter Day. There are further renovations to be completed as time and budget permit; but today we gather as of old, re-establishing a long and colorful tradition.

As though these two things were not enough to give full significance to the day, we add a third ingredient. Not only do we celebrate Charter Day; not only do we resume use of the Great Hall--we also give heightened significance to this particular Charter Day as we turn our attention to all the Americas south of the Rio Grande.

The decision to honor ourselves by a more direct association with Latin America was made seven years ago, when the Great Hall was transformed into a library reading room. At that time, we decided that on reopening the Great Hall for ceremonial purposes, this precise event would

2.

take place, and the speaker would be the man who has agreed to speak today. Activities within the past few months by a [well-intentioned] and respected group of citizens, looking toward the establishment of a Separate Department of Hispanic Studies have in no way influenced this long-established decision nor changed the timetable in any respect. We do, of course, welcome the interest of citizens in their public College; but at the outset of today's gathering, I wish to stress the fact that we would be doing precisely what is intended for this Charter Day if there had been no such committee.

As Charter Day speaker, we have invited the foremost educator of the most sizeable Latin American population within the United States. Larger by far than the Spanish speaking community of our Southwest, The Puerto Rican population both in Puerto Rico and in New York City gives the United States of America a direct, important, and valuable interest in Latin America. It is our belief that this interest should be expressed in active concern for the welfare of all the Western Hemisphere, for the peace and prosperity of Latin America, and for the mutual respect and dignity of all men regardless of national background or cultural or linguistic identity. ^{And so} To speak on such an occasion, we naturally turned to the Chancellor of the University of Puerto Rico.

Before I introduce him, permit me one explanatory word with reference to his selection.

Puerto Rico is approaching a cross roads of decision, in which the people of Puerto Rico themselves will decide their own future. They will choose between ^{commonwealth} ~~Dominion~~ status or Statehood within the United States, or independence. This choice between three possibilities is theirs to make.

3.

For many years, feelings have been running high within the Puerto Rican population--so high, indeed, that any attempt was once made by extremists to call attention to their independence demands by assassinating the President of the United States. Under these circumstances, it is understandable that an invitation to any Puerto Rican leader would meet with criticism from segments of political life in the island and in New York which were critical of his stand on the triple issue of ^{commonwealth} Dominion status, Statehood, and Independence. Accordingly, there have been protests from the segment of student life at The City College regarding the invitation to Chancellor Benitez.

Associated with those who disagree with his stand on the question of Puerto Rico's future are a somewhat larger group of City College students who are concerned over the status of student government at the University of Puerto Rico. Some of this latter number urged the president of City College to reconsider the invitation to Chancellor Benitez, arguing that unless he agreed with the president of City College with reference to student government, he ought not to be permitted to speak here.

It is significant that this particular pressure was initiated by the same small student group which a few months ago loudly and vehemently championed the right of Gus Hall to speak here. In the name of academic freedom, they demanded that a Communist be permitted to speak. He spoke. But now, in the name of the dignity of City College they demand that a man whose political principles are different from Gus Hall's be denied the right to speak.

This demand is summarily dismissed.

The College and its president have precisely the same right to enjoy academic freedom as do the students. The president refuses to establish a censorship of speakers, unless compelled by the law and the courts to do so.

4.

The misguided student pressure which would have withdrawn the invitation to Chancellor Benitez because of a difference of opinion--or at least, an alleged difference of opinion--in the matter of student government should, from this incident, learn the clear lesson that freedom is indivisible, and that the rights of freedom must be available to all if they are to be secure. *for any,*

You cannot deny academic freedom to the president without taking it away from the students. It is for the right of the president to enjoy the same academic freedom as students and professors that I have been-fighting for a decade.

Thus, it makes no difference whether I agree or disagree with the attitudes of the Chancellor as to student government. Indeed, I won't know whether we agree or disagree until after he has conversed with student leaders this afternoon. Any prejudgment of this issue, before Dr. Benitez has been heard on the subject, would be premature and prejudicial.

What does make a difference, and what is important for this Charter Day, is that two very important values are being carried out in action: (1) the indivisibility of academic freedom and (2) the dignity and respect due to Latin America. The appearance of the Chancellor today expresses both these values.

As I was preparing for this morning's exercises, the following cable was received from the International Union of Students, a Soviet-controlled student agency with headquarters in Prague: *Czech. The cable*

IUS SECRETARIAT EXPRESSES SOLIDARITY WITH FUPI PROTEST AGAINST INVITATION BENITEZ COMMA INSTRUMENT COLONIALIST REGIME WHICH DISHONOURS PUERTORICO AND LATIN AMERICA.

INTERNATIONAL UNION OF STUDENTS

I have dispatched the following cable in reply:

INTERNATIONAL UNION OF STUDENTS

PRAGUE

CZECHOSLOVAKIA

HAVING ALREADY PERMITTED FUPI SPEAKER ON CAMPUS WITHOUT
 PROTEST OR LIMITATION OF ANY KIND COMMA PRESIDENT OF CITY
 COLLEGE OF NEW YORK RESPECTFULLY REJECTS ATTEMPTED
 INTERFERENCE WITH ACADEMIC FREEDOM BY IUS SECRETARIAT.

BUELL G. GALLAGHER

Last August, I had occasion to reject the attempted interference in academic matters at this institution which was perpetrated by two minor functionaries of ^{the} government in Madrid, Spain. Commenting on this action, the Spanish Ambassador to Washington agreed with me that these persons were "meddlesome busybodies." I shall be interested to see whether the Soviet ambassador to the United States similarly joins in castigating those who, in this latest instance, attempt to use pressure tactics, interfering with academic freedom.

Meanwhile, here in the Great Hall, on this 116th anniversary of the founding of the Free Academy, Dr. Benitez will be heard with respect, with interest, and with understanding by anyone who is concerned for the freedom of this free college, who cherishes the values of genuine democracy, and who has even the most modest understanding of the interrelatedness of the Western Hemisphere.

Speaking in behalf of Latin America, I give you the distinguished Chancellor of the University of Puerto Rico, Dr. Jaime Benitez.

- * -

CEREMONY OF THE FLAGS

6.

In 1908, when this Great Hall was first opened for use, far-visioned men, remembering the quarry from whence they were hewn and the pit from which they were dug, memorialized the culture and learning of the Old World. Immigrants and sons of immigrants, City College alumni wished thus to acknowledge the indebtedness of the New World to the Old.

The brass plaque near the south transept door reads:

"FOR LOVE OF ALMA MATER AND IN HONOR OF
LEARNING THE CLASS OF 1879 HAS HUNG IN THIS
HALL THE BANNERS BEARING THE SEALS OF
FOURTEEN UNIVERSITIES OF EUROPE."

The sentiment which motivated this action was sound. The New World drew its strength from the Old World. By thousands and tens of thousands they came, in the steerage, with little means, seeking freedom and a new opportunity in America. Landing at Ellis Island, they settled in great numbers in New York City, the gateway to the new country. And their children went to City College, to graduate and to become the leaders of the new nation and its great metropolis. To recognize the seats of learning in the Old World was to do what Moses did when he led the children of Israel out of the land of bondage--he "took the bones of Joseph with him."

Much has happened since 1908 and this thoughtful action by the Class of 1879. With the immigration act of 1924, the flow of immigrants from across the Atlantic has dried to a trickle, Ellis Island has been closed, and the new strength of the metropolis now comes from other quarters--principally from Puerto Rico. This City is now as deeply indebted to Puerto Rico as it once was to the nations of Europe.

7.

Moreover, the rapid flux of world events has brought into the spotlight of attention the plight and progress of all the peoples of the Western Hemisphere. It is not enough that we take notice of the Hispanic population which enjoys citizenship in the United States of (North) America. The time has come when the contribution of all the Americas to the South should be signalized as well.

Indeed, that time is overdue. There is a giant medallion in honor of Simon Bolivar which was hung in 1930 in the South Transept stairway on the hundredth anniversary of his death. But here within the Great Hall itself, the banners of Latin American institutions of learning were not hung. Thus it came about that when first I stood in this place in 1952 as president, I noted the absence of Latin American banners and resolved to remedy the omission. Waiting for a suitable occasion, I found it on the day that we decided, seven years ago, to vacate the Great Hall and use it for a library--deciding, then, to use the occasion of the reopening of the Great Hall as the day on which banners would be displayed, carrying the seals of the ancient educational foundations of Latin America.

As from Europe only a few of the ancient institutions were selected, merely to give symbolic representation to a larger whole, so also today. We have invited the rectors of four of the most ancient universities of Latin America, all dating from the sixteenth century, to supply designs for banners to be displayed here. The first two of these have now been completed, and the other two will be hung as soon as craftsmen have finished their work. Thus will learning and culture in Latin America be honored and symbolized along with that in Europe, as part of the cultural heritage which we at City College delight to honor.

In recognition of the importance of this day, ^{were to have had} we have with us today ^{8.}
 diplomatic and consular representatives from nearly all of the Latin American
^{most are attending U.N. session}
 nations. We salute them, and welcome them as they join with The City Col-
 lege in helping New York City to remember that its roots are deep in many
 another land and culture, its strength is drawn from many nations and peoples,
 its respect and affection are due to all these, our sister nations. The symbolic
 representation of all our sister nations and peoples of Latin America is
 recognized in the hanging of banners bearing the seals of the Universities of--

- Bogota ✓
 - Mexico
 - San Marcos ✓
 - Santo Domingo.
- } installed

(Here the audience will be asked to rise and face away from the speaker, as
 the spotlights are turned on to illuminate the two new banners.)

AN ANNOUNCEMENT

9.

It is not enough that, on this Charter Day, we publicly express our esteem and affection and respect for the nations and peoples and universities of Latin America. In addition, we indicate our solid expectations in the announcement I am about to make.

A long period of planning has now come to the moment of public recognition.

More than eighteen months ago, as the result of their careful studies, a committee of the faculty of the Liberal Arts College forwarded to the Dean of Graduate Studies at City College a detailed program for Latin-American Area Studies with the recommendation that it be offered for degree credit. In addition, another committee has been at work on a somewhat more comprehensive proposal, involving not only graduate but undergraduate curricular developments as well.

Late in these developments, there came from a third source a proposal that there be established a separate Department for Hispanic Studies at The City College, which involved the proposed first step of splitting the Romance Language Department in two, and establishing Spanish independent of French and Italian.

commenting on
~~In~~ reply to this last proposal, I issued a statement last October which read:

"Along with the question of creating a separate department of Hispanic Studies, other alternatives are under consideration. For example, instead of a segregated Spanish Department, cut off from all others, an opposite approach is worth consideration, namely, the creation of an interdisciplinary Center for Latin-American Studies, with Spanish and Portugese language and literature fully integrated into the complex....."

4th copy of application

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Y

STATE OF NEW YORK
EXECUTIVE DEPARTMENT
STATE COMMISSION FOR HUMAN RIGHTS
270 Broadway, New York, N.Y. 10007
Tel.: Barclay 7-1616

March 26, 1965

The City College
Convent Avenue and 139th Street
New York, N. Y.

Att: Dr. Buell G. Gallagher,
President

Re: Committee for the
Creation of a Hispanic
Studies Department in
City College vs.
City College of the City
University of New York
Case No. C-10318-64

Gentlemen:

The above-entitled verified complaint filed with this Commission has been investigated as required by the Law Against Discrimination. I am sending to you herewith a copy of my determination which is self-explanatory.

I wish to thank you for the courtesy extended to us during the investigation of this complaint.

Very truly yours,

/s/ Francis X. Giaccone

Francis X. Giaccone
Commissioner

FXG:dm
Enc.

C
O
P
Y

DETERMINATION AFTER INVESTIGATION

Committee for the Creation of a Hispanic
Studies Department in City College

vs.

City College of the City University of
New York

C-10318-64

Francis X. Giaccone
Investigating Commissioner
March 26, 1965

DETERMINATION AFTER INVESTIGATION

Case No. C-10318-64: Committee for the Creation of a Hispanic Studies Department in City College vs. City College of the City University of New York

On the 22nd day of January, 1964, a verified complaint was filed in the Commission offices by the Committee for the Creation of a Hispanic Studies Department in City College charging the above-named respondent with discrimination against persons of Puerto Rican and other Hispanic origin in the hiring and promotion of the teaching staff of its Romance Languages Department.

Complainant specifically alleges that respondent's failure to reappoint Dr. Josefina Romo and its failure to promote Assistant Professor Diana Ramirez and to assign her to the teaching of graduate courses, honor courses and specialized courses were discriminatorily motivated.

Action upon the complaint was stayed until a court decision empowered the Commission to entertain jurisdiction of complaints alleging discriminatory employment practices by public educational institutions. Thereafter, the Chairman of the Commission designated me as the Investigating Commissioner to conduct an investigation.

Pursuant to Section 297 of the Law Against Discrimination, an investigation was made. All interested parties have been afforded opportunity to present evidence in support of their respective contentions.

The investigation reveals that a substantial number of the members of the faculty of the Romance Languages Department, both prior to the filing of the complaint and at present, are of Hispanic origin.

Dr. Romo had been retained by the College as a lecturer for five terms before she was notified that she would not be reappointed. This decision was made unanimously by the Appointments and Promotion Committee within the Department. At the time that

Dr. Romo's services were terminated some lecturers of non-Hispanic origin were also released. Thereafter, other persons of Hispanic as well as of non-Hispanic origin were hired as lecturers.

Dr. Ramirez has not been recommended for promotion by her Department colleagues. Four secret ballots were taken over a period of that many years. All persons of higher title within the Department were entitled to vote. At least eleven persons were present and voting on each occasion. Dr. Ramirez has never received more than three affirmative votes. On the latest occasion she received none. Dr. Ramirez appealed her failure to receive a favorable vote to the Personnel and Budget Committee (Language and Arts Division) of the College of Liberal Arts and Sciences. The Committee (composed exclusively of persons within other departments) found, with a single abstention, that the Department's actions were not discriminatory. The procedure followed in her situation is standard in such matters.

It is neither the Commission's function nor intent to set policy for the College as to faculty appointments, promotions, or course assignments. When a respondent presents substantial evidence that the procedures normally followed were applied to a case at issue, the Commission may not substitute its judgment for that of the respondent unless it appears that discrimination, as proscribed in the Law Against Discrimination, was a factor. An exhaustive analysis of the evidence presented before me compels the conclusion that no probable cause exists to credit the allegations of the complaint, and I so find. The complaint is hereby dismissed.

In accordance with Rule 5 of the Rules Governing Practice and Procedure Before the State Commission for Human Rights, complainant may apply to the Chairman for a

-3-

review of the dismissal of its complaint. Such application must be in writing, state specifically the grounds upon which it is based and be filed within 15 days from the date of the mailing of the notice of disposition in the office of the Commission where the complaint was previously filed.

Dated: March 26, 1965

/s/ Francis X. Giaccone
Francis X. Giaccone
Investigating Commissioner

To: Committee for the Creation of a
Hispanic Studies Department in
City College, complainant
c/o Harris L. Present, Esq.
375 Park Avenue
New York, N. Y.

The City College, respondent
Convent Avenue and 139th Street
New York, N.Y.
Att: Dr. Buell G. Gallagher,
President

Selected Documents-II

(Spring 1969)

THE BLACK AND PUERTO RICAN STUDENT COMMUNITY HEREBY GIVES NOTICE TO UNIVERSITY OFFICIALS AT LARGE, AND PRESIDENT GALLAGHER IN PARTICULAR, THAT WE ARE WHOLLY DISSATISFIED WITH RACIST CONDITIONS CURRENTLY EXISTING ON THE CITY COLLEGE CAMPUS— CONDITIONS THAT DENY THE VERY EXISTENCE OF THE BLACK AND PUERTO RICAN COMMUNITY.

IN UNIFIED DETERMINATION, WE DEMAND:

1. A SEPARATE SCHOOL OF BLACK AND PUERTO RICAN STUDIES.
2. A SEPARATE ORIENTATION PROGRAM FOR BLACK AND PUERTO RICAN FRESHMEN.
3. A VOICE FOR SEEK STUDENTS IN THE SETTING OF ALL GUIDELINES FOR THE SEEK PROGRAM, INCLUDING THE HIRING AND FIRING OF ALL PERSONNEL.
4. THE RACIAL COMPOSITION OF ALL ENTERING CLASSES REFLECT THE BLACK AND PUERTO RICAN POPULATION OF THE NEW YORK CITY HIGH SCHOOLS.
5. THAT BLACK AND PUERTO RICAN HISTORY AND THE SPANISH LANGUAGE BE A REQUIREMENT FOR ALL EDUCATION MAJORS.

WE DEMAND THAT PRESIDENT GALLAGHER UTILIZE WHATEVER MEANS NECESSARY TO MEET THESE DEMANDS.

WE SHALL RETURN THURSDAY, FEBRUARY 13th, 12 NOON, IN FRONT OF THE ADMINISTRATION BUILDING FOR HIS REPLY.

THE BLACK AND PUERTO RICAN STUDENT COMMUNITY

HERBERT H. LEHMAN COLLEGE
of The City University of New York

March 18, 1969

To: Members of Faculty Council
Herbert H. Lehman College

From: Leonard Lief
President

I received the attached proposal from the Puerto Rican Student Movement Monday afternoon, March 17. The telegrams arrived today. I shall be glad to discuss the import of these proposals with you at our meeting of March 19.

LL:sf
Attachments

President Leonard Lief
Herbert H. Lehman College
Bedford Park Boulevard

President Lief:

We, as interested Puerto Rican students of Lehman College submit this proposal to be accepted no later than the 27th day of March 1969. This proposal is to be accepted in its totality, and placed into effect no later than September 1969.

1) Understanding that the Public New York School System is over 50% Puerto Rican and Black, we believe that this college has the same segregated policies of any Southern college. We demand an increase in Puerto Rican admissions in proportion to the racial composition of the Public Schools in New York City. We strongly support the expansion of SEEK and demand that Puerto Ricans be admitted to the program, in proportion to the percentage of the Puerto Rican Public School student body. As it stands now in the SEEK Program of Fall 68, out of a total of 68 students admitted, 11 were Puerto Ricans. In Spring 68, out of a total of 96 entering students, 13 were Puerto Ricans. This situation will no longer be tolerated.

2)a) Puerto Rican Studies Department

This department will embody the --Sociological, Psychological, History, Political Science, Literature, Art, Music-- expressions of Puerto Rico, the mainland experience, and the essence and substance of the creative efforts of the people within the frame of the historical development of its civilization.

Thus, the main concern of the student of the culture of Puerto Rico is to search deeply into the folklore, the traditions and the customs of Puerto Rico, as well as, into the writings of the best poets and prose writers, the paintings, the music, the dances, and the songs to which the native Puerto Rican artist has given form. We understand that these manifestations of the life of the Puerto Rican people are inseparable from the political, economic and social events of its history, and in order to understand the cultural contributions of Puerto Rico, our department would offer courses in these fields..

Another part of our department will concentrate on courses dealing with the Puerto Ricans in the Urban Setting. In essence the Puerto Rican Studies will include all aspects of Puerto Rican life from Puerto Rico and its trend to the United States.

2)b) The department will be directed by Puerto Rican personnel who should respond to the needs of the Puerto Rican students on campus, and in the Puerto Rican Community, in regard to education. To insure this we recommend that Puerto Rican student representatives have the final decision in all policy regarding this Department.

2)c) Students should be allowed to take courses within this Department to fulfill basic requirements in the Social Sciences fields. Philosophy, Art, Music, Language, etc.

2)d) Lehman College should allocate funds for a Puerto Rican Library within the Department,--For example, funds for translational and educational materials from Puerto Rico and other mainland sources.

2)e) The College should bring about the formulation of a Puerto Rican Research Center which will:

a) Focus on Puerto Rican Students in the Public School System.

b) Offer Bilingual Instruction.

c) Expand on the Urban Experience.

d) Focus on Family Studies.

2)f) Lastly, we the members of the Puerto Rican Student Movement, support the Black Federation in their demand for a Black Department of Studies.

We KNOW that the Administration will look favorably upon these educational reforms, which will be a positive force in service for all of New York.

The Puerto Rican Student Movement

Retyped

NOTE: Retyped from retype from 3/17/69 on 5/28/74 for dissertation.

STATEMENT BY FACULTY FOR ACTION

April 18, 1969

For almost two months the college has been waiting for its administrative bodies to make a concrete response to the five demands of the Black and Puerto Rican Student Community. While President Gallagher unhesitatingly asserted in late February that he did not say "no" to any of these needed changes, the students and faculty of City College have received no evidence that a comprehensive educational program to meet the social realities of an active urban campus is being implemented. Rather, we have been told that changes are being considered and plans are being formulated. In essence, the euphemistic language of progress has been substituted for the development of institutions which would create an authentically diverse and cosmopolitan campus.

This is an old administrative game, and it is being played out here at the expense of those least able to play the game. The administration is being guided by the priorities of the power centers that exist outside of the University, in such places as Albany, rather than by the real needs of the students at City College.

On March 3, 1969, Faculty for Action suggested in the close of its statement on the five demands that "inactivity at this point... will be viewed by Black and Puerto Rican students as hostility towards legitimate needs". The administration has most adequately played its part in creating this hostility and, sadly, in making prophets of our Committee. Continued inaction by those who can effect changes in these areas is inexcusable.

As a consequence of the seven weeks of Administration silence and inaction, the Black and Puerto Rican students are developing new approaches and new tactics to implement their demands.

The Administration's reluctance to act has precipitated this new phase. It seems to us that the President's last minute Memorandum of April 16 to the Black and Puerto Rican Students was prompted by and a reaction to the new atmosphere of rising tensions. In calling a meeting which turned out to be short, one-sided and superficial, the President further re-inforced the well-founded suspicion of the Black and Puerto Rican Students (and our own suspicions as well) that the Administration has not, is not, and will not act in good faith; for we see no evidence whatever that the Memorandum was prompted by a real concern for solving the problems of our campus. This must be clearly understood, for the real purpose of the Memorandum was not to initiate urgently needed changes at City College, but rather to delay change. It was issued by the President under the guise of good will and in the name of reasoned discourse; but, in fact, it represents a stalling maneuver designed to undercut the unity of those students and faculty who support the Black and Puerto Rican Student's five demands.

As educators, it is our responsibility to observe conditions on other campuses and to draw the needed lessons. We have seen that the inability of other administrations to act decisively when change was required has led to turmoil and chaos. Although the students often have initiated the overt acts, the real catalyst which frequently has made physical confrontation inevitable has been the insensitivity and procrastination of the Administrations.

We urge President Gallagher to avoid the potential consequences inherent in his present equivocal approach by publicly supporting and implementing the five demands.

WE WELCOME ADDITIONAL PARTICIPATION BY FACULTY MEMBERS.

MESSAGE TO THE GRASS ROOTS

Since October, 1968 when the 5 demands were first presented to the administration, a series of games have been played on the BPRSC. We were sent running by President Gallagher through a bureaucratic maze in continual attempt to get a positive answer to our demands. Complete disregard for our legitimate demands was the administration's only response. During the period from October to April the students' disillusionment mounted as the administration heightened its stalling tactics by constantly referring us to "legitimate" channels. Seeing the continual disregard by the racist administration and after exhausting all channels available to us, we the BPRSC, motivated by our commitment to obtain the implementation of our 5 demands seized South Campus.

Here the administration began to play a new type of game. Instead of being completely disregarded as before, we were then led to believe that we were finally being dealt with honestly. However, we discovered that the administration was only attempting to save face and was allowing outside political forces to do its dirty work. Although we had a signed statement by former Pres. Gallagher and now acting Pres. Copeland stating that the school would remain closed as long as negotiations were going on, the school was reopened by way of injunction and backed up by the N.Y.C.P.D. who then went on to brutalize Black and Puerto Rican students on the campus.

Again as the BPRSC sat down to the negotiating table, after the police were removed a new game came into play entitled "good faith". It seemed as if everyone knew the rules except Pres. Copeland who continuously acted in bad faith. We found, after all the work the BPRSC had done in preparing proposals and coming to an agreement with the other parties involved, a very old game was being played on us entitled tokenism.

The BPRSC will not participate in this game and we will accept no tokens or crumbs from anyone. We are fully committed and we will accept nothing but our total just demands. We denounce Pres. Copeland as a liar, provocateur of violence and a perpetrator of racism. We denounce the Faculty Senate and the faculty in general as a group of spineless, gutless men with power and representative of nothing more than a symbol of castration. In our denouncements we hope all concerned realize our dissatisfaction with the faculty and the administration and understand our message. We will not be stopped, we will not be removed from our position and we will continuously work towards our goals with the people totally committed to the elimination of racist, inhumane CCHY.

THE BLACK AND PUERTO RICAN STUDENT
COMMUNITY

POWER TO THE PEOPLE!

SUPPORT THE BURNS GUARDS

WHO REFUSED TO BREAK THE HEADS OF OUR BLACK AND PUERTO RICAN
BROTHERS AND SISTERS AT HARLEM UNIVERSITY

WHO CHOSE TO ACT AS HUMAN BEINGS INSTEAD OF PIGS

WHO WERE DISMISSED FOR FOLLOWING THEIR HUMANITY RATHER THAN
THEIR ORDERS

WE CANNOT TOLERATE THIS REPRESSIVE ACTION BY THE ADMINISTRATION.
WE DEMAND THEIR IMMEDIATE REINSTATEMENT WITH FULL SALARY. THIS IS A
DEMAND THAT MUST BE MET BEFORE ANY OTHER.

POWER TO THE PEOPLE!

KLAFFER HALL COMMUNITY

A GROUP OF WHITE STUDENTS HAVE TAKEN KLAPPER HALL IN SUPPORT OF THE DEMANDS OF THE BLACK AND PUERTO RICAN STUDENT COMMUNITY.

WE GIVE THIS SUPPORT BECAUSE WE REALIZE THAT THERE ARE BASIC CHANGES NEEDED ON THIS CAMPUS. WE SUPPORT BLACK AND PUERTO RICAN DEMANDS TO GAIN CONTROL OVER THEIR DESTINY IN THE UNIVERSITY, JUST AS OUR BROTHERS AND SISTERS SUPPORT US IN OUR STRUGGLE TO GAIN THE SAME POWER. WE DEMAND THAT ALL STUDENTS HAVE THE POWER TO CONTROL THEIR UNIVERSITY, TO MAKE THE DECISIONS THAT CONCERN THEM. FACULTY CLEARLY MUST SHARE IN THIS DECISION MAKING POWER. ADMINISTRATORS ARE HERE TO ADMINISTER, NOT TO DECIDE POLICY.

THE COLLEGE MUST SERVE THE NEEDS OF THE PEOPLE. GRADES AND ATTENDANCE REQUIREMENTS HAVE NO PLACE HERE. THEY FUNCTION ONLY TO CREATE AN ATMOSPHERE OF COMPETITION, REPRESSION, AND ALIENATION, USEFUL TO THE NEEDS OF A DEHUMANIZED SOCIETY, BUT STIFLING TO THE CREATIVE EDUCATION OF HUMAN BEINGS. WE UNDERSTAND THAT THE SIMILAR STRUCTURAL MECHANISM OF OUR ENTIRE EDUCATIONAL SYSTEM DEPRIVES OUR BLACK AND PUERTO RICAN BROTHERS AND SISTERS, AS WELL AS THE CHILDREN OF POOR WHITE WORKERS, OF ANY DECENT CHANCE FOR ECONOMIC AND SOCIAL EQUALITY OR FREEDOM EVEN IN TERMS OF THE REPRESSIVE SOCIETY WE LIVE IN.

WE RECOGNIZE THAT WE ARE ALL NIGGERS, THAT SO LONG AS SOME OF OUR PEOPLE ARE THE VICTIMS OF REPRESSION, NONE OF US ARE FREE.

THE DEMANDS MUST BE MET AND FUNDAMENTAL CHANGE EFFECTED AT THIS COLLEGE. UNTIL THAT TIME THE COLLEGE WILL REMAIN SHUT.

POWER TO THE PEOPLE!

FOR IMMEDIATE RELEASE
FROM THE
BLACK AND PUERTO RICAN FACULTY
OF
CITY COLLEGE, NEW YORK

For two weeks, President Gallagher, the Black and Puerto Rican Student Community, Black and Puerto Rican Faculty, and the team chosen by the faculty of the City College of New York have been engaged in fruitful negotiations. The Board of Higher Education was asked to participate in these negotiations. This request was denied by the Board of Higher Education until the negotiations had reached a positive stage. Now, in what seems to us a diversionary action, the Board of Higher Education has decided not only to participate but also to abolish the negotiating team as previously structured and to replace it with another.

From the outset, the Black and Puerto Rican Faculty has supported the negotiating team as formerly structured. We continue to support this body. In addition, we support the stand of the President, and we consider the actions of the Board of Higher Education to be a "slap in the face" to the entire City College Community. Therefore, we the Black and Puerto Rican Faculty will take the following actions:

We do now refuse to hold classes, to grade papers, and to administer final examinations. In short, we refuse to participate in the academic life of the City College until the negotiations resume at the point from which they were broken off.

We call upon the entire faculty, staff, and students of the City College of New York to support our actions.

4.22.67

AN ANNOUNCEMENT FROM FACULTY

STUDENTS OF CITY COLLEGE:

At the request of a group of the faculty, President Gallagher has called off all classes on Tuesday, April 22nd, Day and Evening Sessions, and all Day Session classes on Wednesday, April 23rd.

The Faculty requests that all students of good will leave the campus today, Tuesday, April 22nd, and return on Wednesday, April 23rd to attend a Special Faculty Meeting. The purpose of the Special Faculty meeting is to hear and discuss the position of the Black and Puerto Rican Student Community and to reach decisions on the Five Demands.

THE FACULTY WILL MEET IN GREAT HALL (Shepard) 9:30 AM on Wednesday, April 23rd.

All members of the instructional staff have been asked to attend. To insure adequate space for faculty participation, we are asking students who wish to attend to be seated in the balcony (enter via third floor).

ALL STUDENTS ARE INVITED TO PARTICIPATE IN THE FACULTY-STUDENT WORKSHOPS TO BE HELD FROM 1:30 to 3:30 PM.

WEDNESDAY, April 23rd SCHEDULE

- I. 9:30 AM to 12:30 PM - Speakers:
 - A. Two student representatives from the Black and Puerto Rican Community.
 - B. Speaking for the Administration, President Gallagher and Dean Paster.
 - C. Two Student Senate representatives.
- II. Questions to speakers from faculty.
- III. Faculty speakers from the floor (limited to five minutes each).
- IV. 12:30 to 1:30 p. m. - Break
- V. 1:30 to 3:30 pm. - Faculty-Student Workshops in Shepard Hall, Rooms 127, 105, 135, 200, 306 and others to be announced.
- VI. 3:30 to 5:00 pm - Faculty voting.

(Signed)

Bernard Bellush	(History)
Stanley L. Friedlander	(Economics)
Samuel Hendel	(Political Science)
Harry Lustig	(Physics)
Janet Mayes	(Seek-English)
Sylvia Rackow	(Speech)
Jack Shapiro	(Music)

--Faculty Arrangements Committee

City College Professors Express Their Views on the Campus Shutdown

By ISRAEL SHENKER
Professors at City College, relieved of teaching duties as a result of the institution's temporary closing, are not exactly pleased by their new freedom.

It is a strange kind of freedom, which seems devoted to ceaseless faculty meetings and endless discussions on the rights and wrongs of the conflict.

The college has been closed for a week, on orders of its president, Dr. Buell G. Gallagher. He has been responding to a lock-in supporting a campaign for the admission of many more Negro and Puerto Rican students, and a separate degree-granting school of black and Puerto Rican studies. While the college is closed, negotiations with the protesting students are in progress.

A number of the faculty members have been changing their minds on the issues, but as of yesterday these were the views of several faculty members:

BERNARD SOHNER, Associate Dean—The closing of a university is always a tragic event, and should never occur except in the face of emergency. However, given its occurrence, no actions should be taken which so permanently scar the academic community that we would all have to wear masks in order to face each other once again. A hiatus in the school experience is far preferable to no school at all or a "school" which is in reality an armed camp.

College Syndrome Dissected
JULIUS A. ELIAS, Chairman of the Philosophy Department—I would be in favor of closing a whole lot more if I could only think of some other way of baby-sitting vast numbers of youths who are in our colleges for the wrong reasons: Some because "everybody" goes to college; others to avoid the draft; most because changes in technology and productivity have made people unemployed until they are about 23.

Why shouldn't the blacks and Puerto Ricans have a piece of the action? If all they want, though, is black studies, we

might as well stay closed; at City we are geared to excellence and can equip the vast talent in Harlem with objective knowledge and skills. If the blacks follow the white middle class view of protracting adolescence indefinitely on non-sense courses, the serious faculty will take its business elsewhere. It will be easier to talk this out if we can get the place open—the sooner the better.

LOUIS L. SNYDER, Professor of History—What I am concerned about is not the closing of the college for a few days or even several weeks. President Gallagher was absolutely right when he said that what is at stake is "the survival of this college." This is the college that produced Bernard Baruch, Morris Raphael Cohen and Jonas Salk. The whole fabric of New York City's professional structure—from judges to physicians to engineers—owes much to this institution.

City College men staff colleges and universities throughout the country. They make up a large proportion of the Federal, state and city civil service. To strike down a top institution like C.C.N.Y. would be the kind of blow from which the country would find it difficult to recover.

PROF. JOSEPH J. COPELAND, Professor of Biology—We are dealing with two types of student dissidents. One group—the black and Puerto Rican students—comes from a background in which there are extraordinary and very real problems. They have come to us with a rational program, and have displayed restraint in their conduct. There has been no vandalism, no intentional destruction of college property. With this group, I am willing to negotiate.

The second group of students comes from comfortable environments, and only a rebellious, revolutionary, and destructive attitude marks their conduct. They have no coherent program to promote. They have been destructive to property and

and have engaged in meaningless vandalism. With this group, I would neither negotiate nor compromise. They should be

treated as the mad dogs and criminals which they are. SAMUEL HENDEL, Professor of Political Science—I recognize that the failure of the university, building upon genuine potential, to assist black people to realize legitimate aspirations for higher education has been a failure in the university's educational mission. I believe in the right of peaceful, non-obstructive protest, including mass demonstrations and rallies, to dramatize this failure. But protests which involve the physical take-over of buildings and deprive others of the opportunity to teach and to learn violate the basic principles of free expression and academic freedom and must be condemned.

To abandon the democratic process in the interests of good causes is to risk the destruction of freedom not just for the present, but for the future, not just for our present social order, but for any future social order as well.

RICHARD G. COLTLER, Chairman of Civil Engineering Department—I deplore the closing of the entire City College, and the apparent threat of violence under which negotiations are being carried on. That a demonstration in support of black and Puerto Rican movement would occur at the City College was predictable. I had hoped that it would be somewhat restrained. One day or two days in which the activists could show their strength and dramatize their demands would have been sufficient. They've made their point. What purpose is served by continued disruption of the education process? President Gallagher has indicated that all of the demands will be met in so far as it is within the power of the college to do so. Some of these demands can only be implemented by action of the Board of Higher Education and the legislative bodies. In the meantime, let us get on with our work.

CLIFFORD ADELMAN, Lecturer in English—What is happening at City College is unjustified. We hope to establish a pro-

totype for future negotiations within college communities. It is essential that no academic activities take place on campus of the campus would undercut the Herculean efforts of the president of the college, and student and faculty representatives. The City College experience hopefully will serve as a model for other academic communities confronted with the demands of black and other third world student groups for justice, academic and otherwise.

ARNOLD BIRENBAUM, Assistant Professor of Sociology—The closing of C.C.N.Y. was necessary to insure the maximum participation of youth in educational processes, and thereby to assure the future of the school. Time lost can be made up later on. The events themselves are of an educational nature. I support the demands of the black and Puerto Rican student, community and wish to see them implemented as a new consciousness can be introduced into educational processes by those people who question many of the values and principles by which the current system operates. It is indeed the role of those groups that have been excluded from the system to hange and better it.

SAMUEL L. SUMBERG, Chairman of the Department of Germanic and Slavic Languages—At City we have never failed to consider all problems with full devotion, at the cost of whatever energy that entailed. We have been quite ready to do the same with this special problem of open admissions and students who have not received the education they think they should have. Problems nevertheless remain, such as the adjustment of these students to the education offered, but these could be taken care of in a rotational manner. The violent seizure of the college and the exclusion of almost the entire faculty and student body, instead of rational discussion, is entirely unjustified. The black and

until the issues are fully resolved by the committee working at present. Any reopening of the Puerto Rican community has finally had to accept such a way after a week of them there is certainly no justification for

keeping the college from work. I and many others have been thinking that these students are behaving in the way that they insist on negotiations, and now must behave to them—locking someone who wishes to enter the college.

41-50

RESOLUTION.

WHEREAS a serious division has arisen within the ranks of the teaching staff of City College, threatening to splinterize the faculty and reduce its effectiveness in the present and in any future critical situations,

AND WHEREAS this faculty is divided into two sectors, viz., the Faculty As Described In By Laws, or FADIBLS, and Other Instructional Teaching Staff, or OITS,

AND WHEREAS the FADIBLS have voted to give second-class minority-group status to the CITS, making any action taken subsequent to such FADIBLIZATION suspect because it is unrepresentative of the total body,

NOW THEREFORE BE IT RESOLVED, that we, the members of the teaching staff at this college, stop FADIBLING around, and that we unite all efforts to make out collective voices heard,

AND BE IT FURTHER RESOLVED that this body reconstitute itself as the UNITED FADIBLS-OITS Of CITY COLLEGE, or UFOOCC, basing this reconstitution on the one-man one-vote concept,

AND BE IT FURTHER RESOLVED that we adopt as our slogan: FADIBLS and OITS unite. You have a world to gain. You have nothing to use but your brains.

Introduced by

Edward Sagarin,
Assistant Professor
(Sociology)

April 30, 1969

(over)

BLOODY GLASH

CLOSES GEMY

The New York Times

PRESS RELEASE

For Immediate Release

Black and Puerto Rican Faculty of City College
 140 Amsterdam Avenue, Goethals Hall Room 201
 621-2563
 New York, New York 10031

Tuesday, April 22, 1969

We, the Black and Puerto Rican members of The Faculty of the City College, recognizing that the problems which affect our College involve matters of immediate concern to the whole Black and Puerto Rican community; recognizing that we have stood powerlessly by while the City and our College are engulfed in dissension and confrontation whose resolution will determine the lives of our people, do hereby state our determination to participate in decisions affecting our people, and to this end organize ourselves.

We support these Five Demands and will work toward their implementation:

1. A SEPARATE SCHOOL OF BLACK AND PUERTO RICAN STUDIES.
2. A SEPARATE ORIENTATION PROGRAM FOR BLACK AND PUERTO RICAN FRESHMEN.
3. A VOICE FOR SEEK STUDENTS IN THE SETTING OF ALL GUIDELINES FOR THE SEEK PROGRAM, INCLUDING THE HIRING AND FIRING OF ALL PERSONNEL.
4. THE RACIAL COMPOSITION OF ALL ENTERING CLASSES REFLECT THE BLACK AND PUERTO RICAN POPULATION OF THE NEW YORK CITY HIGH SCHOOLS.
5. THAT BLACK AND PUERTO RICAN HISTORY AND THE SPANISH LANGUAGE BE A REQUIREMENT FOR ALL EDUCATION MAJORS.

In this moment of crisis, we expect to be included in all negotiations relating to these demands. Furthermore, we will not remain passive in the face of attempts to minimize or ignore our role.

The Executive Committee:

Wilfred Cartey	(English)
Thomas Bentley	(English)
Cesar Lumpkin	(English)
George McDonald	(Seeking, Seek)
George Murray	(Social Science, Seek)
Elsie Swanson	(Counselor, Seek)

To All Members of the City College Community

The Hillel Executive Council emphatically deplores the use of the lockout as a strike tactic and firmly states that we refuse to be victims of the obstruction of our education, or be prevented from exercising our right to disagree by attending classes if we wish to do so. We call on the students, faculty & administration to take serious and determined measures to see that such tactics are not employed again, and we volunteer our services toward that end.

On April 21, 1969 the Hillel Council reiterated its policy decision of last month concerning the Five Demands. To this was added certain statements dealing with the situation on campus today. The complete statement follows:

We welcome the assertion of self-respect and dignity on the part of the students on the Black and Puerto Rican Community. We see in their affirmation of identity and the striving to be masters of their destiny parallels to the history of the Jewish people. The reaction of the Jewish student to this liberating and affirming movement is crucial.

However, we, the Hillel Council must address ourselves specifically to the present situation on campus, not only as Jewish students and members of the largest Jewish organization on campus, but moreover, as students of City College and members of the City College community. All students at the College must work together in all aspects of college life.

The City College is an agglomerate of 11,000 students from every ethnic group. Each of these groups is entitled to have courses given which deal with the history, philosophy, etc. of each group.

In accordance with this theory, we urge that the number of courses given in Black and Puerto Rican studies be increased and coordinated into a department. We further urge that the number of courses offered CCNY students in the field of Jewish studies (including such areas as history, literature, and language) be increased and be coordinated into a Department of Jewish Studies. Specifically, we call for the Department of Political Science to institute a seminar course in the Government and Politics of Israel, and a course in International Relations in the Middle East, including Israel. We deplore the call for SEPARATE SCHOOLS (whether by Blacks, Jews, Puerto Ricans or other ethnic groups.) as being unrealistic and only leading to a fragmentation of the College community.

Rather, if it were necessary, we would support and urge the formation of a single SCHOOL OF Ethnic Studies which will encompass within it courses given for each of the ethnic groups. All departments and their respective courses (as well as the School itself) shall be open to all CCNY students who wish to take them regardless of color, creed, or religion.

We recognize the fact that students of different economic, social and religious backgrounds have very unique needs and problems and it is hoped that the Freshman Orientation would be able to cope with the vast spectrum of problems which one faces upon entering the college situation.

We further recognize the fact that the Freshman Orientation program has failed to adequately fulfill the particular needs of the incoming freshmen. In accordance with this, we call for a re-evaluation of the F.O. program at CCNY by the Department of Student Life, and ask that they publicly state the goals and function of F.O. at CCNY. In line with this, we suggest that the following be considered: (1) The Freshman Orientation program be conducted by the major groups on campus (HPA, Onyx, Hillel, IFC, Newman Club, etc) the members of which should be screened so as to get the most responsible and mature individuals for the program (2) Because of the unique needs of the student of different backgrounds, we favor a Big-Brother, Big Sister type of program (not necessarily on a 1:1 ratio)

Page 2

in which each freshman would be provided with those suited to his special needs.

WE further wish to point out that no student be forced to work with a certain advisor, and as well we feel that the entire Freshman Orientation program should be completely voluntary and not imposed on the students. The program should be coordinated by those Deans and administration personnel who are trained in these areas (I.E. counselling, psychology, etc.)

We believe that it is the right and obligation of qualified upperclassmen to work in the setting of guidelines for their respective major areas of study. This includes having a voice in the hiring and firing of personnel; however, a voice means voicing one's opinion and neither the forceful application of one's opinion, nor an actual vote in the final decision.

We, The Hillel Council denounce the concept of a quota system as the basis for admission into college. THE LEVEL OF ONE'S EDUCATION SHOULD BE THE ONLY DETERMINANT OF ADMISSION, NOT THE COLOR OF ONE'S SKIN OR HIS RELIGION. WE agree that very qualified high school student has a right to a college education, and if one's high school education is deficient, then it is the high school that must raise its level of education. However realizing that implementation of a project to correct the situation is not in the near future, we urge that the SEEK program be expanded and/or Junior College be established on the CUNY campuses to raise the level of those students interested in attending college, but who are unable to do so because they fail to meet the requirements of admission. After attendance in such a program for a maximum of two years, these students could then be admitted into a regular college program. We insist on the maintenance of the traditionally high standards in the classrooms of City College.

Furthermore, we realize that CUNY should not be a competitive institution, but rather an educational institution. We urge, however that the discussion of the topics of de-emphasizing grades and upgrading education at the college be reserved for the all-college conference on April 30th, when all students can come together peacefully.

Any person who plans to teach in an urban school should be acquainted with the history, sociology, psychology and language of the children he is going to teach. Therefore, we feel that the status of Spanish as a recommended elective for Education majors should be maintained as such. WE further feel that one who will teach Blacks, Puerto Ricans, Jews and other ethnic groups should learn the history of these groups and their respective roles in American through History 4 and 5 courses which are required for Education majors.

Concerning the concept of altering the present method of taxation we feel that further research must be made in this area to ascertain what is the wisest course of action. However, we state now that it is not the place of the President or other officials of the college to determine what those methods shall be.

We urge the present Student Senate, The Faculty council and other officials of the college to seriously consider our suggestions and we further voice our desire to work with them in developing and carrying out the aforementioned ideas.

Bnei Brith Hillel Foundation

475 W. 140th St.

AD4-7317

TECHNOLOGY COUNCIL OF THE SCHOOL OF ENGINEERING

Technology Council, and the various organizations that it represents, support the action of Dean William Allan in opening the School of Engineering on Friday April 25. The legitimacy of the demands of the strikers is not the issue here. A thorough engineering education requires an uninterrupted period of intensive instruction. Any interruption lessens the already shortened time in which such instruction can be given. Any further curtailment of the schedule could easily prevent the completion of the term's work.

We request that, although recognizing the seriousness of the issues confronting the campus, the ENGINEERING SCHOOL SHOULD REMAIN OPEN. Dean Allan will have our complete and unequivocal support in any action taken by him to keep the Engineering School open.

While we recognize the need for open discussion of all issues confronting the campus, the improvement of the education of a few does not necessitate the cessation of it for the many.

THE ENGINEERING SCHOOL MUST STAY OPEN!!!

April 26, 1969

April 26, 1969

We, the undersigned negotiators, have agreed on the following, and have further agreed to present it to the Faculty as their first order of business at the Convocation Monday, April 28, 1969:

- #1 For action on April 28th--As long as negotiations are progressing, the College is to remain closed.
- #2 For information--To insure the implementation of the settlement reached through the negotiations, all parties involved will commit themselves to maintain the status quo until the Board of Higher Education and any others whose approval may be necessary to implement the settlement, concur with the settlement. When the settlement is presented to the Faculty for action, this item will be the first order of business.

(Signed)

Buell G. Gallagher

Serge Mullery

Arthur Bierman

Milton Washington

Joseph J. Copeland

Betty M. Rawls

Jay Schulman

Elsie F. Swanteson

Nic Paster

Marilyn Mitchell

Charles Powell

New York Times, April 28, 1969

THE NEW YORK TIMES, MONDAY, APRIL 28, 1969

Group Opposes Campus Violence

By SYLVAN FOX

Student and faculty representatives from about a dozen campus groups in the metropolitan area organized themselves yesterday into a regional coalition opposed to coercive or violent tactics in American colleges.

The organization, called the New York Regional Coalition of Students and Faculty, was formed at a meeting of about 45 students and teachers in the headquarters of the Students for Columbia University at 2875 Broadway.

The Students for Columbia University is a group of conservatives, moderates and liberals opposed to the disruptive tactics of the radical Students for a Democratic Society at Columbia.

Wide Views Encompassed

The coalition described itself as encompassing a wide range of ideological viewpoints from extreme conservative to liberal. It joined together by the desire to "keep the universities open without capitulation" to violence or the threat of violence. "Our members believe," the group said in a policy statement, "that all issues should be resolved by rational, non-violent means. We cannot accept proposals dictated by violence or the threat of violence."

The group said that those who employ coercive tactics on campuses "should be promptly subjected to the proper disciplinary process."

Among the groups represented at the organizational meeting were Students for Fordham University, Student Coalition at Queens College, and groups from Hofstra, Queensborough Community College, City College, New York University, Brooklyn College, Adelphi, Hunter College, the State University at Stony Brook, Manhattan College, the Manhattan Community College, and Rutgers.

As a first step, the coalition called for the immediate reopening of City College, which has been closed by its president, Dr. Buell G. Gallagher, because of student disruptions since last Wednesday.

At City College, talks were continuing between Dr. Gallagher and Negro and Puerto Rican students who were among those who seized the college's seventh campus on Tuesday.

The dispute at City College centers on the demands of Negro and Puerto Rican students for increased Negro and Puerto Rican admissions and for more courses in black and Puerto Rican history.

At Queensborough Community College in Bayside, where a

Disruption Is Scored by an Organization From 12 Colleges

sit-in has been in progress for more than a week, plans were being made by Dr. Kurt R. Schmeller, the president, to go into Queens Supreme Court this morning to seek contempt orders against eight of the demonstrators.

A handful of students at Queens College continued a sit-in in the office of the Dean of Students, Dr. George A. Peterson. The office has been occupied since March 27.

Over the weekend, six protesters and six representatives of the Queens College administration met to discuss the protesters' demands, which include the dropping of criminal charges against 38 students and one professor arrested during a demonstration on April 1 and the rehiring of an English instructor whose contract was not renewed.

Special Laws Decried

Earlier in the day, Dr. James Hester, the president of New York University, expressed doubt about the wisdom of legislation aimed specifically at university campuses.

Dr. Hester was commenting on legislation proposed in Albany to make possession of firearms during campus disorders punishable by up to seven years imprisonment.

The legislation was introduced with Governor Rockefeller's support, after student protesters at Cornell University marched out of an occupied building carrying 17 rifles and shotguns.

"I'm opposed to guns being carried on campus," Dr. Hester said during an appearance on the WCBS-TV "Newsmakers" program. But he said that laws existed to control firearms on and off campuses and said:

"I think special legislation passed to regulate our campuses is setting a very dangerous precedent. I am concerned about the passage of legislation designed specifically to regulate our campuses, particularly when it is redundant legislation that already exists."

Dr. Hester later explained that he was alluding to a section of the Penal Code, revised in 1967, which prohibits the possession of concealable lethal weapons, nonconcealed load-bearing weapons, and rifles or shotguns, when the intent is to use them unlawfully.

The law does not classify rifles and shotguns as either

but it has been the practice of law enforcement authorities to arrest only the carriers of obviously concealable weapons.

New York City has a separate gun control law that requires that all weapons—rifles and shotguns as well as handguns—must be registered and not carried without a permit.

In his television appearance and in an interview that followed it, Dr. Hester said that N.Y.U. expected by the fall to have a new Afro-American institute that would become "a center for education, for research and for the training of scholars who are needed in these many black studies programs all over the country which are inadequately staffed at the present time."

Dr. Hester said that campus disruptions have not had an adverse effect on applications to N.Y.U. He said applications to the undergraduate engineering school had fallen some, but that applications to the liberal arts colleges and the School of Education had increased substantially.

Ted Van Dyk, vice president for public affairs at Columbia University, said in an appearance on the WABC radio "Press Conference" that applications to Columbia College had dropped 13 per cent this year, apparently because of turbulent conditions at Columbia.

April 28, 1969.

I respectfully dissent from any arrangement or agreement whereby the College remains closed until such time as decisions concurred in by the President and the occupiers of the South Campus are given formal approval.

Such an agreement is wrong because it does not preserve—or restore—the integrity of the university. Its decisions should be reached after deliberation not intimidation. Its decisions should be an expression of common will by administrators, faculty and students. Those decisions should express the College's primary commitment to the uninhibited and unbiased process of education. The correctness or error of as yet unarrived-at decisions is entirely beside the point. The university is inviolably committed to rational processes of acquiring knowledge and understanding, and reaching decisions. Such an agreement is contrary to these processes.

Such an agreement is unwise because it establishes a precedent for the future and an inducement to similarly aggrieved groups in the future to undertake comparable action to paralyze the College and compel consideration of their demands. Unless the College adopts an admissions policy of open enrollment (and finds the funds to support it), there will be groups or interests in this city which will object to our enrollment policy in September, whatever formula it may embody. By such an agreement as this, we give these dissenting interests every encouragement to undertake a similar defiance of rational deliberative processes.

What should the College do?

First. It should resume its responsibility, by exerting every effort to achieve the restoration of its normal academic activities. This can be done by reopening the North Campus, assisting South Campus faculty to conduct classes off campus where possible and on weekends at the North Campus where necessary, exploring the use of other outside facilities, and extending the Spring semester for those classes which require the additional time in order to complete their work.

Second. At that point, all appropriate administrative, faculty and student bodies should undertake as their first order of business prompt consideration and decision respecting the questions of enrollment, curriculum and control within the College. At the outset, the College must recognize that rebellion by black students seeking greater black enrollment and relevant curricula is inspired by a deep and valid sense of social injustice. The racial challenge can no longer be met with promises or palliatives. It requires remedy. Now. And we must be prepared to undertake it.

Third. The College should refrain from punitive action against the fact of occupation of the South Campus, in the conviction that such action would exacerbate an already bitter situation. The occupation of the South Campus has dramatized the issues, and compelled the most reluctant among us to face them. To employ force to enter the South Campus and seize its occupiers would be in conformity with law, and contrary to every hope of reconciliation of divergent viewpoints, deliberation of grave issues, and the early restoration of classes and the educational process.

Fourth. Without prejudice to future deliberations and decisions, steps should be taken immediately to insure the admission in September of a full freshman class as well as a full SEEK program, by continuing to press for adequate funding by the State and City, by exploring other methods of financing, and, by planning, if necessary, the contribution by tenured members of the faculty of additional teaching time in order that we may provide enough classes for the entering students as well as those already enrolled.

Finally. We should look to the future, by becoming The State University of the City of New York, reevaluating the relation between economic means and City College enrollment, or such other actions as will assure the fairest—and the widest—access to our College.

(Stanley Feingold)

THE FACULTY OF THE SCHOOL OF ENGINEERING OF THE CITY COLLEGE deplors the temporary closing of the entire College and notes with sorrow that the President of the College is obliged to negotiate under the threat of violence in an atmosphere of intimidation. This Faculty recognizes that the seizure of the South Campus is an outrageous and unlawful act. Nevertheless, because this Faculty still has hope that reason will prevail, it urges the President to continue his attempt to settle the conflict rapidly and with fairness, equity and justice for all students, present and future. This Faculty further expresses the expectation that the last resort of force will not have to be used.

Since, for students of the School of Engineering, lengthy continued disruption of their education causes irreparable harm, and in response to students' requests we urge that, pending a settlement, the President attempt to devise interim arrangements for instruction of Engineering students.

At this critical time in the history of The City College, this Faculty has the further obligation to speak out about the so-called "demands" that are the immediate cause of the present crisis. We are confident that the drastic actions in presenting these demands were totally unnecessary and were for dramatic impact and shock value.

With reference to orientation programs, this Faculty believes that they should not be racially segregated de jure but should be arranged to be relevant to the students' academic, professional and personal interests; that participation on the part of students should be voluntary and that the Engineering Faculty should play a leading role for Engineering students. This program is in long-standing need of reform.

This Faculty, for lack of adequate information, expresses no view on the validity of Afro-American Studies or Puerto-Rican Studies as disciplines, departments or schools. Apparently such programs are to be instituted by a sister Faculty in this College and we express confidence that programs so instituted will have depth, content and scholarship. When courses in such programs are available this Faculty will consider adding them to its list of non-technical electives.

Except for the objectives of the SEEK Program, adequate information on its operation, procedures or grievances has not been available to this Faculty, hence, it can express no opinion on the related "demand."

Reaction to the "demand" requiring students majoring in Education to take Spanish language courses is a primary responsibility of the Faculty of the School of Education. Professional schools are obliged to produce persons of appropriate professional competence and should be guided by the standards of recognized accrediting agencies as well as the needs of major employers of their graduates.

On the question of admissions, this Faculty is deeply committed to the principle that admission to The City College should be based on objective evidence of applicants' preparation for College work and not on an applicant's race nor on his religion nor on his national origin nor on any other irrelevant standard. This Faculty also believes that persons with ability but with inadequate preparation can be offered preparatory education - as is done in SEEK - so as to compensate for inadequacies; the Engineering Faculty offers its services to this end. This Faculty believes further that all students from poverty homes should receive stipends as do certain SEEK students. Yet, this Faculty recognizes that in a more perfect society the composition of the College would indeed reflect the racial, ethnic and religious composition of the City of New York. We urge experimentation and development of admission procedures which will move the College in this direction as rapidly as possible consistent with quality education.

However, we assert that the College should not be crippled because of wrongs which it did not create but which it and its illustrious alumni have struggled continuously to set right.

This Faculty urges The Board of Higher Education to take rapid action on public higher education needs in the City of New York, with innovation as well as conventional approaches to education. The Board should seek additional funds to meet all needs promptly.

MEMO: TO MEMBERS OF THE COLLEGE!

SUBJECT: Tentative Outline of Themes for All-College Conference on April 30, 1969. This is a preview of topics that will be discussed on the day of the conference and the issues involved. Members of the faculty will be asked to discuss some of these issues during a class hour ... as an introduction to the All-College Conference.

These issues were formulated by students, faculty, and administration who reflect varied views within the college community. This group has been working together since March 1, 1969 in an effort to make this conference a meaningful and relevant means of communication among all segments of the college community. This can only occur if you are ready, and willing to express your views (in person) on April 30th.

There will be general sessions and (many) small group discussions involving students, faculty administration and staff.

PROPOSED ISSUES

ETHNIC SEPARATISM AT CCNY:
ITS IMPACT ON THE PERSON,
HIS GROUP, AND THE COLLEGE

THE MASSIVE CITY COLLEGE
COMMUTERIVERSITY:
ITS DEHUMANIZING EFFECT ON
STUDENTS AND FACULTY

THE CITY COLLEGE AND THE
LARGER SOCIETY

EXAMPLES OF DISCUSSION AREAS

Institutionalized Racism,
Self-segregation of ethnic groups on campus
Black & Puerto Rican Demands,
Black & Puerto Rican Studies Program.

Students perception of faculty,
Faculty perception of students,
Vocational training or education,
Intellectual independence and the classroom
Student: IBM number or person?
What are the remedies?

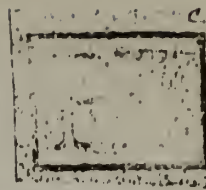
The relationship of the college to the
local community:
Social Agency or Ivory Tower
The relationship of the college to
government and industry:
Recruitment
Acts of disruption: What to do?

A system of recording in the small group discussions has been designed so that we will be able to translate the talk of the conference into specific proposals for action that will lead to real change in the college.

The Conference Formula:
Dialogue + Action \longleftrightarrow Change.

PROGRESSIVE
LABOR
PARTY
STATEMENT

FIGHT RACISM



Students are on strike at City today because they understand this is a racist university, and that to fight racism it is necessary to fight against the Gallagher Administration.

How is the University Racist?

Look around. Who sweeps the floors in Wagner and Sheppard? Who serves you food in the cafeteria? Black and Latin American workers. They have terrible working conditions and treatment, and get wages in the range of \$1.60 to \$2.00 an hour. What kind of school is kept running by their hard work? A school that has a Psych. course in which Prof. Bard teaches how the police can better maintain law and order in the Black and Puerto Rican ghettos. (Law and order means protecting landlords, storeowners and bosses from the people.) A school whose ROTC program trains officers to lead GI's to fight against the Vietnamese people, and to put down ghetto rebellions and strikes by Black and White workers. A school whose education department trains administrators and teachers to believe that, for one "sociological" reason or another, non-white children cannot learn. A school whose Soc., Psych. and Poly. Sci. Depts. at the same time teach that the main reason for the poverty of Black and Puerto Rican (and white) working people is--that they aren't educated enough.

Why are CCNY and other universities like this? Because they are run by a class that profits from the racism in society as a whole, and uses the universities as one weapon in helping to maintain those profits. That class is composed of the owners of the major corporations and banks in this country -- the imperialists. They benefit from the capitalist system by keeping, in the form of profits, a big part of what the working class produces. In their drive to maximize profits, they super-exploit--take even more from--non-white workers in Africa, Asia, Latin America and at home. They use racist ideology--lies that non-white people are inferior--to "justify" this super-exploitation and the oppression necessary to maintain it (the Vietnam war, police brutality), just as they used it to "justify" slavery. By teaching white workers and students racism, subtly or crudely, in the newspapers, on television, and at CCNY, they split apart people who have a common interest in opposing racism and exploitation, and thus make it easier to maintain their rule, and profits.

THE WAY TO FIGHT RACISM ON CAMPUS IS TO ATTACK IT AT THE ROOTS.

At City we should fight to stop Bard's racist course and ROTC, and be ready to support campus workers in their struggles, and to support the struggles of the people of Harlem. We in the CCNY Progressive Labor Club feel that we have not done enough of the necessary work to help build these struggles, and we want to join with others in getting such campaigns going. We should follow the example of Black students at an agricultural college in North Carolina who allied with striking cafeteria workers and together fought the police. And from Columbia and Harvard students fighting against ROTC and university plans to expand by evicting working-class families.

The Demons of the State Don't Attack Racism (OVER)

The demands of the strike do not attack the racist nature of the university. To demand a Black studies program is to demand that the Administration expand its racist education into another area. To fight to make this department "autonomous," or "run by students," or "serve the community" will not change its nature. The ruling class will never teach the true history of the Black people in its schools. Because that history exposes instead of "justifying" capitalist super-exploitation, and would lead students to see the necessity of overthrowing capitalism to end Black oppression. To demand that our education be "relevant" or "pro-working class" is to foster illusions that under capitalism the schools can "serve the people." The capitalists would close the schools first. The open admissions demand echoes the ruling class--the problem of working people is not enough education. But the problem in this society is exploitation--bosses living off the backs of workers. As long as the capitalists have state power (control of the police and the army) the schools will continue to serve their interest--to be racist and imperialist.

Many people, though, oppose the demands of the strike for racist reasons, such as "it will lower the standards of the school" if more Black and Puerto Rican students are admitted. These "standards" are set by the bourgeoisie for a university that serves them. Racist ideas like these must be fought if white students are to be able to ally with Black students on a pro-working class basis.

DEFEAT RACISM, BUILD A WORKER-STUDENT ALLIANCE

The demands of the strike reflect ideologies known as "student power" and nationalism. Student power denies the class role of the university. It says that students should control the university because they are most concerned and affected. The only "student power" the imperialists and their Administrations will grant is committees of students that do exactly what the imperialists want, like "student" governments.

Nationalism also denies the class nature of the university. It leads to demands for Black Studies Departments as the answer to the university's racism. But these departments will only be used against Black (and all) workers, who are the great majority of the Black people, just as the study of "white" history is used against the working class. Nationalism feeds into "student power" demands -- that the students should control the school while the workers pay for it.

Education in this country will serve the imperialists until their system is smashed and the working class, Black and white, takes state power. Black workers have a special role to play in this fight--by struggling against their special oppression they are leading all the workers to a higher level of struggle. By fighting against racism and exploitation on a class basis, and by allying with workers, students can play an important part in developing this revolutionary movement. Black students, who have led some of the most militant struggles in the student movement, and who have the closest ties to the working class, can lead the way in this regard. This means building struggles against Bard's course, ROTC and other forms of racism at City College.

Issued by the CCNY Progressive Labor Club.

New York Times, May 1st, 1969

VANDALS DISTURB BROOKLYN CAMPUS

Students Invade President's
Office; Raise Havoc and
Upset College Meeting

By MURRAY SCHUMACH

Between 150 and 200 Brooklyn College students, including many who were Negro and Puerto Rican, broke into the president's office yesterday, vandalized it and created general disorder there for three hours.

They threw a lampshade from the second-floor balcony, started a small fire with mail in the office, smashed an end-table and ripped out telephone wires. In the melee a college reporter was threatened and his notes ripped up.

The students left when reports circulated that the police were on their way. They said it was better for them to continue their activities on the campus than to be arrested.

18 Demands Made

They made their way into the office suite and reception room at a time when administrative officials were assembled to discuss with student representatives a list of 18 demands, including special tuition for black and Puerto Rican students.

The invading radical students, who were trying to force the locked door when they were admitted, sought, among other things, open admission of all Negro and Puerto Rican students, abolition of mandatory attendance and required courses.

Other municipal schools of higher education were also in various stages of breakdown during the day. The developments included these:

At City College, where the entire school continued closed, the president, Dr. Buell G. Gallagher, told a faculty meeting he was hopeful of a speedy return to normalcy. But it seemed likely the college would remain closed the rest of this week.



INVASION: Brooklyn College students on balcony outside the office of the school's president, Dr. George A. Peck. They had broken into office, occupying it for three hours.

Rally Precedes Outbreak

Louis Nunez, one of two Puerto Rican members on the 21-man Board of Higher Education, called on the body to arrange an emergency meeting for dealing with turmoil at city colleges on a citywide basis, instead of letting each school work out its own approach.

The two-day occupation of one of Manhattan Community College's two midtown campuses ended last night following a seven-and-a-half-hour faculty meeting that discussed demands of the Third World Coalition for a minority studies program and a greater role in policy-making.

The outbreak at Brooklyn College was preceded by a half-hour rally that began at 12:30 P.M. on the steps of Boylan Hall.

At 1:15, a radical group, which did not include either Puerto Ricans or Negroes, assembled. It was joined by two other groups, which included members of the Puerto Rican Alliance and the Brooklyn League of Afro-American Collegians.

Someone shouted, as they

New York Times, May 1st (Cont'd)

gathered in front of Boylan Hall:

"We're not taking any more from the president!"

Representatives of the acting president, George Peck, were inside his office at the time, preparing to resume meetings with student representatives on demands affecting Negro and Puerto Rican students. These negotiations had begun last Friday.

The scores of students then charged into the building and up to the second floor, where they began hurling themselves against the locked door. To prevent the door from being shattered, someone opened it from the inside.

Vandalism Breaks Out

As the students hurt into the office, one Negro student from the outside punched a Negro student inside. The marauders then swarmed through the suite of offices and out onto the balcony.

Some had cans of paint with which they sprayed "Revolution" and "Power" on the outside of the building and similar revolutionary slogans on the walls inside the office.

While they remained in the office, they refused to allow the five administrative officials and 10 students' representatives to resume talks. The president was away at the time.

The invaders left at about 4:30 P.M. when there were false reports of policemen on the campus.

The City College situation while it continued tense, was without any violence or disturbance yesterday. The college was ordered closed last Tuesday by order of Dr. Buell G. Gallagher, president, some hours after Negro and Puerto Rican students had locked themselves within iron gates and cut off access to the buildings on the South Campus.

Demands by the demonstrators include a much larger percentage of freshman admissions for Negro and Puerto Rican students.

Secret Negotiations

At the faculty meeting yesterday, attended by about 500 persons, the three faculty members who have joined with Dr. Gallagher in negotiating in secret with representatives of the demonstrators, assured the faculty that the school's scholastic standards would not be permitted to deteriorate.

Dr. Gallagher, in his report on the negotiations so far, refused to give any details, but he indicated that progress was being made, saying he hoped

that "we can speedily arrive at what I know will not only be acceptable to the university but also to the city."

He declined later to say what he had had the hopes of a speedy settlement on.

In support of Dr. Gallagher's insistence that he would not call the police while negotiations were proceeding, Mayor Lindsay issued the following statement:

Dismissals Reversed

"President Gallagher has asked me for a public statement that city police will not be sent to the city college campus. I have advised Dr. Gallagher that city policy is, and always has been in my administration, that police are never sent onto a university campus except at the specific request of the president of the university."

But State Senator John J. Marchi, an opponent of the Mayor in the quest for the Republican nomination for Mayor, attacked Mr. Lindsay "for not taking swift police action" to cope with demonstrations on the City University campuses.

At Queensborough Community College, the president, Kurt P. Schmeller, said yesterday that at least two of the three faculty members he dismissed "summarily" last week for participating in sit-ins would be reinstated in the fall.

The two are Dr. Steven Engelman of the English department and Dr. Robert MacDonald of the social science department.

The third is Dr. Donald Silberman of the English department. Dr. Schmeller said no action had yet been taken on Dr. Silberman's appointment. It was Dr. Schmeller's failure to reappoint Dr. Silberman after he had been recommended by his department that touched off the original protest.

Court Action Delayed

Dr. Schmeller made his statement in a memo yesterday to department heads. He said it was "in response to the concern expressed" at a faculty meeting last Friday.

At that meeting the faculty voted overwhelmingly for reinstatement of the ousted faculty members.

Earlier Dr. Schmeller had termed "somewhat frustrating" an action in Queens Supreme Court yesterday morning that delayed until May 12 further moves on a restraining order against the sit-ins.

The sit-ins are now in the second week of an occupation of the fourth floor lobby area

of the college's library-administration building.

Asked if he would call the police in the face of the court delay, Dr. Schmeller said: "This does not preclude our taking any action we deem necessary."

At Queens College in Flushing, student demonstrators kept up their blockade of the main 13-story administration building, preventing faculty and administrative workers from reaching their offices.

Students refused to allow food to be brought up the stairs to the few administrative and faculty personnel who had remained behind to protect records when the blockade began.

Some food was hoisted up on a rope.

Mr. Nunez, in calling yesterday for the emergency meeting by the Board of Higher Education to consider campus turmoil at city colleges here, said in an interview:

"Nobody knows how to handle this thing. It's all new. But a policy and strategy for handling it must be developed at the top level immediately."

New York Times, May 2, 1969

COURT TEST DUE ON CITY COLLEGE

Gallagher Must Show Why School Shouldn't Be Open

By MURRAY SCHUMACH

Two show-cause orders were served yesterday upon Dr. Buell G. Gallagher, president of City College, in an effort to force him to reopen the school, which he closed last week after a student lock-in.

Dr. Gallagher, the Board of Higher Education and Albert H. Bowker, Chancellor of the City University, are asked to show in State Supreme Court on Monday why they should not reopen City College "to all duly enrolled students and to immediately commence the conduct of collegiate instruction, as provided for by the Education Law."

One of the writs was obtained by Representative Marino Biaggi, and the other by the Jewish Defense League. They represented individual students. The orders were signed by Justice Sidney A. Fine.

Dr. Gallagher ordered college classes discontinued a week ago Tuesday after 200 Negro and Puerto Rican students locked themselves inside gates of the South Campus, closing off access to eight of the school's 22 buildings.

Racial Demand Made

A key demand of the dissidents is that 50 per cent of the freshmen admissions to City College be comprised of Negro and Puerto Rican high school graduates. At present they represent about 15 per cent of the 20,000 students at City College. The demonstrators say the 50 per cent figure would reflect the percentage of Negroes and Puerto Ricans in the city high schools.

The present admissions policy of City College is based on high school grades; students with the highest averages get in.

However, there is also a SFEK program, under which Negro and Puerto Rican high school graduates whose grades are not up to the standards are taught for between six months and a year. If they show promise, they are admitted into the college as matriculating students. About 600 students are currently in this program.

The 50 per cent demand of the Negro and Puerto Rican dissidents has been discussed in closed meetings by Dr. Gallagher, representatives of the dissatisfied students and a few faculty members. The talks

were continuing last night, with no indication of substantial progress.

On the surface, however, the college remained peaceful. The dissident students were still standing inside the barricaded and chained gates. Inside another gate a small group of extremist white radicals was entrenched.

For a time yesterday, during the noon hour, a few dozen students who want the school reopened met and talked on the sidewalk on the North Campus. They said they were planning a larger rally today.

In a statement about the show-cause order, Representative Biaggi said:

"The officials who govern the college have capitulated to the rebellious students by closing the college. As a result, the students who want to get an education have been locked out of the college of their choice. This is basically the issue, and it is a matter of deep principle. For that reason, we are handling this case without a fee."

Dr. Gallagher's comment after accepting service of the two writs in his office, was that he

would "turn them over to counsel."

The legal development was the first real pressure for the reopening of the college since last Friday, when some 700 students and the bulk of the engineering faculty kept the engineering school going. However, at Dr. Gallagher's insistence later, the engineering division was not reopened.

At Brooklyn College yesterday, about 100 white students discussed tactics in one of the buildings to compel the administration to yield to 18 demands of Negro and Puerto Rican students, including open admission to the college by high school graduates of those groups. They went to Boylan Hall to take over the admissions office, but found it locked.

Apart from the small contingents, classes at Brooklyn College continued in fairly normal fashion. There was, however, considerable discussion among students and faculty of the events of Wednesday, when white radicals, along with Negro and Puerto Rican students, vandalized the office of the acting college president, Dr. George A. Peck.

Antiwar Students in Sydney Throw Fruit at Governor

Special to The New York Times

SYDNEY, Australia, May 1—Students opposed to the Vietnam war pelted Sir Roden Cutler, the Governor of New South Wales, with tomatoes, apples and oranges when he visited Sydney University today.

They jostled and pushed him when he inspected a guard of honor from the Sydney University regiment. One student threw himself at the Governor's feet shouting "Stop the Governor!" Sir Roden, who lost his right leg and won the Victoria Cross in the Australian Army during World War II staggered forward after losing his balance and two of his aides had to steady him.

Approximately 40 students, led by members of the Students for a Democratic Society and the University Labor Club, were demonstrating against the existence of the university regiment, against conscription and against Australian participation in the war.

City College Agreement Reached

By THOMAS F. BRADY

Dr. Buell G. Gallagher, the president of City College, has reportedly worked out the broad outlines of an agreement with Negro and Puerto Rican students that will reopen the college peacefully before a court order can reopen it with a risk of violence.

He was negotiating last night to work out final details under a Monday deadline that appeared to have been fixed by City Controller Mario A. Procaccino, a City College alumnus and candidate for Mayor.

Mr. Procaccino obtained a court order yesterday that prohibited Dr. Gallagher, Dr. Albert H. Bowker, the chancellor of the City University, and the Board of Higher Education from continuing to close the City College.

Dr. Gallagher said after the order was served on him yesterday afternoon in his office that Mr. Procaccino's attorney had agreed to hold in abeyance until a hearing Monday that part of the order requiring immediate reopening of City College.

The office of Jacob D. Fuchsberg, Mr. Procaccino's attorney, declined to comment last night on Dr. Gallagher's statement on the temporary agreement.

Dr. Gallagher had ordered the college closed April 22 after black and Puerto Rican students had occupied the south campus of City College. They were still holding it last night, and any effort to drive them out was viewed by faculty members not only as risking violence but also as likely to alienate the surrounding Harlem community.

Francis X. Smith, President

Settlement Reported by Dr. Gallagher as Court Acts

of the City Council and Mr. Procaccino's running mate in the campaign, was associated with the mayoral candidate in obtaining the court order. It was signed by Supreme Court Justice Edward T. M. McCaffrey. Two similar orders were obtained yesterday by other groups calling for hearings Monday on reopening the campus.

Mr. Procaccino said he had taken action because he was an alumnus and had taught at City College for more than 10 years. He called it "criminal" to halt the education of 18,000 students because of the Negro and Puerto Rican protest and said more than a million dollars had been wasted by the shutdown.

Asked about the broad agreement in view with the militant students, Dr. Gallagher said his only comment would be that he had called a meeting of the full faculty of the college for tomorrow afternoon and the first meeting of the newly chosen college senate for Monday morning.

Sources close to the negotiators said these meetings would be asked to endorse the agreement. It would still have also to be approved by the city's Board of Higher Education, by the chancellor of the City University, and probably later by the faculties of other colleges of the university, since it concerns admission policy. The students had demanded

open admission to the City University for all city high school graduates, and while physical and financial facilities for this expansion were awaited, an admission policy based on the proportion of ethnic groups in New York City high schools. Negroes and Puerto Ricans constitute more than 40 per cent of high school students.

The broad outline of the proposed agreement between Dr. Gallagher and the militant students reportedly does not use the words black or Puerto Rican and does not mention ethnic proportions. Instead, it is said to deal with proportions of academically and economically underprivileged students to be admitted.

A resolution adopted yesterday by the faculty council of the College of Liberal Arts and Sciences, regarded as foreshadowing the agreement, said, "We recommend an open admissions policy for the City University as a whole." It also said that pending implementation of this policy, distribution of admissions should be changed according to proposals "such as the report of the ad hoc committee" appended to the resolution.

3 Categories Listed

This report specifies these categories of students to be admitted:

Those who spend two of their four high school years in high schools that send very few students to college.

Those from poverty areas as defined by New York State law.

Those with "normal" academic admission qualifications.

The proportion of each category to be admitted, according to the formula in the report, would be the same as the proportion of applications in each category to the total number of applications. The report recommended that selection within the two underprivileged categories be carried out by a special university committee.

A member of Dr. Gallagher's faculty committee that has participated in the negotiations with the black and Puerto Rican students said last night that the students had submitted a proposal based on the ad hoc report that had the virtue of assuring specific help to underprivileged white students.

The faculty resolution of yesterday specified that whatever admission standards were adopted, "they must be designed to maintain the educational quality of the university."

The ad hoc report stressed the need for "supportive services," that is special instruction for students with inadequate academic preparation, before they begin a study program leading to a degree. Such instruction is already in progress at the university with Federal and state funds provided under the SFEK (Search for Education, Enlightenment and Knowledge) program.

Representative Adam Clayton Powell of Harlem visited the occupied south campus at City College last night and emerged to tell a crowd of 150 on the sidewalk at the gates:

"Don't give up the struggle. Keep the faith, baby, and to hell with the injunction of Mario Procaccino. I have fought the courts for eight years. I fought 100 judges. They said I was wrong but I won."

The main gates of the south campus at 133d Street and Convent Avenue bore a sign reading "Harlem University." In the daytime there has been a pretty constant coming and going of blacks and Puerto Ricans, including youngsters with shopping bags of food.

The other day one occupier asked for chicken, and when a young shopper said, "I've got bologna," the militant replied, "I'm tired of that. I've got to have some chicken." Black faculty members, who have announced their support of the students, visit the south campus frequently.

New York, Post, May 7, 1969

The 3 Calm Campuses of City U

By NEIL OFFEN

There are City University colleges which haven't erupted in student violence.

At Baruch College, the last major confrontation anyone remembers was when 300 students threatened a sit-in if the Dean of Students shaved off his beard.

At Hunter College, students for a Democratic Society hasn't bothered to organize.

At Lehman College, the major demonstration in the past year was when students objected to the name Lehman. (It used to be Hunter College in the Bronx.)

"Why have we remained cool?" said Fred Phelps, a psychology teacher and student counselor at Lehman. "I don't

know. We're no different than the other CUNY campuses."

"The students here," said Baruch Dean of Students Robert Newton "aren't atypical. They're just as concerned and just as militant as at the other city colleges."

But while most students, faculty and administrators at the three schools denied that students there "aren't typical," there are differences.

The major difference at Baruch, one-building college in Manhattan that used to be CCNY's business school, is that the majority of students work.

"People will go to classes from nine to one here," said Larry Brooks, a Baruch junior, "and then run uptown to work in

their accounting offices. They're only interested in getting a degree here so that then they can work fulltime."

Dean Newton, who has retained his beard, offers some other reasons. "Everybody here has a great capacity for accommodation and reason," he said. "The faculty and the administration have listened to what the students have said. We've acted, not reacted."

"We hope the Dean added, "that it isn't luck."

At Hunter, also a one-building school in Manhattan, there is a different reason for the calm.

"Let's face it," said one faculty member, "there are some militant chicks around, but this just can't be as physically militant as boys." Hunter, which was an all-girls school four years ago, is now 75% female.

Edythe Lemelle, a Hunter sophomore who is black and describes herself as a militant, gives another reason.

"First, you've got to give credit to the president here (Dr. Robert Cress), she said. "He's always willing to meet with us and talk and you can work with him. But mainly it's because the kids here all want to become teachers. This is a teacher-training school. They don't care about anything else."

At Lehman, where public relations director Elizabeth Jacobs described the students "as basically apathetic," Dean of Students Glenn Nygreen denied that the school has been calm.

"We're relatively calm," he said. "Only relatively. Who knows what could happen tomorrow?"

Dean Nygreen said the relative calm was due to "an astoundingly flexible faculty which has really tried to be responsive. The students here recognize that things are developing without violence."

Lehman, which is also predominantly female, has had rumblings of late. There were rumors on the large Bronx campus that last week's student government elections were going to be disrupted by militant blacks. Nothing happened.

"It didn't happen that time," said Sam Blank, a senior who is an executive of the student government. "But something is going to happen here. Sure, it's a very quiet campus, but we're all wondering when it's going to explode. Maybe it's because we all feel left out."

The New York Post
May 7, 1969

C.C.N.Y. SHUT DOWN, THEN RACIAL CLASH INJURES 7 WHITES

Club-Swinging Negroes Cap
Violent Day With Battle
on the South Campus

CLASSES TODAY SLATED

Adequate Police Protection
Pledged to Allow School
to Operate Normally

By SYLVAN FOX

A bloody pitched battle between club-swinging black youths and white counter-protesters erupted at City College yesterday shortly after the school had been closed for the day because of a previous series of violent incidents.

At least seven students, all of them white, were injured in the racial fight, which occurred at 11:30 A.M. on the South Campus at 133d Street and St. Nicholas Terrace. Three of the injured were admitted to Knickerbocker Hospital with head wounds.

The battle on the South Campus ended when about 25 black youths who had battled for 10 minutes with an equal number of white students withdrew at the sound of sirens on approaching police cars. There were no arrests.

Announcement Is Cheered

An hour after the battle, which was one of the ugliest in the history of the nation's recent campus violence, a college official announced to a cheering crowd of 500 white counter-demonstrators that City College would be open today "with adequate police protection."

It was the second time in less than a week that white students and black students had clashed on a city campus. Last Friday, groups of blacks and whites fought at Queens College.

At a news conference after the police had restored order, Dr. Buell G. Gallagher, the president of City College, said he had summoned the police because "students were fighting with students, professors were threatened by students, a general atmosphere of harassment and terror prevailed."

Angry Frustration Evident

By midafternoon, about 100 policemen had cleared the campus of hundreds of milling students—most of them opposed to the black and Puerto Rican student protest that had kept the college in turmoil for more than two weeks. For the moment, at least, the tension on the campus subsided.

But there was strong evidence that large numbers among the college's 20,000 students had reached a point of angry frustration about events at the college and were determined to keep the school open even at the price of further violence.

"The general consensus is that everybody is sick and tired of this," a white girl student said. "We want the college open."

The battle on the South Campus came as the climax to several hours of sporadic violence that began at about 9 A.M. In one of these incidents

Continued on Page 42, Column 3

that preceded the South Campus battle, a white girl was robbed at knife point by a group of about 10 black girls and boys in Townsend Harris Hall.

Black students and supporters invaded the Cohen Library and ordered students to leave. Groups of black students and supporters invaded class rooms and disrupted classes.

In a class in Wagner Hall, a group of white students was ordered to leave by the black protesters. The white students refused and a fight broke out in which a girl, Hazel Tchernoff, was beaten and kicked by about 10 black girls and boys, according to the police.

The worst of these early incidents occurred in Steinman Hall, the engineering school.

Blacks Carry Sticks

At about 10 A.M., a dozen black youths began harassing white students trying to attend classes. One of the Negro youths had a golf club, others carried sticks, according to students and professors who were there.

"They told us to get out while we had a chance," a white student said. "One man—a technician—was standing all alone and they just came over and hit him."

Prof. Michael Plummer, who teaches computer science, walked into the building in the midst of the incident. "Someone came up and hit me in the mouth with a fist," he said, displaying a cut lip.

Another professor, Morris Eitenberg, ran to a phone and called the police. Four patrol cars responded, but by the time they arrived on the campus, the black students had left the building.

At about 10:30 A.M., with incidents of violence building ominously, Dr. Gallagher ordered the college closed.

City College had been closed by the black and Puerto Rican occupation of the South Campus for two weeks. On Monday, the North Campus was reopened and on Tuesday, after the occupation ended under the pressure of a restraining order, the entire college was reopened.

With the announcement that the college was closed again, thousands of students poured from classroom buildings and milled about on Convent Avenue. A large crowd massed near the 135th Street gate to the South Campus.

"The University of Harlem is closed," a black student declared, using the name the protesters had given to City College during the South Campus occupation. "Go home or you're going to get hurt."

Hundred of students drifted off the campus. Others remained at the gate.

Whites Hold Gate Open

At 11:10 A.M., a Burns Detective Agency guard began to close the 135th Street gate. White students pushed against it and prevented it from being closed.

"We could keep this open if we wanted to," a girl shouted.

"It's our campus," a boy cried. "Why doesn't everybody move onto the campus. It's our campus. Come on in."

Tentatively at first, but then with growing militance, the counter-protesters moved into the campus. One white student, seized a radical poster and tore it to bits amid cheers from the crowd.

A chant went up: "We want it open, we want it open."

About 300 students flowed through the gate into the South Campus.

At St. Nicholas Terrace, the crowd halted before a locked gate. Outside there were about 50 or 60 black students and other Negro youths.

A white student climbed a tree and pulled down a red flag, evoking more cheers from the white crowd. There was a pause as the white students tried to decide what move to make next.

Then about 25 black youths, some armed with heavy tree branches and two-by-fours, climbed the gate from the outside and halted briefly at the top.

"Go home, go home," a black youth shouted from atop the gate.

Some white students retreated. The black youths dropped to the ground inside the campus.

For a few moments there was a tense standoff. Most of the white students withdrew further.

Then one white student—Leo Naparstek—and two or three black youths got into an angry shouting match. "Go home," the black shouted, "I won't go home," the white youth said.

A black student shoved Mr. Naparstek then smashed him in the face with a fist. Other black youths joined the attack on the youth, whose head was bleeding profusely.

(over)

As soon as the fight between the black youths and Mr. Naparstek broke out, a chaotic free-for-all erupted between the 25 black youths, joined by one or two white radicals, and about an equal number of white student counterdemonstrators also swinging clubs and tree branches.

For about 10 minutes, the battle raged under and near the trees in the grassy area by the gate with both sides swinging wildly. Several white students, including a member of the Student Senate who declined to be identified, were beaten on the head and left with blood streaming from their cuts.

Then as suddenly as it had begun, the battle ended at the sound of approaching police cars. The black youths climbed back over the gate and withdrew, and two or three minutes later, the police arrived

and the crowd of black youths outside the gate dispersed.

Knickerbocker Hospital reported that seven white youths had been treated. They were identified as William Schrammell, 29 years old; Marshall Rubenberg, 20; and Naparstek, 19, who were all admitted in fair condition, and Biagio Mignone, 18; John Bohn, 18; Gerhardt Schmitz, 23; and Jerome Kleinman, 20, who were treated and released.

Within two hours, the police had cleared the South Campus.

At 12:35 P.M. Ira Bloom, executive assistant to the dean of students, told a rally of 500 white counterprotesters that Dr. Gallagher had authorized him to make a statement.

"The college will be open tomorrow," he said, "with adequate police protection."

There were brief cries of "we want Gallagher" and angry warnings that if the college were not kept open today the white counterprotesters would mount a demonstration of their own. Then the crowd dispersed.

Later, the police reported that they had found bottles and a flammable fluid that appeared to be intended for the manufacture of Molotov cocktails. The materials were found hidden behind a security shack at the 133d Street gate to the South Campus, the police said.

Dr. Gallagher met during the afternoon with Dr. Albert H. Bowker, the chancellor of the City University, police officials and Barry H. Gottfried of the Mayor's Urban Task Force.

At a 3 P.M. news conference, Dr. Gallagher said police intervention was necessary "to protect life and restore order."

Dr. Gallagher met yesterday with representatives of the Faculty Senate, and was seeking to arrange meetings with delegates from the Student Senate, the black and Puerto Rican faculty and the black and Puerto Rican student body.

His objective was to find a way to bring all these representatives into negotiating sessions on the black and Puerto Rican student demands for a new City College admissions

policy and a separate black and Puerto Rican studies program.

After the meeting, Dr. Gallagher said his decision to call the police was not a reversal of his previous opposition to calling for police help to end the occupation of the South Campus.

"It is one thing to get the police to keep students from fighting and protect them, and another to send them in to open up a barricaded building or campus, where violence would be inevitable," he said.

Mayor Makes Statement

In a statement late last night, Mayor Lindsay said that he had ordered the police to be stationed throughout the campus today "to guarantee the safety of all students and faculty members," at Dr. Gallagher's request.

He cautioned that if student disorders here and elsewhere were to subside, "we must not give in to fear, or to political demagoguery. Our response must be strong, measured, and accurate."

"These are our own youth," the Mayor continued. "But if police are required to assure peace and public order on campus, as today, they will be used quickly. The laws of the city apply to all citizens. Students are no exception."

DR. GALLAGHER'S STATEMENT

Following is the statement by Dr. Gallagher:

To protect human life we have sealed the campus after a series of serious assaults and fights as college opened this morning. Students were fighting with students, professors were threatened by students, a general atmosphere of harassment and terror prevailed. Police intervention was necessary to protect life and restore order.

This was not a confrontation between an organized or unorganized group of students on the one hand and the college administration on the other. It was a situation of incipient riot, partly led by persons not associated with the college. Police had to be called at once to prevent an escalation. But with the appearance of the police, the roving marauders fled, the general student body gradually dispersed, and the campus now is vacated except for security forces.

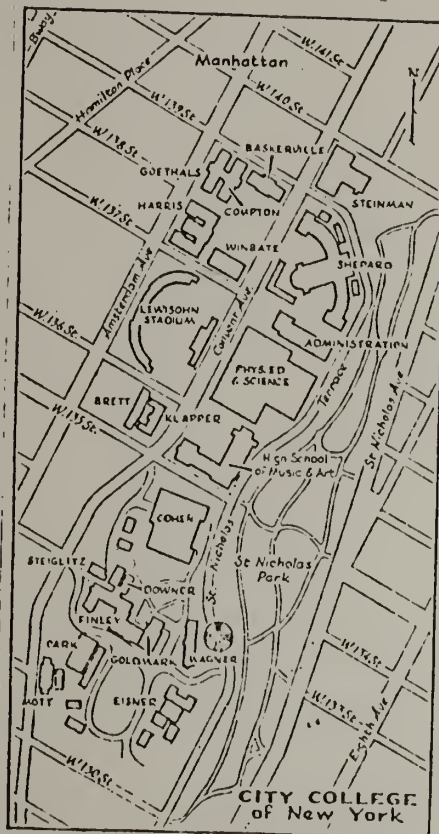
We shall be open tomorrow, under police protection, which will be here solely to prevent a recurrence of violence and disorder. Today's evacuation was accomplished without incident. The only persons injured were those involved in conflicts between students.

The negotiations, which were terminated by the evacuation of south campus Monday night following court injunction, will be resumed just as soon as the black and Puerto Rican student community responds. It is my hope that they will respond soon.

As the negotiations continue, normal college life will also go on. Arrangements are being concluded as to the completion of the college year, examinations, credits and the like. These will be announced tomorrow.

I am sure that our many friends in the community and throughout the city will give full support to our efforts in order that sound decisions may be made in an atmosphere of peace and tranquility, and the future peace of the college and the city assured.

Violence, which evokes counter-violence cannot be the answer, either immediate or permanent. We must learn to live together, brother with brother. I appeal to reason and sanity. Given the opportunity, we can build a college and city on justice and brotherhood and decency.



Scene of battle between City College students (cross)

Statement by Gallagher on Resignation

Following is the text of the statement yesterday by Dr. Buell G. Gallagher announcing his resignation as president of City College:

I have this morning requested the Board of Higher Education to relieve me of my duties and responsibilities as president of the City College at the earliest possible moment and certainly not later than 9 o'clock Monday morning, May 12, 1969.

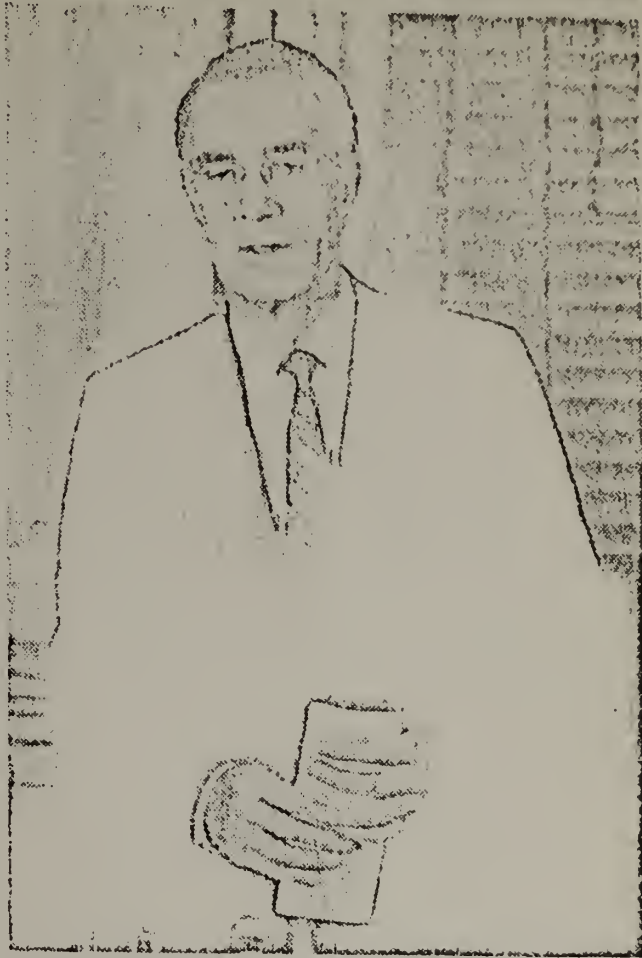
Last February, when the basic outlines of the probable budget for the coming academic year became clear, I submitted my resignation in protest against an unconscionable deprivation of the city's youth. I have watched with dismay as the intervening months have confirmed my fears that no adequate fiscal support would be forthcoming from state and city.

Nevertheless, my purpose had been to see the college through to the end of this academic year. Men and events have made this earlier separation necessary.

I could have wished that the pace of institutional change had kept ahead of rising expectations born of the successes of the civil rights movement, and that there had been a little more patience or compassion mixed with the justifiable rising anger of the poor and the black. But institutional inertia did not yield fast enough and the pressures of long-deferred hope left no room for careful and considered action.

'Frustrations Spawnd'

The frustrations spawned by a society which has inverted its values and reversed its priorities, putting war ahead of human well-being and preferring privilege to justice — these frustrations pushed the on-coming college generation into an activism which over-reaches immediately attainable goals. The resulting strains on the academic community are evident



The New York Times
Dr. Buell G. Gallagher announcing resignation yesterday

throughout the nation and at C.C.N.Y.

My own functions as a reconciler of differences and a catalyst for constructive change have become increasingly difficult to carry out. And with the intrusion of politically motivated outside forces in recent days, it has become impossible to carry on the processes of reason and persuasion.

Confronted today with the final impasse, I must relinquish my post to another man, possibly one of different temperament.

The City of New York and its

great college deserve a future which it had been my hope to help realize more fully. But when the forces of angry rebellion and stern repression clash, the irrepressible conflict is joined. A man of peace, a reconciler, a man of compassion must stand aside for a time and await the moment when sanity returns and brotherhood based on justice becomes a possibility.

TUESDAY, MAY 20

ALL TUESDAY DAY, EVENING AND
GRADUATE CLASSES HAVE BEEN
REPLACED BY CONVOCATIONS

DAY SESSION CONVOCATION: 10:00 A.M.

EVENING AND GRADUATE
CONVOCATION: 6:30 P.M.

THE GREAT HALL

ALL STUDENTS ARE URGED TO ATTEND.

JOIN US!

JOIN US IN OPPOSING RACISM ON CAMPUS !!!!

If you feel that every student should be given an equal chance for a college education REGARDLESS OF RACE, CREED or COLOR, then join us in fighting the racist QUOTA SYSTEM AGREED TO BY CITY COLLEGE.

Racism and separtism are just as hateful and just as stupid when used against whites as it is when used against blacks.

Please sign the petitions and JOIN US TOMORROW, TUESDAY
IN A MASSIVE PROTEST RALLY IN FRONT OF THE LIBRARY. AT 11:00 P.M.

- * League of Concerned Students
- * Students to Preserve the Merit System
- * Christians and Jews For A Truly Democratic Soc.
- * Black Students Against Appeasement
- * The Jewish Defense League

5.26.69

CANDIDATES SCORE DUAL ADMISSIONS FOR CITY COLLEGE

Badillo and Procaccino Join
March in Attacking Plan
on Slum Enrollments

By SYLVAN FOX

The tentative agreement to institute a dual admissions policy that would admit more Negro and Puerto Rican students to City College was attacked yesterday by three mayoral candidates, including Bronx Borough President Herman Badillo.

"In my judgment," said Mr. Badillo, who was born in Puerto Rico, "the implementation of such a policy would lead to two separate and unequal colleges of uncertain quality."

Mr. Badillo, a graduate of City College and a liberal Democrat, thus lined up with other mayoral candidates—both liberals and conservatives—in condemning the admissions plan formulated by City College officials and Negro and Puerto Rican student protesters.

2 Others Score Plan

Also attacking the agreement yesterday were City Controller Mario A. Procaccino, a conservative entrant in the Democratic mayoral primary, and State Senator John J. Marchi, a conservative Republican mayoral candidate.

"An institution for higher learning," Mr. Badillo said, "may waive standards, but I know that the outside world will not. It is for this reason that I oppose the proposed dual admissions policy—because I want to insure that all graduates from the City University now and in the future will be able to compete with any group on the only standards that count: ability and performance."

Mayor Lindsay, who is contesting Mr. Marchi for the Republican mayoral designation, issued a cautiously worded statement urging "everyone to withhold final comment" on the controversial admissions plan "until we learn more" and until the Board of Higher Education "has an opportunity to review it in detail."

Against Quotas

"If this is a quota system," Mr. Lindsay declared, "I am against it."

Former Mayor Robert F. Wagner and Representative James H. Scheuer, both Democratic mayoral candidates, denounced the admissions plan on Saturday. Norman Mailer, who is also a Democratic candidate for Mayor, urged its approval.

The college's 87-member Faculty Senate is scheduled to meet today to continue its discussions of the dual admissions plan. Under the agreement, 50 per cent of City College's 1970 freshman class would come from slum neighborhoods and without regard to academic performance. The Faculty Senate discussed the proposed admissions policy for almost seven hours Friday without voting on it.

A Faculty Senate source said the fate of the plan in the elected faculty body was uncertain.

"A day or two ago," he said, "I would have said it would be approved. Now, of course, with all this political storm brewing, I'm not sure."

The faculty member said influences were at play in the closed Senate meeting that had nothing to do with the beliefs of the faculty representatives.

"I don't think that on conviction alone there would be a sufficient number to swing it," he said. "But there are some who support it out of fear or wanting peace and quiet at any cost."

The New York Times
May 26, 1969

3 Mayoral Candidates Criticize Dual Admissions for C.C.N.Y.

The plan must ultimately be approved or rejected by the 21-member Board of Higher Education. The board is scheduled to meet late today, but a spokesman said he doubted any action would be taken at that time. "In all probability," he said, "there will be a special meeting later in the week. They need a couple of days to study it."

The admissions agreement was formulated by a negotiating team consisting of four faculty members, two representatives of the administration and half a dozen black and Puerto Rican students and teachers. The tentative settlement was reached early Friday morning after 36 hours of continuous negotiation.

The talks came at the end of a turbulent month during which about 150 black and Puerto Rican students occupied the college's South Campus for two weeks and there were subsequent clashes, a rash of fires and a massive police presence on the campus.

In his declaration of opposition to the plan, Mr. Badillo said:

"I strongly oppose the proposed policy for a dual admissions system at the City College under which half of the freshman class will be from the slums and admitted without regard to grades and the remaining half will be admitted on the basis of scholarship criteria.

"In my judgment, the implementation of such a policy would lead to two separate and unequal colleges of uncertain quality and would merely constitute an extension of the educational disaster of New York City public schools into the system of higher education, with no benefit to the children involved whether they be white, black or Puerto Rican."

Mr. Badillo called for a strengthening of the SEEK (Search for Education, Elevation and Knowledge) pre-baccalaureate program for disadvantaged youth and warned that the plan proposed by the Negro and Puerto Rican students and negotiators for the college would make a City College degree "as worthless" as the "general" high school diploma issued to students who do not intend to go on to college.

"No benefit can result either to society or to the students from such a policy," he said. "Rather the disillusion will be deeper since it will be founded upon greater expectations."

In his statement, Mayor Lindsay noted that the Board of Higher Education was committed to accepting every high school graduate in the city with an average of 82 per cent or better. "The city has a right to

expect the Board of Higher Education to keep that commitment," Mr. Lindsay said.

Fear has been expressed that if the 50-50 dual admission plan were instituted at City College, the school would be forced to raise its academic cut-off average above 82 because of the limited number of places in any freshman class.

A spokesman for the City University said yesterday that "with the proper financial support," this would not be necessary since the freshman class could be expanded to meet the needs of both the disadvantaged group and those academically prepared.

"But," the spokesman said, "there's no indication that such resources are available now."

Another solution, he said, would be to shift academically prepared students from City College to other units of the City University. This is considered unrealistic, however, since similar new admissions policies are being demanded at Queens and Brooklyn Colleges.

The Mayor said he would support "any additional steps which the Board of Higher Education sees fit to take to expand educational opportunities for disadvantaged students," provided they do not set up a quota system or violate the board's commitment to admit all students with averages of 82 or higher.

Mr. Procaccino, who is like Mr. Badillo a City College graduate, called the admissions plan "unfair and discriminatory" and warned that it "will result in the exclusion of intelligent, qualified and ambitious students."

Appearing on the WHN program "New York Speaks Out," Mr. Procaccino declared: "I favor the merit system, not the quota system."

Mr. Procaccino said later that he was prepared to institute a suit against City College if the admissions plan was approved by the Faculty Senate and the Board of Higher Education.

Senator Marchi described the admissions plan as "a completely unacceptable proposal," asserting: "It would prostitute academic standards and irrevocably prejudice the accreditation and standing of the college."

Mr. Marchi suggested that a system be devised to permit "equalizing of opportunities" within school districts, so that college aspirants in Harlem, for example, compete only against other Harlem students and not against students from more affluent areas of the city for City College places.

"A quota system based on race," Mr. Marchi said, "is something we've been struggling for years to get out of."

City College Faculty Is Divided Over Dual Admissions

By ISRAEL SHENKER

Balancing their concern for the communities they serve, the students they teach and the institution that employs them, professors at City College yesterday discussed a tentative agreement that 50 per cent of each incoming class be made up of students from slums without regard to scholastic standings.

Following are excerpts from interviews on the dual-admissions policy:

ARTHUR WALDHORN, Professor of English—I support the dual-track admissions proposal. I have no doubts about the problems that attend its acceptance, problems involving funding, facilities and recruitment of personnel. I have no doubt either—and this is why I shall vote for the proposal—that the stop-gap and piecemeal measures currently operative are unfair, unrealistic and unconvincing.

What lies ahead is not separatism, but a remedial program that will tap a vast reservoir of black and Puerto Rican students who, when judged academically ready, will be channeled into the mainstream of academic competition.

For the college to reject this opportunity to serve the geographical community would be socially irresponsible; for the college to refuse to train a potential body of young scholars, scientists and professional workers would be educationally and morally untenable.

LEO HAMALIAN, associate professor of English—I think it's workable. It ought to be understood that no one who qualifies for City College by present standards of admission is likely to be deprived from attending City College in the future.

On the second track, based on potential rather than performance, students will be drawn largely from those graduating from eight

PHILIP BAUMEL, associate professor of physics—I am in sympathy with the goal of removing the social, educational and economic disadvantages which now afflict the blacks and Puerto Ricans and which motivate the demand for dual-admissions system. Further, I agree that non-numerical methods of selection of students may be valid.

However, I have as yet seen no evidence that a mass public education system can adequately select on graduation, by methods other than achievement, a significant number of students who have potential for conventional higher education.

Nor have I seen evidence that adequate, effective remedial services can be pro-

vided for educationally disadvantaged students by a mass educational system. I also have seen no evidence that a system with selection of students not based on achievement and with college providing secondary school training can have any positive effects on high schools.

Since the dangers of this policy to the academic quality and reputation of City College are clear, and since I don't see how luck or precipitous action can cause further damage to the blacks and Puerto Ricans, I can support only a pilot program. Such a pilot program should be designed to provide information about the educational hypotheses underlying the proposal.

MORRIS EITZBERG, chairman of the electrical engineering department—Educational statistics indicate that the most reliable criterion for estimating future performance in college has been performance in high school. For that reason, admission to college should be based on high-school performance.

For "late bloomers," the high-school grade average may not reflect improved status at graduation. Therefore our present practice is to use Scholastic Achievement Tests to generate a composite score for judging admissions.

However, for the educationally disadvantaged, who require a remedial pre-baccalaureate program, admission should be based upon examination at the end of this remedial program. Thus, I am in favor of a single admissions policy for all—based on academic achievement measured in the most appropriate way.

HOWARD L. ADELSON, professor of history—I'm opposed to the dual-admissions system on a number of grounds. It involves a concealed quota system, and having seen the text of the agreement, any amendments passed to that agreement will only serve to obscure the quota arrangements involved.

The proposal does necessitate a decrease in the number of merited admissions and a variety of racism, which must be abhorrent to any rational human being. It will result in a sharp decline in the standards of the college, or in setting up two colleges, neither of which will function effectively.

We would be well advised to replace our present proposal for the disadvantaged with one that trained them adequately, so that they could enter our regular programs and compete effectively.

Such an alternative is before the Board of Education, and I think it presents a great many workable suggestions. We feel that the administration of the university has been toying with the lives of students, particularly disadvantaged students, rather than attempting to better their lot, and we resent deeply the fact that they are playing games with them rather than training them to achieve their proper status in the community. These students are entitled to the best we can give, and not merely fraud.



Hamalian



Waldhorn

New York Times, May 27 (Cont'd)

MARNIN FEINSTEIN, associate professor in the classical languages and Hebrew department — The alleged injustice which the proposed policy, gained by threat and violence, aims to correct, represents the height of calculated, actual injustice. Its acceptance, in addition to jeopardizing the future of City College as a fine center of learning, will reintroduce the reprehensible quota system characteristic of most American universities until very recently.

At City College not a single student was ever rejected on the basis of race, religion, color or ethnic grouping. Scholarship has always been the sole criterion. As a result of its high entrance requirements, it has given this country men such as Felix Frankfurter, the late Robert F. Wagner, Bernard Baruch, Jonas Salk, the Nobel laureates Robert Hofstadter and Arthur Kornberg.

To introduce a policy of brazen discrimination would be to deny college education to thousands of proven students whose parents for the most part are in the low-middle-income grouping and unable to send their children to private colleges.

Black and Puerto Rican people deserve a college education. But this must be done in an equitable and constructive fashion, along the lines of community colleges, with provisions for remedial work.

HUBERT PARK BECK, associate professor of education. If put into effect without severe modification, the proposal would be an educational disaster. It ignores the experience of the Midwest state universities and the community college development in this state.

The negotiations were conducted like a kidnap gang's negotiations, with the so-called representatives of the faculty and of the administration fearful that the college would be invaded from Harlem and destroyed. On the other side of the table were 19-year-olds whose concept of how the world operates is hardly adequate to their demands.

City College has no special magic by which student shortcomings — 18 years in the making — can be quickly overcome. A year's study commission is what is needed in effect a constructive outcome and prevent more gangster-like acts on the part of impatient students.

ALFRED H. CONRAD, chairman of the economics department—The City Uni-



Conrad

versity has repeatedly stated its dual responsibility—first, to provide high-quality education, and second, to offer the opportunity for that education to all the secondary school graduates of the city. The evidence has been more uncomfortably obvious every year that a large part of the city's student population does not have that opportunity under the traditional admissions standards.

The admissions policy of the black and Puerto Rican student community aims to correct that failure of opportunity. It does not impose any quota system. It seeks, rather, to offer a place in the college to public high-school

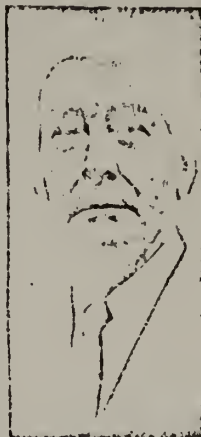
graduates whose potential has been masked by frustration and hopelessness in the high schools.

The new policy would make City College a more exciting place, with an intellectually richer student body, ready to come more directly to grips with the most serious problems of our society.

JAY SCHULMAN, assistant professor of sociology—The problem is how to provide admissions for many more black and Puerto Rican youths, and to assure them and students entering the college through the competitive route an excellent education. The dual-track system provides the possibility of maintaining the competitive path while seeking out disadvantaged youth of potential in selected high schools.

There is a high probability that student motivation in these schools will rise with an accompanying increase in constructive participation. The presence of these students will bring on a rush of long overdue educational reforms as well as risks. The alternative is more tokenism, an approach that will surely ruin the college for all students. The burden is on those who oppose the plan to provide a better and more just transition to open enrollment.

BAILEY HARVEY, professor of speech — Dual admission to City College instruction is a fact at present. The school of General Studies and the SEEK program are admirable approaches to preparing certain



Harvey

students for regular matriculation. It is desirable that all avenues beyond SEEK's province be used to find students with other types of potential who could be fitted for matriculation.

This responsibility of the city, the City University and the City College can be met without changing the matriculation standards now current for regular applicants. If matriculation standards are waived under some interpretations of dual admissions, I believe the effect would be deplorable.

Alumni of C.C.N.Y. Reflect Uneasiness Over

Dual Admissions Plan

BY ARD WEINRAUB

The emotional conflict over the proposed new dual admissions policy at City College has not only stirred the faculty, the student body and the administration but also the alumni: the men and women who entered City College on the basis of high school grades and competitive exams and moved upon graduation into the sciences, the arts, business.

Reflecting the uneasiness and ambivalence within and outside City College, alumni have been discussing proposed plan under which half the freshman class would be from slum areas and admitted to the school without traditional scholastic criteria.

Whatever the decision of the Board of Higher Education—which must approve the plan—the new admissions policy has clearly spurred discussions and raised issues among blacks and whites, students and teachers, City College alumni and graduates of other schools.

The following are excerpts from interviews on the dual admissions policy with City College alumni.

DR. JONAS E. SALK, class of 1934, developer of polio vaccine and director of the



Salk

Salk Institute for Biological Studies in San Diego—Colleges and universities are not ivory towers for self-serving purposes. They must be part of the life of the community that supports them. They must also help young people grow and fulfill the potential of their lives and the lives of others.

But service to oneself and to others is an essential part of individual fulfillment; and for this, all must serve excellence. About this there can be no compromise.

Let us create community colleges for all who desire to grow and let us also preserve the best that has already been created. Let us not compromise excellence. Let us create more excellence. Let us replace injustice with justice.

Let City College continue to deserve its place amongst great institutions of the nation, and let it create, under its aegis, a new entity to serve the purpose for which there is so justifiable a demand. Support the best and create the best but do not divide the best that it becomes something else.

"A great school for the less privileged can be integrated into a great university that had through struggle and discipline, developed with and for the more privileged. City College has served this purpose well—a purpose for which there is now even greater need than ever before—the purpose of excellence and of self-discipline within a context of growing social justice.

DR. ROBERT HOFSTADTER, class of 1935, Nobel Prize winner in 1961 in physics and director of the high-energy laboratory at Stanford University—I believe that the proposed snub would not be the correct one for the City University of New York.

The intrinsic aims of the proposal are laudable. However, the admission of two groups of students with com-



Hofstadter

pletely different qualifications would, in my opinion, create two conflicting polarized bodies in the same university.

In the end, this conflict would destroy the City University. The proposed solution would be just as bad for the students with reduced qualifications as for those with the normal qualifications.

One of the more immediate results of the implementation of the plan would be a loss of the best faculty members. I cannot conceive of many professors remaining at a university where there is a general lowering of standards and where conflict becomes a daily problem. I can also foresee that political maneuvering would have to become a mode of life for the remaining faculty.

In effect, the plan, if implemented, would be creating two entirely different institutions within the same walls and would be self-defeating. It seems to me the preparatory institutions can be set up for those people wishing to attend the university that are not at present fully qualified.

The important thing is for the public and politicians to provide decent education from the earliest years so that all individuals who belong in a university will have the opportunity to qualify.

ZERO MOSTEL, class of 1935, actor and entertainer—I've always liked the idea of a free university for the poor. What do grades mean anyway? Who knows who the scholar will be? Who can tell: Albert Einstein never made it with good grades, did he?

City College is a free school and it should be open for all the poor. Maybe this plan will infuse something new, who knows? Grades are an old-fashioned business and what the hell does a grade mean now? The important questions are: can a student learn something, is he bright, can he be a good rebel too?

I'm for this plan—absolutely. If they have good teachers, it will not affect the quality of education one bit.

The poor Puerto Rican or black student is just as susceptible to a good education as a kid with a 95 per cent average from high school. That grade business is malarky.

The tragedy here is that miserable politicians are involved in taking swats at the school. It's become a game of the politicians. Why the hell don't they give more money to the school to let more kids in? Why the hell



Mostel

don't they have enough money for all the poor, bright kids? These idiot politicians don't know anything."

DR. ARTHUR KORNBERG, class of 1937, a Nobel Prize winner in 1959 for medicine and professor and chairman of the department of biochemistry at Stanford University's School of Medicine—My experience with public higher education in California persuades me to recommend it to New York.

There should be opportunities provided for all students who seek higher education. Community colleges must be expanded and strengthened to meet this need. However, there must also be colleges and universities in the system which set stringent and exacting academic standards for entrance and performance. City College for me was a



Kornberg

crucible from which I learned even more from interaction with my fellow students than from professors by vigorous discussion, debate and academic competition.

Now a City College graduate with a good record commands respect in graduate schools and medical schools throughout the country. Why destroy this wonderful and unique achievement in which New York City can justly take so much pride?

ALFRED KAZIN, class of 1935, literary critic and Distinguished Professor of English at the State University of New York in Stony Brook, L. I.—My feeling is that much more can be done for the Negro and Puerto Rican students than to debate the quality of a City College education.

I am thoroughly unhappy about any entrance to City

they had possibilities of getting ahead.

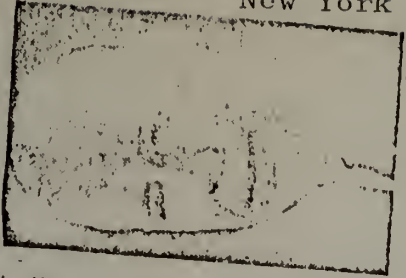
Most people are hollering that some bright kids are going to be kept out. So what we need is a bigger school so that anyone with proper grades could get in. Let the city find more money to enlarge the freshmen class so that all qualified people could get in.

CLIFFORD O. ANDERSON, class of 1922, former president of the Kinney Shoe Corporation—The present situation, where a few members of the faculty and five or six militant students determine the policies of the college, is basically ridiculous. I don't care whether they're black or white. But here you have a group of militants—lord knows who they represent; they certainly don't represent the black people—who are working out the policies of one of our great institutions.

Problems can't be resolved at the point of a gun, which is what they're trying to do. These are problems that might be resolved by the creation of a new college, an additional college; its something that might be discussed at long length by people in government, alumni, higher education as well as students.

The recommendation for a quota system is most unworkable and you'd definitely minimize the worth of a degree at the college and hurt students immeasurably. Today a man who holds a City College degree has a high standing in academic, business and professional fields. A college must maintain that

DAVID KOSH, class of 1928, a businessman who is president of the City College Fund, composed of alumni who contribute privately to



Anderson



Horne

handful of Negro students at the school. A whole lot of good folks who would have seen doctors or lawyers or teachers dropped out early in the game.

To the extent that the plan aims for compensation, I'm for it. To call that preferential treatment is like sending a blind kid to learn Braille and calling that preferential treatment too.

I would like to see this plan in detail. I'm in a quandary. People are shouting out their mouths all over the place. I know one thing, though. For 300 years we've put chains around people's legs and now we've suddenly by law removed the chains and we say 'go run.' But the legs are darned near dead. I would consider a plan to get the blood flowing so they can run and have an even race with everyone. I'd be against the plan if people were admitted without any regard to grade whatsoever. I'd be against anything that would mean weakening the City College diploma in anyone's eyes. But I'd be for it if it meant screening people to see if



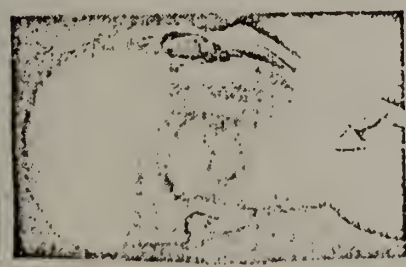
Orenstein

Association with a membership of 25,000. We are violently opposed to breaking down the standards of the school. We feel that open admissions would destroy the school rather than build

up. We feel as long as anything will be constructive we'll work along with it. But we won't let anyone destroy the place and that's what we think this is all about.

FRANK S. HORNE, class of 1921, formerly executive director of the city's Commission on Human Rights and now assistant administrator for equal opportunity in the Housing and Development Administration—I'm for any reasonable device that even attempts to compensate for the disabilities of nonwhite and other minority groups in schools and anything else.

This is a matter of compensating for what we haven't done in 200 or 300 years. When I was at City College there were only a



Chayefsky

manding colleges as C.C.N.Y. equally prepared and equally competitive. Of course, that's a long-time thing, and the problem is the contemporary generation of black high school graduates.

I think these kids deserve a proper chance, some sensation of hope. I go along with Norman Mailer—I think we ought to at least try this new admissions policy. It might work.

My hunch is that it's probably not as radical as it seems. These radical programs never are. When it's reduced to actual numbers, it will probably mean a couple of hundred more kids in total enrollment of 10 or 15 thousand. If it will help those couple of hundred more kids, then I think we ought to do it.

CHARLES ORENSTEIN, class of 1924, incoming president of the C.C.N.Y. Alumni



Kazin

College based purely on racial qualifications. I think something obviously must be done to meet the social complaints of the protesters. But I cannot believe that dividing City College into two separate and unequal institutions is the way to do it.

PADDY CHAYEFSKY, class of 1913, playwright—The point is that young black people want to change the basic orientation of black people. They want black kids in kindergarten to be oriented toward middle-class college education rather than toward manual schools and a menial lower-class life.

Then the revolution—if that's what it is—must start in kindergarten, the primary and high school, so that black kids can enter such de-

From: R. Stein (Electrical Eng.)
 To: Members of the Faculty Senate

June 2, 1969

Proposed

INTERIM REPORT

- (1) The Faculty Senate of the City College has reached the following decisions in response to "Point Four" concerning freshmen admissions:
- (a) The Faculty Senate rejects racial or ethnic admission quotas.
 - (b) The Faculty Senate also rejects fixed ratios of "competitive" versus "non-competitive" admissions.
 - (c) The Faculty Senate urges the admission of 300 additional freshmen in September 1969, to be recruited from selected high schools and disadvantaged areas. The term "additional" is to be understood to mean: above those applicants (competitive, SEEK, and 100-scholars) to whom acceptance notices have already been mailed.
 - (d) The Faculty Senate urges that the admission pattern of September 1969 be repeated for September 1970.
 - (e) The additional 300 freshmen admissions per year are to be viewed as an experiment whose results, together with those of the SEEK and 100-scholars programs, are to help in determining future admission policies.
- (2) The Faculty Senate intends to issue another report on "Point Four", as soon as possible, with details of implementation. Such details may include methods of student recruitment, scholastic programs, supportive services, funding, evaluation of results, and possibly other subjects.
- (3) The Faculty Senate intends to issue, subsequently, a further report or further reports, with reference to "Points One, Two and Three".
- (4) This Interim Report is made to the Acting President for immediate transmittal to the Board of Higher Education.

Why?.....

This Interim Report is believed to be appropriate and even necessary, at this time, for the benefit of

- (a) the members of the BHE who have been waiting for some word from us before taking up the subject,
- (b) the black and Puerto Rican students and teachers who may have grown suspicious at the long delay and inclined to view it as stalling,
- (c) the public at large which must have begun to wonder whether we are capable of ever taking any constructive action, and
- (d) ourselves, by removing some subjects from the area of controversy, and suggesting that we are on the right track.

Selected Documents-III

(1971-1974)

Memorandum

To: Dean O.L.Chavarria-Aguilar
College of Liberal Arts and Sciences
City College of New York
Convent Avenue & 138th Street
New York, New York 10031

From: Charles V. Hamilton
Harold Cruse

March 29, 1971

We are taking this rather quick way to communicate our recommendation on one item regarding the work of our committee; namely, the matter of the proliferation of departments in the urban and ethnic studies areas. (Dr. Andrew Billingsley has been unable to visit the campus and to meet with us. A more comprehensive report dealing with other substantive matters will follow in a few weeks. We know there are several matters ultimately to be covered: courses, the urban component, faculty recruitment, etc. This brief memorandum is occasioned by the fact that we understand that there is an April 1, 1971 meeting on your campus, and we wanted your group to have our thinking on the important matter of departmental structure in time for that session.)

We have two main points to make at this time:

(1) From a substantive, academic point of view, it would be far better not to create two separate departments of Black Studies and Puerto Rican Studies. We feel that the subject matter in these areas logically comes within the

Dean O.L. Chavarria-Aguilar - page 2

purview of one department. Proliferation of these two areas would create unnecessary duplication and division which would be dysfunctional to the development of a sound, academic curriculum. The study of materials relating to black people in Africa, the Carribean and the United States should not be seen as isolated phenomena --- especially at a major university in New York City.

We are aware of the intense political environment on your campus that makes implementation of such an approach difficult, and it may well be that the political imperatives are so great as to virtually require the establishment of two separate departments. But we would simply point out what we consider to be the more viable, long-term approach.

(2) We believe that the injection of the issue of a separate Department of Jewish Studies is unfortunate inasmuch as it might tend to obscure the issue of the legitimacy of a Department of Urban and Ethnic Studies. Whether there is a Department of Jewish Studies or not is irrelevant to the consideration of the nature and development of a Department of Urban and Ethnic Studies. We understand that City College has had for some time a program in Jewish studies, and it should continue and develop if those faculty and students there wish that. But we see no sound reason to include it within the existing Department of Urban and Ethnic Studies, or in an umbrella department. We believe the Department of

Dear O.D. Chavarría-Aguilar - page 3

Urban and Ethnic Studies should focus on materials relating to non-white, underprivileged peoples, and such an emphasis would not, of course, include jews.

Our judgment, then, is that the Department of Urban and Ethnic Studies should be substantially revised and strengthened in the general direction indicated above with very close consultation and collaboration with other faculty on campus --- especially the black and Puerto Rican faculty in other departments.

A more comprehensive report dealing with such matters as cross-listing of courses with other departments, faculty recruitment, prerequisites, etc. will follow.

Charles V. Hamilton
Charles V. Hamilton

Harold Cruse
Harold Cruse

A PROPOSAL FOR THE
ESTABLISHMENT OF ETHNIC
STUDIES DEPARTMENTS

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A PROPOSAL FOR THE ESTABLISHMENT OF ETHNIC STUDIES DEPARTMENTS

At its March 11 meeting the Faculty Council decided to look seriously into the question of ethnic studies at the College. To this end a five member committee was appointed to consider various possibilities, and a special meeting to act on its recommendations was set for April 1 at 2:00 P.M. The members appointed to the committee were Federico Aquino-Bermudez, John Davis, Alan Fiellin, Bernard Gifford, and Arthur J. Zuckerman; Theodore Brown, Academic Assistant to the President, served as Executive Secretary. This document is a report of the committee's unanimous decision to recommend that the Faculty Council vote to establish separate departments of Afro-American, Jewish and Puerto Rican Studies.

Background

For many years interest in ethnic and cultural studies has been well marked at the College. Proposals for a program or department of Jewish Studies can be traced back as many as twenty-five years. Recently, of course, this long-standing interest peaked greatly in intensity as the College began to undergo an "ethnic succession" similar to that evident in New York City at large. On June 28, 1969 Acting President Joseph Copeland, responding to the recommendation of the Faculty Senate and an ad hoc faculty committee, formally proposed that the Board of Higher Education authorize the creation of a Department of Urban and Ethnic Studies. The department was established and since the Fall of 1969 student interest has grown at an extraordinary rate. Two courses and 183 students marked the inaugural semester; twenty-three courses and approximately 1,400 enrollees exist now, just three semesters later. While UES developed in exponential fashion, long-standing interest in Jewish Studies also grew considerably. In response to this renewed concern, the Faculty Council on March 12, 1970 adopted a motion supporting the creation of a Program in Jewish Studies and urging the President to appoint a faculty planning committee to shape that program. This year the faculty planning committee has recommended the creation of an independent Department of Jewish Studies. During the current academic year, too, President Robert Marshak, in response to considerable student and faculty interest, has appointed three special review committees of outstanding scholars to examine the College's offerings in the various ethnic and cultural areas. The committee on Puerto Rican studies included Professor Frank Bonilla of Stanford University, while the committee on Jewish Studies met under the chairmanship of Salo Baron,

-2-

Professor Emeritus of Jewish History at Columbia. The committee of black scholars includes Harold Cruse of the University of Michigan and Charles Hamilton of Columbia. Full recommendations from the latter committee are not yet in, but discussions with these scholars point to the same general conclusion already reached by the other groups: the creation of separate studies departments.

Other recent developments in certain sectors of the College are also relevant. The Department of Urban and Ethnic Studies as it is presently constituted contains a significant component of courses addressed to urban issues and problems. In the past year, however, new plans have crystallized for a major development of urban studies. The College is now planning the creation of a Center on Urban Problems by the Fall, 1971 semester. In conjunction with the CUNY Graduate Center, the College intends to devote considerable faculty time and talent to teaching and research in the urban studies area. In addition, a Center for Humanistic Studies has been approved as a pilot project for the coming academic year. According to present plans, this experimental college program will include an important urban studies track. Collective developments point, therefore, to the shunting of urban studies to new College depots and the reorganization and building of the ethnic studies offerings.

Ethnic Studies as Academic Fields

This committee welcomes the increased interest and emphasis on ethnic and cultural studies at the College. We believe that our country, our city and our college now face a deep crisis of conscience and confidence. While not rejecting the psychological imperatives of the "melting pot" ideal, we are becoming aware of the fact that in order to become Americans we must know more about ourselves and others, and come to mutual understanding and respect for other groups in their contribution to the general culture. The quest for identity amid crisis and the proud cultivation of special cultures are driving old and young alike to trace their roots in order better to understand their experience.

This contemporary situation presents the College, and the institutions of higher education generally, with a great opportunity. After years of increasing student apathy to most things academic, a student generation has suddenly grown up at the College a large segment of which desperately wants to study something. Since this committee believes that the university is a

-3-

place where one must be attuned to the needs of the living as well as praise the virtues and wisdom of the dead, we hope the College will try seriously to tap and channel this exciting new student energy. Programs in ethnic and cultural studies seem among the best means available, especially if they are given serious thought in their planning and at all stages of their development by all members of our academic community.

The special committee on ethnic studies feels fully committed to one basic ideal of all liberal education: the expansion of awareness. Through programs of ethnic studies which are carefully and seriously designed, and which allow many bridges between areas of study, students can and will be led from their immediate concerns to a deeper appreciation of the human condition and a fuller understanding of social dynamics. Ethnic Courses can convey both the humanistic values of revered cultural traditions and a framework for comprehending the urgency and consequence of demands for equality, dignity and justice. Ethnic and cultural studies, in short, can provide an academic framework within which students of the seventies and beyond can learn in an immediately meaningful way the most important lessons traditionally taught by the humanities and the social sciences.

Suggested Academic Programs

To accomplish these aims most effectively this committee recommends the establishment of separate programs of study in the Afro-American, Jewish and Puerto Rican areas. We will temporarily treat these as departments, and return later to specific justifications for recommending this academic status. Tentative outlines of the offerings under these structures follow.

1. AFRO-AMERICAN

Two programs will be offered in the area of Afro-American Studies:

1. The Afro-American Studies Major. This is designed to prepare students to work in the black community, entrance to law school, and entrance into advanced training in professional programs in education and public administration. Students will be required to take a minimum of thirty-six credits. Distributions will be selected with the advice of departmental advisors.

Y O U ARE INVITED to a

Conference on Puerto Rican Studies

at

Princeton University

Princeton, New Jersey

Nov. 5 thru 7, 1971 ~

THRUST OF THE CONFERENCE:

- * to present the Puerto Rican experience in the United States and in the Commonwealth of Puerto Rico
- * to explore the feasibility of establishing Puerto Rican Studies departments, programs and institutes in colleges and universities.

FOUR PLenary SESSIONS:

1. Friday, November 5, 1971 8:30 p.m. Alexander Hall
 Keynote address: A SOCIO-ECONOMIC INTERPRETATION OF THE PUERTO RICAN MIGRATION
 Professor MANUEL MALDONADO DENES, Universidad de Puerto Rico
 THE PUERTO RICAN EXPERIENCE IN THE UNITED STATES
 Miss ANTONIA PANTUJA, Executive Director, Puerto Rican Research and Resources Center
2. Saturday, November 6, 1971 9:00 a.m. Alexander Hall
 PUERTO RICAN STUDIES AND THE COMING PUERTO RICAN REVOLUTION
 Representative of the YOUNG LORES
3. 2:15 p.m. Alexander Hall
 EDUCATION AND ACCULTURATION OF THE PUERTO RICAN CHILD ON THE MAINLAND
 Professor EDUARDO SEDA BONILLA, Hunter College CUNY
4. Sunday, November 7, 1971 9:00 a.m. McCosh 10
 THE RATIONALE FOR PUERTO RICAN STUDIES
 Professor JOSEPHINE NIEVES, Brooklyn College CUNY

Further information:
 Conference on Puerto Rican Studies
 70 Washington Road

Centro de Estudios Puertorriqueños

Brief History

In the fall of 1971, departments and programs of Puerto Rican Studies within the City University found themselves at many stages of development. Most were struggling for their very existence and to enlarge their limited autonomy. On many campuses within and outside CUNY, students and community were mounting efforts to create new departments and institutes. In this whirl of activity, students, faculty, and program directors from around the city came together in efforts to obtain a more comprehensive perspective on their experience and work. There were many lessons to be learned from the preceding years of contention and construction. One thing that had been brought home to many was the primacy of collective discussion and work. Since the meetings were extensions of concrete struggles in diverse settings throughout CUNY and elsewhere, they yielded much new information and a deeper analysis of the changing situation of the Puerto Rican in the North American universities.

It was at one of these meetings that a proposal for a Center of Puerto Rican Studies and Research at CUNY's Graduate Center was first discussed. This Center was to be funded by a Ford Foundation grant supplemented by a substantial CUNY commitment. There was no question that a Center with such a resource base could prove an invaluable asset to the Puerto Rican community. The group present at the meeting resolved to work together toward this end. The prospect of having such a Center raised many issues in our minds. Then and throughout the subsequent months, one question was dominant in our concerns: what was to be the nature of this Center's work and how would it connect intellectually and in practical ways with the existing fabric of life in our community? There was a need for the Center to grow organically from the existing base that had been

cast in CUNY and other universities. The Center had in turn to nourish, sustain and consolidate this base. Clearly a complex and delicate task of invention and experiment with new structures was necessary to secure the integrity of the new Center. The group would not be a party to creating an entity cast in the bureaucratic, status conscious and isolated academic mold that it was combatting on other fronts. This meant much work had to be done before the Center could even be appropriately conceptualized. That work of reflection, intense discussion and consensus building stretched over eighteen months.

Central questions emanated from accumulated insights about the university and the problematic placement of Puerto Ricans within it. In reviewing the history of the struggle for Puerto Rican Studies, the group sought to grasp the significance of victories and defeats, to array initial expectations against achieved realities, and to project immediate capabilities and lessons of past practice to future needs. In these discussions several themes surfaced repeatedly. It was necessary to come to grips with the educational and political impact of Puerto Ricans on the university. We needed to draw a clear picture of the historical forces that have molded our presence in the United States and its institutions. We needed to comprehend the complex dialectic between our early expectations for Puerto Rican Studies and the initiatives still to be taken to secure our collective survival within the university. These dialogues were greatly needed since the conflicts that accompanied our entry into the university and our embattled existence within it drew us away from the critical work of reflection and analysis. The construction of a proposal for the Centro de Estudios Puertorriqueños provided a vehicle for this thoughtful coming together. It also brought us to translate these deeper preoccupations into specific academic

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objectives.* More importantly, it helped in the articulation of the principles we believe should form this and other efforts to put Puerto Rican Studies on a more secure footing within the university. These may be stated simply as follows:

1. New programs should arise out of a process of reflection, argument, and consensus building among a broadly representative group of those involved in Puerto Rican Studies and whose future is most directly affected --students, faculty, administrators, and community.
2. New programs should extend practice and experimentation with modes of collective work and decision-sharing at all levels.
3. New programs should seek to build in an organic and coherent fashion on existing programs. Concrete links and provisions for services and complementing activities should be outlined.
4. New programs should be concerned with improving the quality of scholarship and instruction while strengthening organization, the sharing and coordinating of resources, and consolidating the autonomy of Puerto Rican Studies at all levels.
5. Such coordination should result in greater flexibility and variety in Puerto Rican Studies at the municipal colleges and other institutions. To the extent that they operate cooperatively, each department is freer to concentrate on its main strengths rather than be obliged to reproduce a full array of activities.
6. Puerto Ricans cannot rely exclusively on the academically certified or scientifically trained in the pursuit of the kind of self-knowledge we seek. We must build toward excellence but put to work the talent we have at every stage of growth.

The main point being made is that the process of building is as important to us as the acquisition of new resources. The emphasis on collectivism, self-reliance, and autonomy may clash with established modes of competition and individualistically defined research, but they constitute in our view indispensable conditions for progress.

Centro de Estudios Puertorriqueños
500 Fifth Avenue
New York, N.Y. 10036
tel. 354-5410

conferencia de
estudios puertorriqueños
23 de marzo, 1974
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información: centro 354-5410

conferencia de estudios puertorriqueños

¿Están los Estudios Puertorriqueños cumpliendo sus objetivos?

¿Nos han proveído los Estudios Puertorriqueños un verdadero entendimiento de nuestra historia y cultura?

¿Han fomentado en nosotros los Estudios Puertorriqueños una visión crítica de nuestra realidad?

¿Han inspirado en nosotros un compromiso a aprender y a luchar?

TRASFONDO DE LOS PROGRAMAS DE ESTUDIOS PUERTORRIQUENOS

Durante la década del sesenta, Estados Unidos sufrió una grave crisis social. Mientras que los anglos radicales se movilizaban en contra de la guerra en Vietnam, los pueblos tercermundistas confrontaban, a través del país, un sinnúmero de instituciones políticas, sociales y educacionales exigiendo sus derechos básicos para lograr su autodeterminación. Los levantamientos en las universidades fueron una expresión de las inquietudes sociales. Las administraciones universitarias, al verse forzadas a satisfacer las demandas del estudiantado en favor de programas de Estudios Puertorriqueños, Afronorteamericanos y Chicanos, tuvieron que reconocer el derecho de las comunidades tercermundistas de controlar su destino educacional. Los programas de Estudios Puertorriqueños, además de proveer nuevos lugares de aprendizaje, habrían de crear nuevas instituciones que reflejaran las necesidades de nuestro pueblo.

Luego de cinco años de existencia, los programas de Estudios Puertorriqueños se encuentran en un estado de transición y crecimiento, en necesidad de evaluación y cambio, y expuestos a la amenaza de la política universitaria. Nosotros, como una sola comunidad, debemos unir nuestras fuerzas para dirigir nuevamente y/o ampliar estos programas en su continua confrontación con la universidad y en su lucha por lograr los objetivos originales. La fuerza estudiantil que impulsó el comienzo de los Estudios Puertorriqueños, reforzada con la presencia de un creciente número de profesores puertorriqueños, tiene que servir sentando las bases para el futuro desarrollo de estos programas. El proceso de desarrollo de los Estudios Puertorriqueños requiere un esfuerzo colectivo y consistente, una disposición de lucha y un enfoque radical al aprendizaje, así como fue necesario en el comienzo de estos programas. Ya es tiempo de unir nuestras fuerzas nuevamente, de analizar la situación y de seguir adelante.

LA CONFERENCIA

Durante los últimos meses un grupo de estudiantes y profesores puertorriqueños de los recintos de la Universidad de la Ciudad de Nueva York y del Centro de Estudios Puertorriqueños se ha estado reuniendo para discutir los problemas y necesidades de los programas de Estudios Puertorriqueños. Creemos que una de las mejores formas de comenzar a bregar con estos problemas y de hacer planes para el futuro desarrollo de éstos es haciendo un llamamiento a nuestra comunidad para comenzar a intercambiar ideas para la planificación y acción conjuntas. Por lo tanto, esta Conferencia de Estudios Puertorriqueños nos proveerá el ambiente necesario para determinar nuestras necesidades, la estrategia a seguir en la resolución de nuestros problemas, y el plan de acción para nuestra supervivencia y futuro.

Tenemos por delante ciertas cuestiones serias referentes a nuestra lucha, nuestros objetivos, nuestros logros y nuestra razón para continuar los Estudios Puertorriqueños. Es preciso comenzar a dirigirnos a esas preocupaciones para lograr el fortalecimiento interno de los programas y protegerlos de las fuerzas externas. Los propósitos de esta conferencia son comenzar este proceso de desarrollo, comenzar a unir nuestras fuerzas y comenzar a planificar el futuro de los Estudios Puertorriqueños.

OBJETIVOS

- Unificar y fortalecer los programas de Estudios Puertorriqueños
 - Preparar una declaración que refleje nuestra filosofía y objetivos
 - Sentar las bases para acción unísona y consistente, y planificación coordinada en todos los colegios
 - Proveer una auto-definición de Estudios Puertorriqueños que confirma la legitimidad académica de estos programas
 - Desarrollar estrategias para la solución de problemas internos y para combatir las fuerzas externas
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conference on puertorican studies

- Are Puerto Rican Studies fulfilling their objectives?
- Have Puerto Rican Studies succeeded in arming us with a true understanding of our history and culture?
- Has it encouraged critical analysis of the Puerto Rican reality and a commitment to knowledge and work?

BACKGROUND ON PUERTO RICAN STUDIES

During the decade of the sixties, the United States went through a period of social upheaval. At a time when white radical groups were demonstrating against the war in Vietnam, Black and Third World people were confronting numerous political, social and educational institutions across the country demanding their basic right to self-determination. Campus uprisings were a clear manifestation of this social unrest. In response to student demands for Black, Puerto Rican and Chicano Studies, the universities were forced to acknowledge the right of Third World people to control their educational destiny. The role of Puerto Rican Studies Departments was not meant simply to provide new places of learning but rather to provide institutions that reflect the needs of our community. Puerto Rican Studies were also meant to be centers for developing a Puerto Rican awareness and self-identity, raising consciousness and promoting changes within the educational system.

After five years of existence, Puerto Rican Studies is at a critical and transitional point of growth in need of assessment and change, and vulnerable to administrative attack. We as a community must pull together to redirect and/or amplify these programs as they continue to confront the university and struggle to fulfill their original objectives. The student force that gave rise to Puerto Rican Studies, reinforced by the presence of a growing Puerto Rican faculty, must continue to form the base for its development. The process of our growth, like the process of our creation, requires a collective and dedicated effort, a readiness for confrontation and a continued radical approach to learning. It is time to re-unite, to analyze our situation, and to move forward.

THE CONFERENCE

In recent months a group of Puerto Rican students and faculty from different schools throughout CUNY and from the Centro de Estudios Puertorriqueños have been meeting to discuss the problems and needs of Puerto Rican Studies. We believe that one of the best ways of beginning to deal with these problems and to plan for growth is to call together our community and begin exchanging ideas for united planning and action. Therefore, this Conference on Puerto Rican Studies will provide the setting to define our needs, design strategies for resolving our problems, fight for our survival and plan for our future.

There are serious matters before us that must be addressed regarding the history of our struggle, our objectives, our record of accomplishment, and our justification for continuing. We must begin to examine those questions so that we can strengthen Puerto Rican Studies programs from within and protect them from external pressures. This conference is an invitation to begin the process of building, to unite our strengths and plan for our future.

OBJECTIVES

- To unify and strengthen Puerto Rican Studies Programs
- To formulate a clear statement about the philosophy and purpose of Puerto Rican Studies
- To lay the foundation for consistent, united action and coordinated planning at all colleges
- To provide a self-defined rationale for Puerto Rican Studies, confirming the academic legitimacy of these programs
- To develop strategies for resolving internal problems and combating external pressures

APRENDER A LUCHAR



LUCHAR ES APRENDER

programa

- 9:00 - 9:30 a.m. Matrícula y selección de talleres
- 9:30 - 10:30 a.m. Sesión de apertura: Propósito y Plan General de la Conferencia
Benjamín Ortíz, José Cruz - Hunter College

10:30 - 1:00 p.m. Talleres:

1. Historia, desarrollo y significado de los Estudios Puertorriqueños

Coordinador: *Richard Pérez* - Brooklyn College

2. Problemas y asuntos a tratar:

- el rol del estudiante, del profesor y del director
- currículo
- credibilidad académica
- sexismo y racismo
- problemas administrativos
- servicios estudiantiles (SEEK, etc.)
- relaciones con otros programas y estudiantes del tercer mundo

Coordinadores: *Josephine Nieves* - Centro de Estudios Puertorriqueños
Salvador Ocasio - Borough of Manhattan Community College

3. La relación de los programas de Estudios Puertorriqueños a la lucha continua de nuestra comunidad en Estados Unidos y en Puerto Rico.

Coordinador: *José Irizarry* - Borough of Manhattan Community College

4. Los Programas de Educación Bilingüe

Coordinadores: *Pedro Pedraza* - Centro de Estudios Puertorriqueños
Máximo Soriano - Lehman College

5. Futuro de los programas de Estudios Puertorriqueños a corto y largo plazo y el rol del Centro de Estudios Puertorriqueños

Coordinadores: *Micaela Hochhauser* - Hunter College
Hilda Ortiz - Centro de Estudios Puertorriqueños

1:00 - 2:00 p.m. Almuerzo

2:00 - 4:00 p.m. Continuación de los talleres

4:00 - 6:00 p.m. Sesión de clausura

Informes y resoluciones de los talleres; sugerencias para dar seguimiento al trabajo iniciado en la conferencia

Presentación de una obra teatral por el Teatro Guazábara de Livingston College

program

9:00 - 9:30 a.m. Registration and selection of workshops

9:30 - 10:30 a.m. Opening Session: Purpose and Outline of the Conference
Benjamín Ortíz, José Cruz - Hunter College

10:30 - 1:00 p.m. Workshops

1. History, development and definition of Puerto Rican Studies

Coordinator: *Richard Pérez* - Brooklyn College

2. Problems and issues

- student, faculty, directors' roles
- curriculum
- academic credibility
- sexism and racism
- administrative problems
- services to students (SEEK, etc.)
- relations with other Third World Studies Programs

Coordinators: *Josephine Nieves* - Centro de Estudios Puertorriqueños,
Salvador Ocasio - Manhattan Community College

3. Relation of Puerto Rican Studies to ongoing community struggles in the United States and in Puerto Rico

Coordinator: *Jose Irizarry* - Manhattan Community College

4. Bilingual Education Programs

Coordinators: *Pedro Pedraza* - Centro de Estudios Puertorriqueños, *Maximo Soriano* - Lehman College

5. The future of Puerto Rican Studies, long range and short range goals; the role of the Centro de Estudios Puertorriqueños

Coordinators: *Micaela Hochhauser* - Hunter College, *Hilda Ortiz* - Centro de Estudios Puertorriqueños

1:00 - 2:00 p.m. Lunch

2:00 - 4:00 p.m. Workshops continued

4:00 - 6:00 p.m. Closing Session: Reports and resolutions from workshops and follow-up action

Performance by Teatro Guazábara of Livingston College

APPENDIX D
SAMPLE SYLLABUS OF COURSE
OFFERED AT CITY COLLEGE

THE CITY COLLEGE

Department of Puerto Rican Studies

PROPOSAL FOR NEW COURSE

1. Course Description - PRST 112: The Party System in Rico

The course will deal with the nature of the party system in Puerto Rico not as a separate unit of analysis but as a significant part of the whole political system in its historical and functional relationships with the United States.

3 hours: 4 credits

2. Date of Departmental Approval: September 20, 1973.3. Academic Objective of the Course:

The course is defined in terms of a specialized subject matter which will go beyond the survey types, core courses, required in the Puerto Rican Studies Department. It will emphasize an area study in the Political Science Department, and it will depart from the general theories about the nature of political parties, combining, therefore, theory, specialized area studies and an interdisciplinary approach between departments.

4. Teaching Methods and Approaches:

The course will be conducted as a seminar with full student participation. A maximum of 20 students will be admitted. Reading knowledge of Spanish is considered extremely useful.

5. Need for the Course:

To provide an effective means of academic collaboration between the Department of Puerto Rican Studies and the Department of Political Science by crosslisting a course for the student clientele of such departments; and to establish an interdisciplinary relationship through a course that fits an area study of the Political Science Department and the basic objectives of the Puerto Rican Studies Department.

6. Syllabus and Reading List: (See attached pages)
7. Role of the Course in the Curriculum of the Department:

The course will appear as a special topic in the Political Science Department and as a seminar, a new course, in the Puerto Rican Studies Department. This will imply the breakdown of course number PRST 48: Puerto Rican Political and Economic Development under the United States, into two parts: one dealing with the party system in Puerto Rico and the other dealing with the economic development in Puerto Rico.

8. Role of the Course in the Overall Curriculum of the College:

The course will deal with the nature of the party system in Puerto Rico not as a separate unit of analysis but as a significant part of the whole political system in its historical and functional relationships with the United States. It will specifically analyze the history, structure, social and ideological composition and development of the party system, and its role in maintaining or changing the political system and the relationship with the United States.

9. Justification of Prerequisites:

Must have 11.2 or special permission from instructor.

Syllabus

1. General theories about the nature of political parties.
2. The nature of the party system in Puerto Rico:
 - A. Origin of the Party System
 1. Its relation to the political status question, or the colonial situation.
 2. Its constitutional definition and context.
 3. Its relation to the party system in the metropolis.
 - B. The party system and the electoral process.
 1. Nature of the electoral process: mixed institution framework.
 2. Effects of the electoral process.
 3. Party dominance, bipartyism and polypartyism.
 4. Political cycles of dominance.
 5. Effects on the representative system.
 6. Minority representation.
 7. Party financing: the public subsidy and private financing.
 8. Relation to mass media and propaganda.
 9. Party elite and mass party.
 10. Civil rights and climate of political intolerance.
 11. Electoral participation: voting and non-voting.
 12. Voting as a ritual and as tactical weapon.
 13. Party alliances and coalition.
 - C. Organization and internal structure.
 1. Types of party organization and structure: Cadre party, mass party; party and political movement.
 2. The electoral definition of reality, predominance of an electoral organization.
 3. Social composition: uniclasism, polyclasism.
 4. Oligarchical tendencies: the problem of caudillismo and charismatic leadership.
 5. Internal cleavages and consensus: high frequency of party splitting.
 6. The leadership and the rank and file: democratic participation and the cliente and chief relationship.
 7. Party clientele and ideology: ideological commitments or lack of ideology.

8. Party orientation towards basic issues: political status, class struggle, national culture and identity.
 9. The institutional evasions of dominant parties: platform and the "catholic" approach.
 10. Radicalism and issueless politics.
- D. The Party System and the Legislative Process:
1. The separation of powers in theory and practice: executive legislative relationships.
 2. Party discipline and sanctions.
 3. Party caucus.
 4. The idea of the mandate: theory of representation.
 5. Bicameralism versus unicameralism.
 6. Social composition of legislative branch.
- E. The party system and the public administration:
1. Patronage and civil service.
 2. The party as a welfare agency: mantengo and the politics of dependence.
 3. Bossism: regional and municipal politics.
 4. Welfare state and party politics: social services and political discrimination.
 5. Political persecution and discrimination in public and private employment.
- F. The party system and colonial situation:
1. The Puerto Rican political system as a subordinate system: classic colonialism and colonialism in disguise.
 2. Constitutional development under the United States domination: legitimation of colonialism.
 3. Party system as a satellite system: autonomy and pressure tactics in the metropolis.
 4. Political movements: autonomy, statehood and independence.
- G. The party system and the class structure:
1. The party system and the economy: in the sugar plantation system and in modern capitalism.
 2. The party system and the labor movement: cooptation and radicalism.

3. The socialist movement: national integration and class struggle.
4. The nationalist movement: national integration and class struggle.
5. The politics of non-coincident cleavages.

Reading List

A. General Theories:

1. Michels, R. Political Parties, Free Press, 1970.
2. Duverger, M. Political Parties, Mexico, Fondo de Cultura, 1957.
3. Eldersveld, S. Political Parties, Michigan University Press, 1969.
4. Schattschneider, E. Party Government, Rinehart Co., 1942.

B. Party Politics in Puerto Rico:

1. Pagan, Bolivar. Procerato Puertorriqueno del Siglo XIX, Editorial Campos, San Juan, Puerto Rico, 1961.
2. Pagan, Bolivar. Historia de Los Partidos Politicos Puertorriquenos, Vol. I and Vol. II, 1898-1956, M. Paraja-Montana, Barcelona, Espana, 1972.
3. Anderson, R. Party Politics in Puerto Rico, Stanford University Press, 1965.
4. Monclova, L. and Bothwell, R.: Los Documentos Que Dicen?, San Juan, Puerto Rico, Editorial Universidad de Puerto Rico, 1960.
5. Monclova, L. and Colorado, A. Noticia y Pulso del Movimiento Politico Puertorriqueno, Ciudad de Mexico, Editorial Orion, 1955.
6. Bothwell, R. Trasfondo Constitucional de Puerto Rico, Editorial Universidad de Puerto Rico.
7. Sanchez, Tarniella. Nuevo Enfoque Sobre el Desarrollo Politico de Puerto Rico, Editorial Edil, 1970.

8. Wells, Henry. The Modernization of Puerto Rico: A Study of Changing Values and Institutions, Harvard University Press, 1968.
9. Pabon, Milton. La Cultura Politica Puertorriquena, Editorial Xagney, San Juan, Puerto Rico, 1972.
10. Pabon, Milton. Los Partidos Politicos en el Regimen Colonial, Revista de Ciencias Sociales, Universidad de Puerto Rico, Vol. XV, Num. 3, September, 1971.
11. Pabon, Milton. Los Derechos y Los Partidos Politicos en el Sociedad Puertorriquena, Editorial Edil, 1968.
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13. Silen, Juan A. Hacia una Vision Positivo del Puertorriqueno, Editorial Edil, 1972.
14. Silen, Juan A. La Nueva Lucha de Independencia, Editorial Edil, 1973.
15. Corretter, J.A. La Lucha por La Independencia de Puerto Rico, Publicaciones Union del Pueblo Pro Constituyente, 1949.
16. Geigel, Polanco, V. La Farsa del Estado Libre Asociado, Editorial Edil, 1973.
17. Garcia, Passalacqua J. La Crisis Politica en Puerto Rico (1962-66), Editorial Edil, 1973.
18. Lewis, Gordon K. Freedom and Power in the Caribbean, Harper and Row, N.Y., 1968.
19. Tesis Politica del Movimiento Pro Independencia: La Hora de la Independencia, Mission Nacional del MPI, Rio Piedras, Puerto Rico, 1963.
20. Segunda Tesis Politica del Movimiento Pro Independencia: Presente y Futuro de Puerto Rico, la Doctrina de Nueva Lucha de Independencia, Mision Nacional del MPI, Rio Piedras, Puerto Rico, 1969.
21. Tercera Tesis Politica del Movimiento Pro Independencia: Declaracion General del Partido Socialista Puertorriqueno, Ediciones Puerto Rico, Inc., Rio Piedras, Puerto Rico, 1972.

22. Andrexi Iglesias C. Bases Para una Nueva Politica Independentista, Movimiento Pro Independencia, 1960.
23. Programa Economico y Politico del Partido de la Independencia de Puerto Rico (1912); Tipografia Azal Hnos., San Juan, Puerto Rico.
24. Programas Politicos del Partido Independentista Puertorriqueno, 1948, 1952, and 1956, mimeographed, Department of Political Science, University of Puerto Rico, 1972.
25. Independencia, Socialismo y Democracia, Programa del Partido Independentista Puertorriqueno, Aprobado en la Asamblea A de Programa y Reglamento, San Juan, Puerto Rico, Mayo 29-30, 1971, published by the Partido Independentista, 1971.
26. Status of Puerto Rico: Hearings Before the United States - Puerto Rico Commission of the Status of Puerto Rico,
 - (a) Vol. I: Legal Constitutional Factors in Relation to the Status of Puerto Rico.
 - (b) Vol. II: Social Cultural Factors in Relation to the Status of Puerto Rico.
 - (c) Vol. III: Economic Factors in Relation to the Status of Puerto Rico, 89th Congress, 2nd Session, Senate, Document No. 108, Vol. 3, U.S. Government Printing Office, Washington, D.C., 1966.
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32. Clark and Associates. Porto Rico and Its Problems, the Brooklings Institution, 1930.
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45. Puerto Rico: A Study in Democratic Development, the Annals of the American Academy of Political and Social Science, Vol. 285, January, 1953.
46. Santiago, Carmen M. Gobierno de Puerto Rico, Editorial Universidad de Puerto Rico, 1970.
47. Serrano, Geyls, R. Executive Legislative Relationships in the Government of Puerto Rico, mimeographed, University of Puerto Rico, 1954.
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49. Helfeld, D. Congressional Intent and Attitude toward Public Law 600 and the Commonwealth of Puerto Rico, Rivista Juridica, University of Puerto Rico, Vol. XXI, Num. 4, May-June, 1952.
50. Goodsell, Charles. Administration of a Revolution, Executive Reforms in Puerto Rico under Governor Tugwell, Harvard University Press, 1965.
51. Rigual, Nestor. El Poder Legislativo en Puerto Rico, Editorial Universidad de Puerto Rico, 1961.
52. Gautier Iapena, J. Trayectoria del Pensamiento Liberal Puertorriqueno en el Siglo XIX, Instituto de Cultura Puertorriquena, San Juan, 1962.
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APPENDIX E

BYLAWS OF THE DEPARTMENT OF PUERTO
RICAN STUDIES AT CITY COLLEGE

THE CITY COLLEGE

Department of Puerto Rican Studies

BY LAWS OF THE DEPARTMENT OF PUERTO RICAN STUDIES

Preamble

The Department of Puerto Rican Studies is a unit of the City College of the City University of New York and is, therefore, subject to the by-laws of the Board of Higher Education as modified by the Governance Charter regulating our college. All provisions of those documents which are pertinent to the organization and functioning of a department are hereby incorporated in the By-Laws of the Department of Puerto Rican Studies.

It is the purpose of the by-laws of this department to supplement the by-laws of the Board of Higher Education and of the Governance Charter so as to provide the means by which this department may best perform the functions assigned to it by the Board of Higher Education.

Article 1 - Structure

Section A. The Department of Puerto Rican Studies is comprised of interdisciplinary studies.

Section B. The membership of the Department of Puerto Rican Studies consists of its entire teaching staff. The Professors, Associate Professors, Assistant Professors,

Instructors, Lecturers and all Adjuncts of these ranks.

Section C. Student participation at Department Faculty meetings.

1. Two Full time undergraduate students, majors in the Department of Puerto Rican Studies. They shall be elected by the Department Student Organization to serve with vote as student representatives at general department faculty meetings.

Article 2 - Eligibility for voting and holding office

Section A. All members of faculty rank as defined in the Governance Charter, and all other members on an annual full-time teaching salary basis shall be eligible to vote on all undergraduate matters concerning the Department as a whole.

All Faculty members shall be eligible to hold any office for which they are and all other members on an annual full-time teaching salary basis shall be eligible to vote on all undergraduate matters concerning the Department as a whole.

All Faculty members shall be eligible to hold any office for which they are entitled to vote unless otherwise specified in these by-laws or in those of the BHE as modified by the Governance Charter.

Section B. No member of the Department, except the Chairman, shall be elected or appointed to membership in more than two (2) committees. Except in cases of special circumstances.

Article 3 - Terms of Office

Section A. Where not specified by the BHE or by the Governance Charter, the terms of office shall be determined by the by-laws of the Department of Puerto Rican Studies.

Section B. All faculty committee members, are elected to serve a three-year (3) term to be concurrent with the term of the Department Chairman, shall serve out their formal term of office even if the Chairman does not complete his term.

Section C. In the event that a student or a faculty member of the Executive Committee is obliged to discontinue his term, he shall be replaced by election, as provided for his position in these by-laws, and his replacement shall serve either until he is able to resume his duties or until the expiration of the term of office.

Article 4 - Officers

Section A. In the election of the Chairman of the Department, of the members of the Executive Committee, of the representatives of the Faculty Council and in the Faculties of the Schools of Education and Engineering, this Department shall follow the provisions of the BHE, as modified by the Governance Charter.

Section B1. The Secretary of the Department shall be elected in the same manner as the Chairman of the Department, but he shall serve a one-year (1) term.

Section B2. The Secretary shall take and keep minutes of all Department meetings, and shall transmit all communications of actions taken by the Department to the interested parties.

Article 5 - Meetings

Section A. Regular meetings shall normally be held on the first (1) Thursday of each month from September to May inclusive.

The Chairman shall have the authority, however, to dispense with one of these meetings each semester, if in his judgment there is no important business to warrant such a meeting.

Section B. Special meetings may be called by the Chairman or by a petition signed by one-fifth ($1/5$) of the voting members, provided all the members are advised at least a week in advance.

Section C. All elections shall be by secret ballot. Any other vote shall be by secret ballot if requested by one (1) or more of the members eligible to participate in that vote.

Section D. No action taken at a Department meeting shall be valid unless a quorum of the total voting membership is present in each case.

Proxy votes shall not be permitted.

Section E. Placing of items on the agenda.

Any voting member of the Department other than the Chairman

who wishes an item to be placed on the agenda shall submit a petition to the Secretary of the Department bearing the exact wording of the proposed item and the signatures of one-fifth (1/5) of the voting membership. The petition shall be submitted at least one (1) week before a meeting is to take place.

Section F. Time of election

1. The officers listed in Sections A and B of Article 4 shall be elected during the first full week in May of the same year as the election of the Chairman.
2. All members of the Executive Committee who are to serve a three (3) year term concurrent with the term of the Chairman, shall be appointed or elected, as stipulated in these by-laws, during the first full week in May of the same year.
3. All faculty and student members of the Executive Committee who are to serve one (1) academic year shall be appointed or elected, as stipulated in these by-laws, during the first full week of May of the same year.
4. In any faculty election provided for by these by-laws, unless otherwise stipulated therein, if no candidate acquires a majority of the total eligible votes in three (3) ballots, the candidate receiving a majority of the votes cast by those present in the fourth

ballot shall be declared elected.

5. If such a majority is not attained in the fourth ballot, the candidate receiving a plurality of votes in the fifth ballot shall be declared elected.

Section G. Parliamentary situations not covered by these by-laws shall be dealt with in accordance with Robert's Rule of Order, unless they are suspended by two-thirds (2/3) vote of the members present.

Article 6 - The Executive Committee

The Executive Committee shall consider all matters related to appointments to the instructional staff, and reappointments thereto, with or without tenure; applications for sabbatical and other leaves; and the Departmental budget as submitted for approval by the Chairman. It shall transmit its recommendation to the appropriate Personnel and Budget Committee.

The Chairman of the Department of Puerto Rican studies shall be a member of the Executive Committee, and he will also automatically serve as the Chairperson of the Executive Committee. He and the other members of the Executive Committee are to be elected at the same time, and for a term of three (3) years. A majority of the Executive Committee shall consist of tenured persons in the Department. The Executive Committee shall serve as the Appointments Committee, the Personnel, and the Budget Committee, and

the Committee on Educational Policy of the Department.

Section A. The size of the Executive Committee shall be determined by the total number of Professors, Associate Professors, Assistant Professors, Lecturers, Instructors, and full time equivalent of part time staff in comparable titles: The Executive Committee shall consist of five faculty members.

Section B. Two students, majors in Puerto Rican Studies, of at least junior status, with voice and vote on the Departmental Executive Committee, must be elected annually. They can participate on questions of appointments, reappointments and tenure.

Section C. Terms of Office

1. The faculty members shall serve a three (3) year term concurrent with the term of the Department Chairman.
2. The student members shall serve one (1) academic year.

Article 7 - Amendments

The following procedure shall be observed:

1. A petition bearing the wording of the proposed amendment and the signatures of at least one fifth (1/5) of the voting members of the Department shall be submitted to the Department Chairman at least two weeks before a meeting takes place.
2. The Secretary shall distribute a copy of the proposed amendment to every voting member of the Department

at least two weeks before a meeting takes place.

3. The proposed amendment shall require three fifth (3/5) majority vote for adoption.

Article 8 - Implementation of the By-Laws

Section A. As promptly as possible after the adoption of these by-laws, the Committee shall be constituted as provided therein.

Section B. All duly elected or appointed officers and committee members whose terms of office would normally be concurrent with that of the Chairman of the Department shall serve to the end of the present Chairman's current term, after which all members of this category will take office at the same time as Chairman and serve concurrently with him as stipulated in these by-laws. Where inconsistent with the by-laws of the BHE and the Governance Document of the City College the by-laws and Governance shall take precedence.

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