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ABSTRACT

In the spring of 1973, some six years after the 1967 riots and demonstrations, it was thought important to assess what the university/college has done in the past five years since black student numbers have markedly increased. It was decided to have a retrospective look at the nature of higher education's response. Therefore, a conference was organized of a selected number of New England colleges and universities that had a marked increase in their enrollment of black students since 1967. This monograph is the report of that conference, being selective rather than exhaustive in terms of institutions reporting. Several recurring facts emerged during the conference: (1) The criteria now used for predicting the capacities of black college applicants are inconclusive; (2) There is a wide variation in percent of black college enrollment from school to school; (3) The percentage of attrition is low for black students when compared to the national figures; (4) Supportive pre-freshmen and ongoing academic programs geared especially to help minority students have been very successful; (5) Aggressive and frank counseling can best be done by black adults with less risk of lack of trust by the black students, and (6) On every campus there is a dearth of black adult role models. (Author/PG)

THE MORNING AFTER —
A Retrospective View
of a
Select Number of Colleges and Universities
with
Increased Black Student Enrollment in the Past Five Years

The report of a conference at the
University of Connecticut, Storrs, Connecticut —
April 30, 1973

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FOREWORD

The current intellectual and moral consciousness about racism present in colleges and universites was awakened in the late nineteen sixties as the result of a decade of national response to racial injustices. A significant turn in the Civil Rights movement occurred with the Montgomery, Alabama bus boycott sparked by the courageous defiance by Mrs. Rosa Parks in 1956. Mrs. Parks refused to move to the back of the bus. The boycott was carried on by the masses of black working citizens. This incident initiated a groundswell of protest against discrimination and segregation in many areas of life in the United States. Recognizing the human indignities that had existed so long, black and white people, church and state, business and educational institutions sought change. The Civil Rights movement gained new impetus and included Northern and Southern blacks supported by thousands of whites.

The essentially white institutions of higher learning began to act on the humanistic philosophies heretofore, as far as blacks were concerned, sheltered behind the walls of ivy. Thus New England's colleges, in the home of the abolitionists, responded quickly and began to admit black students in larger numbers. Nationwide, between 1964 and 1970, the number of black students increased from 114,000 to over 350,000. These colleges

were moved by specific events; the assassination of Martin Luther King and consequent protests, student unrest on many campuses and full but unwilling participation of our troops in Vietnam.

In the spring of 1973, some six years after the 1967 riots and demonstrations, and moral persuasions abroad in the land, we thougnt it important to assess what the university/college has done in the past five years since black student numbers were markedly increased. We decided that it was important to have a retrospective look at the nature of higher education's response. For as two black women educated in a college in the south (Talladega) but born in the north, and now working as administrators in two different types of New England institutions, we had a special concern and a special overview.

Therefore, we organized a conference of a selected number of New England colleges and universities with marked increase in their enrollment of black students since 1967. This monograph is the report of that conference. It was selective rather than exhaustive in terms of institutions reporting. The speakers' comments were taped and the manuscripts sent to each participant for editing, changing and approval. The questions that were inspired directly after each speaker from the audience were also included. A few other colleges not present at the conference, but important because of their experiences, were invited to submit data that would be valuable supplementary material. These facts are included as appendices.

The conference, originally programmed for 40, drew an overwhelming response and there were instead 60 participants. All present agreed that the one day allotted for the topic was far too short and that a longer and more extensive conference soon is in order. The participants were black and white and held various positions in their institutions, such as deans for academic or student affairs, financial aid officers, heads of special minority academic programs, psychological counselors, directors of Afro-American Cultural Centers, admissions officers, and two assistants to college presidents.

The conference agenda was designed to move from the topic of admissions and financial aid to other matters involving students. However, it soon became clear that many facets of the black student experience were inseparable as specific items to fit into a preconceived agenda. It also became clear that the personal experiences of many of the black administrators were as much a part of the collegiate experience as the students enrolled. A

wealth of data on institutional responses, feedback by administrators, and black student relationships unfolded during the day. These discussions and ideas were recorded on the tapes and changed in print only in minor ways.

Several recurring facts emerged during the conference: 1) The criteria now used for predicting the capabilities of black college applicants are inconclusive. Several schools described the problem of developing accurate standards for assessing potential success of black applicants in their colleges. There is often a lack of correlation between the usual high school measurement and the actual performance in college. Some very high risk students, predicted to have a difficult time, often turn out to be the best of a given group. 2) There is a wide variation in percent of black student enrollment from school to school. These variations may be the result of a number of factors not evaluated in this report. They include: a) differences in aggressive recruitment, b) degree of risk acceptable by an admissions committee, c) the extent of financial aid an institution commits, and d) the attractiveness of the school in terms of the quality and type of education, i.e., geographical location, large or small, number of other black students, coed or single sex, etc. 3) The percentage of attrition was low for black students when compared to the national figures. 4) Supportive pre-freshmen and on-going academic programs geared especially to help minority students have been very successful. 5) The psychological burden of assuming a large financial debt after graduation because of a forced loan for the four years of education can often be overwhelming and unacceptable to the black student who has an abhorrence and distaste for incurring debts. 6) A delicate psychological program exists in trying to reach those black students who may require special tutoring. They are very sensitive about being singled out to participate in a special program in order to acquire certain cognitive skills. None of these courses are compulsory and all agreed that they should not be. 7) Aggressive and frank counseling can best be done by black adults with less risk of lack of trust and hostility by the black students than by their white counterparts. 8) On every campus there is a dearth of black adult role models. Black faculty and administrators are taxed and stretched to respond to individual black students and institutional needs in problems concerned with the black campus experience. Also the black resource persons to whom black students go for advice most often are new on the campus, young, and inexperienced. 9) All institutions have increased their black student enrollment from pre-1967 levels. 10) Fear was expressed and indeed the data seems to indicate that as the overt turmoil

and reaction began to subside the effort for recruitment of black applicants also waned. 11) Conferees articulated that the presence of black students on campus provide opportunity for both black and white students and faculty to relate in a variety of academic and social ways.

The main issues discussed and the experiences related at this conference might now be used to build plans for effective and on-going black student incorporation into the educational mainstream. The experiences of black and white administrators committed to a positive future for the black college experience may provide the reader with some points of interest or stimulation for change. This becomes even more important since over 50 percent of black students now in college are attending predominantly white institutions.

We are indebted to the conference participants and the institutions they represented for their willingness to share their experiences and to provide us with the data that have made possible this report.

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Minority access to higher education became a focal point of interest and concern in the predominantly white institutions around the middle of the 1960's. As aggressive recruiting for black and Spanish-surnamed students began, the glaring differences in the quality of pre-college preparation and performance on college entrance examinations between black and white students became apparent. Questions began to be raised about the predictive value of the traditional criteria for admitting black students to college and about the criteria by which black students should be judged. This debate continues in the face of the fact that there is little conclusive evidence as to what are the reliable predictors of success.

The University of Connecticut awakened and responded to the challenge that it had a responsibility to all citizens in the state and took steps in several areas to correct inequities of long standing. To help the administration of the University, President Homer Babbidge authorized the establishment of the University Council of Human Rights and Opportunities. The Council has been a very important agent, offering advice and recommendations that led to the establishment and the implementation of programs for minority students.

Other ways in which the University responded were the active recruitment of black and Puerto Rican students and the hiring of black and Puerto Rican faculty and staff; providing for the establishment of the Black Studies Center; creation of an Afro-American Cultural Center and the Puerto Rican House; the placing of students in clusters in the residence halls; the creation of supportive service programs to help insure the success of the students' undergraduate experiences; and to help resolve conflict, the office of the Ombudsman.

It is to the credit of the University that it established and filled the following positions with minority persons: Associate Provost, Assistant Dean in Arts and Sciences, Director of Afro-American Cultural Center. Also appointed were Admissions Officers, Financial Aid Counselors, Student Affairs Officers, Division of Housing and Food Services personnel, and positions in Student Activities, Counseling and Testing, Personnel Services and The Black Studies Center. It should be noted that staff in all of these positions had responsibilities that did not delimit activities to exclusively dealing with minority persons. The one possible exception

is the position of Director of the Afro-American Cultural Center, who by definition spent the greater portion of time planning activities and advising black students.

In residence halls, the University did not establish all black enclaves. The number of black students present in the University made such an arrangement impractical and imprudent. However, "clusters" of black women or men were formed with the aim of facilitating social compatibility. "Clusters" comprise four to twelve students per floor, often in rooms adjacent or near each other. Students were given the option upon admission of living in rooms assigned randomly or being placed in a cluster. Many students initially elected to live in clusters. Clusters began to become smaller and virtually disappeared, as students changed location within dormitories and from dormitory to dormitory. Social conflicts with white roommates were not uncommon and continue to be troublesome and where conflict exists, it seems to be very intense.

The University of Connecticut, this state's only public university and land grant institution, has very high standards for admission. Students are admissable if they rank in the top half of their class and have SAT combined scores of 1000. The personnel in the admissions office at Storrs make all the decisions about who is to be admitted to all of the colleges and schools within the University at Storrs and the five branches.

These standards, coupled with other factors such as the cost of education and the "color-blind" policy of the University, have resulted in a colorless enrollment with a few dots of color seen occasionally. Out of an undergraduate population of around 11,500 resident and commuting students, our best guess is that black and Spanish-surnamed undergraduates have increased from thirty in 1966 to around five hundred and sixty in 1973. The number of these students needs to be substantially increased so that their representation is more nearly in proportion to that of the general population of the State of Connecticut.

There is a problem of identifying minority students in a public university the size of The University of Connecticut. By law, race or nationality cannot be asked on the application blank and admission interviews are not required. However, a substantial number of students is known to the admissions officers and an attempt is made to follow up recruitment by checking how many students actually register.

Similarly, racial or ethnic identification is absent in the records on financial aid. The policy in the financial aid office is to meet the deficit of students admitted as determined by the Parents Confidential Statement and standards established by the federal government. It is likely that a significant number of minority students admitted to The University of Connecticut requires financial support.

Black and Puerto Rican Students are admitted to the University in three ways. There are those students who are admitted through regular channels; students admitted through the UCONN Summer Program; and those admitted and referred to as CEMS, Committee for the Education of Minority Students.

The pace of reform in education and counseling from kindergarten to twelfth grade continues to be a slow one. Until such time as reform does take place and the impact of this reform results in better preparation of students, the financial barriers to higher education are removed and the admissions policies are changed, access to higher education for blacks and Puerto Ricans may well have to be through some kind of support program. Applicants to the University who may not have the traditional college preparatory courses and who present lower scores on the college entrance examinations may need carefully designed summer experiences and on-going programs such as special tutoring, advising and counseling to help them develop the skills that will aid in their survival.

One such summer model at The University of Connecticut is the UCONN Summer Program conceived and instituted in 1967 by William Trueheart who was hired in admissions as one of the first black administrators. In the UCONN Summer Program, the participants are required to enter a six-week session in the summer prior to the freshman year. The academic experience is self-contained and only for students in the program, and is designed to augment their development of study skills. The students are carefully selected, taking into account the high school record, SAT scores and personal recommendations. Personal interviews are required for all special program students, and an attempt is made to determine motivation, which is considered essential for success at The University of Connecticut. Subjective evaluations are further scrutinized by a committee on admissions and then by the director of the UCSP. The interviewer is required to carefully seek out and present the merits of the candidate to the admissions panel. If the group agrees that the candidate should be

recommended for admission, the record then goes to the director for review. The director may accept, reject, or ask for more data on the candidate and in some cases may also interview the prospect.

The Summer Program students are carefully advised in registering for courses and are permitted to drop courses where it seems that they cannot possibly succeed. In the area of academic counseling, specially selected white and minority group persons are designated to counsel minority students. Tutoring, academic, and personal counseling are available through the UCSP staff as well as other resources of the University. These services have also been utilized by minority students who are not in the Program.

There have been some three hundred and sixty students enrolled through the UCSP since its inception in 1967. In addition to black students, the UCONN Summer Program admits students of low socio-economic status who may be white, Puerto Rican, or Spanish-surnamed students of Latin-American origin who are permanent residents of the State of Connecticut.

In 1970 another pilot program to admit minority students was begun by two black admissions officers. This program was named Committee for the Education of Minority Students. Students identified for this project are in-state residents who were found to have certain deficiencies in their preparation and therefore were earmarked to be offered supportive services such as tutoring and counseling after they registered and began to pursue course work.

Considering these three ways of admission, regular, UCSP, and CEMS, the enrollment of new students since 1966 deserves further comment. In 1966 it is estimated that eight new students were admitted and that the total population of black students was around thirty. In 1967, thirty were admitted on a regular basis and eighteen through the Summer Program making a total of forty-eight new students. In 1968, there were thirty regular admits, thirty-four Summer Program, making a total of sixty-four. In 1969, there was a dramatic increase in students admitted on a regular basis with one hundred and ten admitted, fifty-two through the Summer Program, totaling one hundred and sixty-two. Regular admits totaled eighty-six in 1970, seventy-one were admitted in the Summer Program, and the first CEMS numbered nine, giving a grand total of one hundred and sixty-six. Of the total of one hundred and sixty-eight students enrolled in 1971, fifty-nine were regular admits, eighty-three came in through the Summer Program, and twenty-six through CEMS. The regularly admitted students

for 1972 numbered sixty-five, UCSP had eighty-one and twenty-one came in through CEMS, making a total of one hundred and sixty-seven (Table I).

The peak year for students admitted to regular status was 1969 when one hundred and ten new students came to Storrs. Thereafter, the enrollment of black students showed no significant increase. Beginning in 1970 and continuing to date, there has been a significant increase in the Puerto Rican population, aided by the fact that a Puerto Rican was hired for the admissions office. The two special projects, UCSP and CEMS account for the enrollment of most of the black and Puerto Rican students from 1970 to the present.

It should be pointed out that the admissions staff offered admission to a much greater pool of students but were unable to induce them to enroll here. For example, one admissions officer stated that more than one hundred and ten students were offered admission but only fifty registered in the fall. Roughly, only fifty percent of the students admitted actually registered for courses. If the University is to attract greater numbers of minority students, it needs to notify them earlier, and since many need financial support, they need to have a definitive statement about the nature and amount of aid early enough to help them to decide to enter here. Because of the rural nature of the University, there also needs to be a public transit system linking Storrs to points like Hartford and Willimantic on a daily basis.

The admissions officers are permitted to exercise considerable flexibility in admitting black and Puerto Rican students. The most rigid standards are applied to out-of-state students whose board scores, college preparatory record, and high school rank more nearly approximate those of white students. Most out-of-state students have combined scores of at least one thousand and rank in the upper third of their high school classes. Special program students have widely ranging scores. Some of them have total scores which top one thousand but there are successful students who average seven hundred and ninety. These students rated high on the motivational scale and were able to successfully complete the degree requirements.

The record of retention and graduation of these special program students compares favorably with that of other students in the University. Since 1967, fifty-five percent have graduated and entered professional and graduate schools or have secured positions in professions and businesses. One student graduated in

three years and received a Ford Foundation Fellowship for graduate study. Others have entered medical, law and social work schools. At least ten others are doing graduate work in various fields including education and business. One student who majored in modern languages is teaching in a school in Paris, France. There are teachers in the public schools in Connecticut; a graduate nurse works in public health nursing; and several students are working for insurance companies.

At least forty-one black and Puerto Rican students graduated from the University in 1972 and forty-seven in 1973 (Tables II and III). Most of them are in the College of Liberal Arts and Sciences, with a heavy concentration of students majoring in sociology and English. There are fewer graduates from the Schools of Business Administration, Home Economics, Nursing, Engineering, Pharmacy, and Fine Arts. Including Allied Health and Engineering graduates, there are only eight majors related to science and mathematics fields out of the forty-seven graduates identified. Most of the students selected majors in the social sciences. It is conjectured that the majors of the 1973 graduates probably reflect the choices of graduates from 1969-1973 and that the trend will continue until such time as the teaching of mathematics and sciences improves in those elementary and secondary schools where minority students are concentrated and mis-educated.

The experience of black and Puerto Rican students at The University of Connecticut during the past five years has demonstrated that most of the policies for recruitment, admissions, and supportive services are bearing fruit. The State of Connecticut will benefit from a growing cadre of trained leadership from minority communities.

TABLE I

The University of Connecticut, Storrs, Connecticut

REGISTERED BLACK AND PUERTO RICAN STUDENTS 1966 - 1972

	1966	1967	1968	1969	1970	1971	1972
Regular New Students	8	30	80	110	86	59	65
UConn Summer Program	---	18	34	52	71	83	81
CEMS	—	—	—	—	9	26	21
Total	8	48	114	162	166	168	167

TABLE II

The University of Connecticut, Storrs, Connecticut

BLACK AND PUERTO RICAN GRADUATES 1972

College or School	Male	Female	Total No. of Graduates
Agriculture	0	0	0
Allied Health	0	0	0
Arts and Sciences	14	13	27
Business Administration	1	0	1
Education & Arts & Sciences	1	2	3
Engineering	1	0	1
Fine Arts	1	0	1
Home Economics	0	6	6
Nursing	0	1	1
Pharmacy	0	1	1
Total	18	23	41

TABLE III

The University of Connecticut, Storrs, Connecticut

BLACK AND PUERTO RICAN GRADUATES 1973

College or School	Male	Female	Total No. of Graduates
Agriculture	0	0	0
Allied Health	0	3	3
Arts and Sciences	11	13	24
Business Administration	3	0	3
Education (B.S.)	1	6	7
Engineering	2	0	2
Fine Arts	2	1	3
Home Economics	1	2	3
Nursing	0	2	2
Total	20	27	47

TABLE IV
The University of Connecticut

1973 BLACK AND SPANISH SPEAKING GRADUATES SCHOOLS AND MAJORS

Agriculture	0
Allied Health	3
	1 Physical Therapy
	2 Medical Technology

Arts and Sciences	24	
		2 Political Science
		9 Sociology
		1 Spanish
		1 History
		3 Psychology
		1 Biology
		1 Bacteriology
		1 Mathematics
		1 Economics
		4 English
Business Administration	3	
		1 Marketing
		1 Industrial Administration
		1 General Business Administration
Education	7	
		4 Elementary Education
		2 Nursery School and Kindergarten Teaching
		1 Music Education
Home Economics	3	
		1 Foods and Nutrition
		1 General Home Economics
		1 Child Development and Family Relations
Fine Arts	3	
		1 Painting
		1 Sculpture
		1 Theatre
Nursing	2	
Engineering	2	
		1 Mechanical Engineering
		1 Civil Engineering
Pharmacy	0	
Total	47	

JAMES JONES
Assistant Director of Admissions, Connecticut College

FINANCIAL AID

Since about 1964, Connecticut College has made a concerted effort to obtain a much more proportional representation of minority persons in its student body. Although the initial effort netted little visible gains it did serve as a frame of reference through which the college and its name and reputation could be exposed to those peoples in minority communities. One of the first problems in gaining access to qualified minority persons was in exposing high school counselors in black and Puerto Rican communities to the fact that Connecticut College was actively seeking minority people and was prepared to help finance their education.

Then came the problem of determining who in fact were the qualified minority people to deal with the rigorous academic curriculum the college offered. Standard criteria that are traditionally used to identify qualified non-minority students were basically inadequate in assessing the capabilities of minority students — such things as standardized tests have proven to be fairly poor predictors of the potential of most minority peoples. The average profile of test scores at Connecticut College may have a mean of about 600-625; the average minority black or Puerto Rican student was more in a range of 450-550. Therefore, those criteria were in no way an accurate means of predicting success. The admissions staff was forced to come up with some alternative criteria for admission of minority people to Connecticut College. Basically, the staff looked for some very fundamental personal and academic qualities. These fell into such categories as toughness of character, adaptability, flexibility, discipline, a strong sense of direction, and probably above and beyond all other factors, a high level of motivation. The admissions committee may look at board scores, but greater emphasis is placed on the high school plan of study, in particular the course load that is taken each year, whether or not the student has participated in a college prep program or business program, the track level that the student participated in, the quality of education at that particular high school, and guidance counselor and teacher recommendations and class rank. Probably what the staff and I personally consider to be very crucial would be the interview. The interview provides someone on the admission staff, or an alumnus in the area where the student lives, a chance to have personal contact with that applicant,

and get a feel for strength, for positive qualities which may not be projected through the application or through test scores or through grades. In other words, minority students face barriers, particularly in the public high school system; and standard applications procedures do not recognize this.

The financial aid package at Connecticut College is standardized, and is probably pretty similar to most other small private liberal arts institutions. It is a package deal consisting of scholarships, loans, and opportunities for campus jobs. Recruitment then becomes a creative activity to attract minority students to schools like Connecticut College. The challenge is in convincing minority students that they are qualified to deal with a rigorous academic curriculum. Good minority students are usually sought by Ivy League schools, too. Therefore, these schools are pulling from the same pool; and the competition is evident. Recruitment processing can range from visits to high schools and talking with counselors, making those types of contacts to referrals from minority referral agencies such as NSFNSS, the National Scholarship Service and Fund for Negro Students, ASPIRA, the College Bound Program, the Direct Search for Talent Program, the Transitional Year Program, the Upward Bound Program; all of these agencies facilitate exposure on both ends with the recruitment of minority students. At schools like Connecticut College we try to involve the black and Puerto Rican students on campus in the recruitment process, such as having them attend college night at various high schools, or having campus days to entertain prospective students. It is a complex process that cannot be standardized.

Statistically, Connecticut College has had a marked increase in numbers of minority students on campus since 1967. In 1967, out of a total student body of 1,399 students, there were 31 minority students, which constitutes about 2 percent of that class. In the Fall of 1968, out of a total student body of 1,407, there were 32 minority students, which was again about 2 percent. In the Fall of 1969, there was an increase of 0.4 percent; there were 38 minority students out of 1,444. In the Fall of 1970, there were approximately 48 minority students out of a student body of 1,554, or about 3.07 percent. There was a sizeable leap in 1971, with 75 minority students on campus out of a student body of 1,554, or 3.07 percent. This past Fall, 1972, there was another marked increase to 103 minority students, or 6.47 percent of the student body. This is similar to the general trend in minority recruitment; the upswing came in the latter part of the sixties as concerted efforts were made to recruit minority students, and federal funds filled in the financial aid picture.

JEWEL PLUMMER COBB
Dean of the College, Connecticut College

As far as can be ascertained from early college records, the first black student at Connecticut College entered in 1927 and graduated as a French major in 1931. She ranked 10th in a class of 130. From that time until 1960, unofficial records indicate that seven black students of mine enrolled graduated. Beginning in 1963 until June 1966, 23 students were admitted. Nineteen of them graduated. Beginning in 1964, special efforts were made to increase the enrollment of minority students: the number of freshmen increased from eight women in September, 1964, to eleven in 1967, and to 34 (including 17 men) in 1972.

All students are assigned academic advisers as freshmen and also are in touch with their class deans. Special arrangements for academic assistance are made through the class dean. Individual professors may often arrange effective help to black students in academic difficulty in their courses, but such response among the faculty is uneven. Just started during the 1973-74 year is a Special Services Program sponsored by federal funds to assist in remedial and on-going academic support activity of black and white economically disadvantaged students. Now, as in previous years, student and adult tutors are available without cost. A special non-credit course in speedreading and one in expository writing are taught in the evening without tuition cost. Enrollment is voluntary. Class deans and/or advisers serve as liaison persons with faculty, as mentors, as friends, or as teachers. One black and one white psychologist are part of the student health service.

There are certain special personal and racial identity problems that a black student may have which are superimposed on the typical adjustment problems of all college freshmen. For these students the psychic load becomes overwhelming at times. The presence now of a critical number of black students on campus has been helpful in preventing isolation anxieties. Differences in the number of social outlets (few) for black students versus white students (many), create added burdens, especially during the peak tension periods at exam time.

The choice of majors of the 54 black graduates from 1968-1973 are listed in Table I. Sociology was the most frequently chosen major with English and history as the next most popular.

Black students usually live in 4 or 5 of the 21 dormitories. Between 30 and 40 women have elected to live together in a joint dormitory and cultural center which serves also as a social

center. Next academic year the cultural and social center will be moved to an individual campus house designated for the use of black and Puerto Rican students as a minority cultural center. The salary of a center director and maintenance are to be paid by the college. Student organizations using the house will support programs from their budgets.

The college became co-ed in 1969 and the first black male was admitted that year as a transfer student. There were less than five black men on campus until 1971. In the fall of 1973, 32 men and 78 women, including 10 special students and one graduate student, were enrolled. There are no differences in academic performances between the sexes. The men have been more outgoing and have participated in intramural and extramural sports, especially basketball.

In the spring of 1971, black students sat in for a day in the admissions office and occupied the administration building for a few hours to dramatize their demands for a significant increase in black student enrollment by September, 1971. These acts culminated in the hiring of a black male as an Assistant Director of Admissions and the formation of a campus commission to investigate racial relations. The commission, composed of black and white students, faculty, and administrators, deliberated in August, 1971 and brought to the trustees a document proposing a priority request for hiring more minority faculty. The trustees voted unanimously in favor of the proposal. This support has not produced a marked increase in their number.

There are three black student organizations on campus: a) the Black Students Union (formerly Afro-Am), a political and social body; b) the Black Students for Quality Education (BSQE), a group focusing on academic reform; and c) the Black Theatre Workshop. There is at present no joint collaboration for common goals, but this would probably occur if an important racist issue came into prominence. Last spring black and white students who wanted to debate their concerns about racial relations on the campus formed a discussion group. It has thus far been an effective open forum for honest discussion. White faculty and students have joined the BSQE group.

A follow-up study of post college activities of the black graduates indicates that 16 are attending graduate school (6 are studying law and 3 are studying social work); and 30 are employed (11 are teaching, 5 are working in various agencies of the government, 4 are in communications). (Table II).

TABLE I

CONNECTICUT COLLEGE

MAJOR DEPARTMENTS OF BLACK STUDENT GRADUATES
1968 - 1973

	Class of 1968	Class of 1969	Class of 1970	Class of 1971	Class of 1972	Class of 1973
American Studies					1	
Anthropology						1*
Art		1			1	
Child Development						2
Classics					1	
Economics						1*
English	2		2	1		
French					1	
German				1		
Government				1	1*	1
History		2		2		1
Music	1					
Religion			1			
Sociology	2		4	4	4(1*)	4(2*)
Spanish			1			1
Urban Affairs						6(2*)
Zoology	1				1	1
	6	3	8	9	10	18

*Double major

TABLE II

CONNECTICUT COLLEGE

MINORITY GRADUATES - AFTER-COLLEGE STUDY AND EMPLOYMENT (CLASSES 1966 - 1973)

Graduate and Professional Study

Divinity	1
Education	1
English	2
History	1
Law	6
Medicine	2
Social Work	3

Employment

Bank, Insurance, Investment	2
Counselor	2
Government	5
Librarian	1
Medicine and Science	1
Communications	4
Management, Administration, Secretarial	3
Social Work	1
Teaching	11

TABLE III

FRESHMEN MINORITY ADMISSIONS

Black and Spanish-American Students

APPLICANTS	1970-71	1971-72	1972-73
Black			
Men		39	28
Women		92	68
Total	83	131	96
Spanish-American			
Men		3	6
Women		10	17
Total	23	13	23
ADMITTED			
Black			
Men		29 (75%)*	22 (78%)
Women		49 (53%)	38 (55.8%)
Total	54 (65%)	78 (59%)	60 (62.5%)
Spanish-American			
Men		2 (66.6%)	3 (50%)
Women		6 (60%)	10 (58%)
Total	12	8 (61.5%)	13 (56%)
ENROLLED			
Black			
Men	4	17 (58%)	11 (50%)
Women	25	17 (34.6%)	14 (36%)
Total	29 (54%)	34 (43.5%)	25 (41.6%)
Spanish-American			
Men	1	1 (50%)	1 (33%)
Women	4	1 (16.6%)	1 (10%)
Total	5	2 (25%)	2 (15%)

* Percentage of Applications

MARNESBA HILL
Assistant Dean of Yale
and
Acting Dean of Undergraduate Affairs,
Yale University

FINANCIAL AID

Having just completed a month locked in with the admissions committee, there are a couple of things I think I want to say. One thing has become increasingly clear to me: somehow or other we need to do some work. We need to find out exactly what kinds of standards we can recommend to the colleges and universities across the country by which they can judge minority students. It is clear that we at Yale don't know what we are doing, that we are admitting students by guess and by gut reaction and I am very concerned about it.

I planned to describe to you Yale's Tuition Postponement Option which is a form of financial aid. We've just admitted 169 black students. Out of a class of 2,100 we're hoping to yield 1,350. I suspect that of those 169 black students our yield will be less than 50 percent. Given the status of Yale as an Ivy League institution, it concerns me that less than 50 percent of the students that we are getting are opting to come. It's also very clear, I think, that one of the reasons was one that Mr. Jones described which is that we are in competition with a number of very fine institutions, especially in the Northeast. The pool that we are drawing from is very much the same group of students that are applying to Harvard, Princeton, and Connecticut College.

The other reason is Yale's financial aid policy. Ours like, I think, every other private institution in the country is a mixture of some gift aid, some loans, and some sort of employment on campus. At this point the tuition at Yale is $4,750: for next year, it will be $5,000. A budget is prepared for each of our applicants based on the College Scholarships Service analysis of their need. Generally speaking, each student first gets a loan. He also gets a Tuition Postponement Option. Let me describe how that works for you.

In 1970 the tuition at Yale was $3,900. It became clear about that time that Yale was about to embark on a financial crisis. It also became clear that the tuition was going to have to go up by anywhere from $300-500 a year for the next several years. Given this fact, it also became clear that we were squeezing out a sizeable portion of the country — that is the middle class student who did not qualify for financial aid, but who could

not pay $20,000 over four years for his education. Yale then developed a program whereby students could postpone payment of that tuition, or a part of that tuition, until they had completed their undergraduate work and their graduate work and were working. The repayment schedule is carried over a period of anywhere from twenty-five to thirty-five years; it is paid back at the rate of 4/10 of 1 percent of the annual income of the person, per one-thousand dollars that he has borrowed. Now how does that really break down into exact amounts? It means that the student who has borrowed $5,000 over four years at Yale, and who is making $10,000 in his first year of employment, will be paying $200 in that year towards the $5,000 he has borrowed. Presumably, his income will increase and as his income increases, his payments will increase. When the amount is paid off over that thirty-five year period the student's debt to Yale is finally completed.

It's based upon the year that you start to repay your loan and each person will go into a group at that time composed of individuals who began payment in that year and the lump sum of the amount of money that has been borrowed by every individual in that group is put into that pool. What it means is that someone who is earning $100,000 a year will be paying considerably more probably on his loan than someone else who is earning only $10,000 a year. When the entire lump sum is paid, plus interest, plus what it has cost Yale to administer the program, the group is terminated. The group is terminated whether every individual paid the exact amount of his loan or not. How does this work for minority students admitted to Yale? First of all, I have some figures here for the class of 1975. There were 86 black students admitted into the class of 1975. Of that number, 77 will receive some form of minority aid. The average total of aid; gifts, loans, and jobs was $3,250. Each one of those students was first given a Tuition Postponement Option of $860. After that he received a job which would enable him to earn $700. He was expected to provide $500 from his summer earnings, and his parents were expected to contribute $650-up towards his education. The remainder was a gift. Beginning next year, that self-help portion of the package that is not gift will be about $1,900. For the minority student who is expected to provide over $650 towards his education, or rather his parents are expected to provide this, sometimes this is totally unrealistic when a student comes to Yale and has to put $5,000 or deposit $5,000 in the bursar's office on the first day and his gift is about $3,200 it means he has to come up with about $1,700 and that's very difficult. The student's reaction to our financial aid package is very simple: they go some-

where else. Beyond that, their reaction to the Tuition Postponement Option (TPO) is that they are absolutely uninterested in assuming a debt that will last over a period of twenty-five or thirty-five years. Beyond that the students feel trapped into a package that looks increasingly pretty bad: that is, the Tuition Postponement has gone up each year; it started at $850, and it is now $1,400. There seems to be no way out. It has become clear, I think, that this is not really the total answer for minority students, at any rate. While I think that the Tuition Postponement Option is probably a very good thing, it is very hard to see what's good in it when one is about to come out of four years of college somewhere between $5,000-6,000 in debt. For Yale students, for whom the BA degree is usually just a beginning, since most of our students do go on to graduate or professional school, this means $5,000-6,000 of a debt that is eventually going to be somewhere between $10,000-12,000.

Question: So nobody actually receives total financial aid?

Answer: No. There is no such thing.

Question: You have said that you are competing with a number of institutions for the same students, what do you do to increase the number of students applying to Yale?

Answer: We have a minority recruitment program, the University has given a sum of money to minority students who do a great deal of recruiting of other minority students. Really that's a hard question to answer. The students try very hard to get students who have been accepted to come to Yale. The Admissions staff also tries hard, but I am not sure how successful we can be given the way our package looks and given the other kinds of problems that exist for minority students in particular.

Question: Do you establish a particular quota for the number of minority students Yale will accept and, if you do set one up, do you decide which students are going to get what portion of the financial aid available?

Answer: No, every student who is admitted to Yale is guaranteed that his need will be met in some form or another and the package is a standard one that goes to every student who receives financial aid. At this point there is no quota of students who will then be given financial aid.

Question: But you can guarantee each student that you do recruit that their needs will be met?

Answer: That's right. Student are admitted at this point without regard to financial need. The application for financial aid is not taken into consideration at all in the admissions process.

Question: Considering all these questions that have come up, what is your attrition rate after a student is admitted? Also what are the reasons for attrition?

Answer: The following information has been recorded about the classes of 1967 through the classes of 1972 and we're not sure it is completely accurate. The class of '67 — four students out of 12 withdrew at one point during their career, three for academic reasons and one for personal reasons; the class of '68 — three students out of 14 withdrew, two for academic reasons and one for personal reasons. In the class of '69, three students out of 20 withdrew, two for academic reasons and one for personal reasons. In the class of 1970, 11 students out of 31 withdrew, 6 for academic reasons, 2 for personal reasons, 3 for some combination of those two. The class of '71, 3 students out of 30 withdrew, two for academic reasons, one for medical reasons. In the class of '72 (and these are figures I'm not sure are accurate), 3 students out of 44 withdrew, two for academic reasons, and one for personal reasons.

Question: Isn't there something that's not being said about that record in terms of the basic assumption that minority students are given financial aid and then required to work? There is a direct relationship between academic performance and lack of financial resources.

Answer: I'm sure you're right.

Question: How many of those students that dropped out for academic reasons were also working in a work study program? From the way I understand your package, are there any choices?

Answer: Since they are given a job, they have an option of taking a job or a long-term loan — they are guaranteed a job if they wish to work. They may take a long-term loan in lieu of the job if they wish to.

Question: I think you can agree that one of the problems was that a number of minority students felt that it was "required" to enroll in the TPO program and subsequently found out that it was optional and were sort of upset about that.

Answer: That is correct — it is optional if you can find another way to come up with the money, otherwise it is not optional. That is, the TPO is really a misnomer, it is not an option, it is required certainly for minorities.

Question: Two questions — How much of the work-study plan evolves around students who hypothetically come to college to study and who probably should not be working because they need that time for study? What proportion of these required work-study assignments are held by minority students?

Answer: I think there is probably a sizeable proportion.

Question: So theoretically there is an inconsistency between the policy and what one assumes is actually the condition of the student.

Answer: That is probably true.

Question: Secondly, concerning your comments on standards and criteria for evaluating minority students. Might not the payment policies of Yale be an indirect but very important way of determining the motivation of students? In other words, I suspect that from some of several studies I've looked at that one of the major problems with certain kinds of minority students is their inability to defer gratification, and it seems to me that the Yale policy requires that.

Answer: Your point is well taken.

Question: When the College Scholarship Service comes up with need analysis or an assessment of total need for a student, is the total need student also syphoned off into the Tuition Postponement Program, in other words, will part of his financial aid package deal with the Tuition Postponement Option?

Answer: That's right. The budget is based on the $5,000 for room, board and tuition plus $650 which is for inci-

dental expenses. We start from that point to make up the $5,600 and the first part of the package is the Tuition Postponement Option.

SUPPLEMENTARY POST CONFERENCE DATA — YALE

Yale follows the same criteria for admission of blacks as for white students. Things taken into consideration are scores, grades, high school record, extra class activities, community affairs, and other distinctions. Range 500's-800's. Most of the students are in the low 600 range. Financial aid is guaranteed to be met by a combination of loans, gifts, and jobs.

Academic assistance is provided by tutoring for all students. The Dean's Office publicizes the information to all incoming students. The tutoring is done by graduate students at $5 per hour. In August there is a special voluntary pre-freshman minority two-week orientation program (PROP — Pre-registration Orientation Program). All expenses are paid and a stipend covers any loss of pay for that two weeks. Academic counseling is given by the residential college deans, Yale College deans; faculty advisers, especially black faculty, and deans.

Career choices for the majority tend to lead toward professional schools and even fewer take jobs.

The major personal problems encountered were: a) identity as blacks, b) isolation, c) adjustment to an all-white university, d) poor secondary school preparation and all those feelings of inadequacy that it causes, e) peer group pressure to be black activists, f) finding role models—other black adults with whom to identify, g) guilt feelings about being at Yale instead of in the community—elitism problem, h) money scarce (Tuition Postponement Option creates long-term anxiety about how to pay it back), and h) real male-female problems in interpersonal relations as a formerly male college.

Yale's model for a cultural center is a separate three-story building on campus (Afro-Am Cultural Center). There is an adult director (full-time) and a part-time secretary. The director's salary, administrative salary and maintenance are all paid for by the University. The program is on soft money. Black students are housed all over the campus. Freshmen are housed in rooms of four (2 black and 2 white). Students may request certain preferences on their own initiative. Lottery for upperclassmen allows students to

form clusters within a college but not to transfer between colleges. Very often black sophomores may relocate in groups of four or less.

The Black Student Alliance (Black student's organization) was instrumental in the development of Afro-American Studies programs and the Afro-American Cultural Center. It was also instrumental in the development of tutoring programs and the hiring of a black dean. Strategies followed by black students to make their concerns known were as follows:

1967 — organized efforts through Black Student Alliance.

1973 — more and more participation in the University community either by being elected or volunteering. By this time there were more committees that would allow the students to express their concerns.

1969 — students occupied Wright Hall (post office). 100 students were expelled and then reinstated.

May 1, 1970 — May Day — Black Panther trials. There was an increased awareness of black students and their problems. There was a joint effort between the students and community in front of the court house as public demonstrations dramatized the state of blacks in New Haven and nationally.

MURIEL WIGGINS
Director of Academic Counseling
University of Massachusetts at Amherst

I didn't come equipped to deliver the kind of data presented so clearly by Dean Hill of Yale University. I came only with the anticipation of receiving more than giving. I work at the University of Massachusetts in a program called CCEBS — The Committee for the Collegiate Education of Black Students — a very fancy title for what is a very unusual, reality based program. As Director of Academic Counseling I have been trying to develop a program that responds to various needs that have emerged or persisted over the course of CCEBS's five year existence. When I came on board, certain myths had to be dispelled from the thinking of some students. Would you believe it is better to receive an F than a D? This myth has its origin in the fact that the university does not include the F in the grade point average. As a result, the D student often takes the option to request an F. Our office tries to communicate to the students that the short range advantage of avoiding a D, which reduces the semester average, can have tragic long range implications. Surely graduate schools add in the F's so as to arrive at a more realistic and equitable average with which to judge and compare students. There is also no doubt that a prospective employer could conclude quite negatively about the more than occasional F. What it means to have F's not deducted from the average is that a student can receive three F's and an A in a three credit course. And guess what his/her grade point average for the semester will be? . . . .

Until this year there was another university policy which was self-defeating for the student. The policy allowed a student to have 4 semesters to work up to the required average for graduation. This policy has been counterproductive as it allows the student to become conditioned to a low performance level. It takes a significantly high semester average to pull the first three semester's average up to the necessary cumulative average and all too often the student discovers too late that he has not established the discipline needed to obtain it. What follows is the one semester suspension or an appeal for immediate reinstatement.

The student who spoke earlier referred to another trend also common at CCEBS . . . the inability or unwillingness to defer gratification. As I see it the black and minority students generally come from economic backgrounds that require total financial support and are juxtaposed with middle class white students in a middle

class environment with middle class life styles. As a result the CCEBS students want to have the same things the other students have, and this is an understandable dimension. However, buying television sets and stereos, and maintaining apartments, telephones and cars, frequently takes priority over academics. These needs and desires are further variations of the activities that are counter productive to many CCEBS students' educational goals. What, you may ask, are the ramifications of these behaviors and policies?

If you take into consideration admission standards that are based on the erroneous notion that high risk students will be able to function with the help of academic support services, then it is easier to understand the plight. Implicit in this type of recruiting is the gross assumption that the student will have discipline, motivation and a willingness to admit he needs help in time. Only then will support services be effective. One of the things that I have been pressing for with admissions is to have some of the kinds of evidence Connecticut College insists upon before the student comes to the CCEBS Program at UMass.

Criteria used for admission include high school diploma, class rank, transcript, recommendations, extra curricular activities, work experience, and interview results. The SAT scores are used only for counseling purposes and not to determine a student's acceptance.

More than 80% of the CCEBS students are on financial aid. They are provided with tutorial assistance when needed. Academic dismissal, therefore, is less than 10% . The counseling is done by Muriel Wiggins and Julia Fata. The majors most often chosen by the graduates are education, business and mass communication. The major problems encountered on our campus are personal. It is now planned that there will be a director of a cultural center. Black students are housed in response to their own option. The drift is such that more than 75% elect the same dormitory area. In the Spring of 1970, a building was occupied. Currently there are 15 black students in representative slots on the Student Senate.

Question: Does the F appear on the transcript?

Answer: Yes it does. I'll go back to specific instances. For example, I have had to face a student who after three years or after his junior year (when he has completed anywhere from 25 to 42 credits) is very far behind. Out

of curiosity I have called his high school to inquire what is on his high school transcript. What it amounted to were C's and D's. So this difference in philosophies in admission policies will have to be blended in terms of what kinds of student the university seeks and which students are motivated.

Question: What is your overall interpretation or feeling toward the reaction of minority students toward your aggressive counseling?

Answer: I am a black mother figure. I contend that black students need the aggressive counseling. I contend that they are used to the authorative approach and that they have responded to it. The verbatums are "it is about time they sat on me, etc."

Question: I think that another very real problem is that many black students who go away to college, because of the lack of the authoritative leader, have a tendency to run further a field than their white counterparts. It may be that it is the first time that many black students have been placed in the situation where the entire effect of their lives has been built around their own decision making processes. Everything that they do and the effects of the things that they do is the result of their own decisions as opposed to somebody being there and giving them some kind of strong direction.

Answer: Well, there are more reasons for that and one may be that in Massachusetts for the most part, guidance counselors in high schools are non-minority and the phrase that is most divisive is "well, you're not college material and rather than try college you should look at this field or that field." These students come to the University of Massachusetts where we have a core requirement of at least four courses in math or sciences, and the avoidance is tragic. Rather than take botany or zoology they will take food science or plant and soil science because they firmly believe that they cannot perform in these areas. This is an unfortunate drift. The largest proportion of our students are in education. Many of them have elected that as an initial major but many of them have also drifted into that as a so-called easy area because they did not succeed in other areas.

Question: I would like to know how aggressive you are in dealing with other academic issues such as students who are highly motivated but encounter institutional racism.

Answer: Institutional and personal racism; I have one professor's name whom I intend to write a letter to saying that when his name comes up for reappointment, I shall be there because I have repeatedly had complaints from students and carefully measured these complaints in terms of who the students are. When I have a senior who has achieved 550 on his law school aptitude test say to me he has never in his 16 years of school called anyone a racist, but that this particular professor is a racist, I am ready to deal with this.

Question: Another important concern that I have is the aggressive manner that you take in terms of responding to situations whereby instructors fail to communicate to the students so that they can get as much as possible out of the courses and thus the grade given is indicative of something.

Answer: I feel that this is the responsibility of our office as well. There is a group of deans from each of the colleges within the University and I have the opportunity to meet with them and lay out my expectations. We try to avoid having the kind of professor who says, "Well I'll give them all A's and to hell with them." Then I will tell the student that you do not go into his class until we can deal with the professor in one way or another.

Question: What is the black student population, at the University of Massachusetts at Amherst?

Answer: Just over 600 of which 556 are CCEBS students; that does include a few poor white students.

Question: Do you find that you get the same reactions from the Puerto Rican students as you do from the black students?

Answer: I guess that if I were a Puerto Rican student entering a building called the New Africa House I would have some problems entering freely. The Puerto Rican population is about 50 of the total 556. I see them individually when their academic needs call for it. I find that the most problem that I have with them is that illusion that math and science are the only valid occupations.

And there are many people who are not scientific and are not mathematical who are trying to do that kind of work.

Question: I'm in admissions but I do some counseling. I find sometimes that my students are a little frightened of letting me know what is happening with their studies.

Answer: Because of this problem, I have asked the University to allow me to do the pre-registration from my office so that I know exactly what everyones' cumulative average is. So when they come in to pick up their pre-registrations material, they have to deal with me. But still with the Spanish speaking students, they are trying to compete in math and science and are failing.

PAUL NYHUS
Dean of Students, Bowdoin College

Beginning with the fall 1969 entering class, Bowdoin College moved to increase enrollments of minority students. In the Fall of 1968, approximately 30 minority students in a college of 950 were present; by the Fall of 1972 there were 80 minority students out of a total of 1,100. The first aspect of our admissions picture is that we look at the best applicants. Those we would like very much to have come to Bowdoin, end up stopping somewhere else along the turnpike before getting all the way to Brunswick, Maine. We have had the problem of attempting to convince minority students that the winters aren't that long, and the natives aren't that hostile if they come to Maine—generally speaking we've had very good cooperation from the Afro Am group on campus in helping to put the best foot forward about our conditions of climate and hospitality.

Perhaps you may wonder about the effect of our highly publicized not requiring SAT's (Scholastic Aptitude Tests). I don't think that that has affected the whole pattern of minority admissions a great deal at all. I think really that it's more typically the white suburban students who have worked very hard, and perhaps have some very strong personal qualities and a very strong grade record in school, but test poorly, who are most attracted by that policy. I think it may be that kind of person who is perhaps more favorably treated in the admissions process. Before we announced and became involved in the glare of publicity about that policy, we didn't really put too much weight on SAT scores in terms of admissions of minority students. I don't believe that our applicant pool has been affected as much on the minority side by that policy as has our applicant pool of more typically white suburban students.

Since I'm not in admissions, but from the dean's office, I can't speak with the authority of a great number of statistics or direct involvement in the process. But from the side of the dean's office the problem that most perplexes me now is the lack of correlation between performance in our college and what is available in the kinds of admissions information we are getting. We depend heavily on rank in class and letters of recommendations, but if one makes the kind of informal ranking of the minority students who are admitted each year on the basis of the judgement made about them by the admissions department, there is a rather poor correlation with their actual performance in college. Some, whom we thought might have had the most difficult time, have turned out to be some

of the best performing students. I think this points to the need to develop criteria that will more accurately reflect actual performance in the college—I don't think we have made progress along those lines.

Specifically, rank in class, as reflected from inner city schools, has been a poor predictor for us—we have some students who have superb rank in class who have turned out to perform at a much lower level than we would have anticipated on the basis of that indicator. We find the indicator much more accurate for non-minority students. I suppose I might most appropriately end with the question that we certainly are in need of some kinds of indices which would improve our ability to make accurate judgements in the course of the admissions process.

DONALD COWING
Director of Counseling Services
Bowdoin College

Our faculty-student ratio is about 11 to 1, so the professors have an opportunity to see how well the students are doing. Any student who needs assistance can get tutorial assistance, paid for by the college. My experience has been that the black students we've had have not wanted to be singled out for specific kinds of remedial programs; the system that we've had of individual tutorials has worked out well. Our attrition rate has been relatively low. One problem that recurs is adapting to a new environment. For example, just two weeks ago, a young Puerto Rican boy from the Bronx, New York, from a very warm family, was having difficulty. He had been a good student, but he was used to living in the Bronx in a Puerto Rican community; as supportive as the college could be, we just couldn't replicate enough of that environment so that he would be happy remaining there. Academically he was in no difficulty—I think that this has been true of most of the black students we have had who have left—it has not been for an academic problem, but rather just wanting to be in an urban atmosphere. This student has transferred to a college in New York. My own experience in counseling black students has been that the range of problems presented, personal and otherwise, has been very little different from the range of problems that have been presented to me by all other students.

Bowdoin College — Post Conference Data

Beginning in 1969, Bowdoin sought to matriculate a representative number of black students. Students were admitted who seemed able to cope with the academic requirements of the College and who could likely profit from study at Bowdoin. Because of academic attrition problems in the group of black students admitted in 1969-72, somewhat higher requirements were set for black freshmen admitted in the fall of 1973. Consistent throughout this period has been more emphasis on rank in class and teachers' recommendations than SAT scores when evaluating black candidates. Since 1969, student tutorial assistance has been available for minority students. Beginning in 1973, a full-time professional tutor in English and a part-time professional tutor in Math were added to the College staff. In 1969, summer remedial work was offered as an option to black students matriculating that fall. Only two students chose to participate in such a program. One

of those two failed out of college after several semesters. The academic attrition rate for black students has been somewhat higher than that for the rest of the College although not of epidemic proportion. Likewise a somewhat higher percentage of black students have chosen to resign from Bowdoin than is true of the rest of the student body. The reasons for these resignations are just as varied among black students as they are among other students. Every freshman is assigned to an academic adviser. Black freshmen are typically assigned to black faculty members or to other faculty who have a special concern for their academic needs.

No systematic study has been done of major choices of black students. Black students have had a special interest and impact on the Student Union Committee which pla.. the student concert program.

The greatest social problem encountered by black students at Bowdoin is the rural setting and the lack of any large black community in commuting distance. The College Counselor reports that he has seen the same range of problems among black students as among other students. When women were first admitted to the campus, the ratio of imbalance of male versus female black students created serious social problems. Heeding the advice of black students, the College is moving toward a fifty-fifty sex ratio among black students.

The Afro-American Center is a social and educational Center of the Afro-American Program. The building offers faculty office space, seminar meeting space and entertainment facilities. Black students are housed with roommates of their choice in regular campus housing. Upperclass black students tend to cluster together in corridors and floors.

Black students have conducted campus demonstrations and have presented petitions to the College administration. They have made a special effort to place black representatives among the student delegations on faculty committees. Occasionally, spokesmen for Afro-Am are granted space in the student newspaper to comment on current campus problems.

Question: It seems that 1969 was a big year for a bumper crop of black sheep all over the place. I have a feeling that it's not because of some kind of altruistic feeling on the part of many of the colleges we're working for now in terms of 1969 as being the year. I got a feeling that there is another reason for that and I'd like to know if anyone

has a theory or information, about what happened in 1969 to cause this increase in black students on a large basis throughout the country?

Answer: Nyhus—There was Dr. Martin Luther King's assassination, there was also in 1969, if I remember correctly, quite a bit of student unrest on campuses, and at that time students became involved in the admissions procedure. There was also the increase in Vietnam war activities; Cambodia; these are things that affected the efforts to go out and recruit more minority students.

Question: The question I asked is rhetorical, I think that most of us may have a concept of why. The reason I asked that is because we are now talking about 1974 through 1980. The fact of the matter is that whatever reasons existed in 1969 for the increase of black students in colleges across the country may not exist in 1980. Does this necessarily mean that we are going to run into some kind of decline of interest in recruiting and wooing black students whatever their status and academic level is?

Question: You talked about a faculty student ratio of 11 to 1. I would like to know what your faculty student ratio is for minority faculty and minority students and/or administration?

Answer: Cowing— I think that we have five black faculty members out of a total of nearly a hundred.

Question: What is your rationale for trying to attract students to Bowdoin?

Answer: Cowing—Well, Bowdoin has historically extended itself to black students; we graduated one of the first black people to be graduated from a college in the United States—Mr. Russworm. In a state where the percentage of black people is something less than 1%, we are approaching 8% in our student body. We are offering it as an opportunity.

Question: For the black students or the white students?

Answer: Cowing—Both; what we are trying to do is work with our deprived white students by bringing in a black presence—to a great extent we feel it is a very complementary sort of thing.

Question: How many schools represented have black psychologists? (To the audience.) I raise the question for two reasons. One is I wonder whether or not any schools have black psychologists and if so whether they are seeing students generally. The other reason I raised the question is that I have great fear of the use of the psychological counseling service for black students particularly.

The student is rushed off all too quickly for psychological counseling. It may well be that the student really doesn't have anything but a people problem, not a mental problem. Yet the student immediately gets a record of being maladjusted and as having some mental difficulty when it may well be that its the institution that has the problem.

ORA FANT

Assistant to the President, Vassar College

This year we have 150 black students enrolled at Vassar out of 2,175. It was in 1969 that Vassar made the commitment to increase its enrollment of black students. The 1968 class enrolled 6 black students: this past year 1972, we enrolled 48. That gives you some idea of the ratio in the freshmen classes coming into this institution. What I'd like to address myself to here is primarily how I see these students relating to academics on Vassar's campus. In 1968-69, when the commitment to recruit black students was made, there was also a commitment made to institute a black studies program—that was the academic response to the demands of the students at that moment. It was not until last year—again with student demands, backed by the small number of black faculty, that we began really to look at what were some of the supporting services the black students needed, and we tried to provide them. With the response of the institution last year came my position as assistant to the president for black affairs, and the addition to our regular counseling service of a clinician who is black whose primary responsibility would be to build some kind of out-reach program that would help the adjustment of black students to our campus. There also came a black study counselor whose primary responsibility would be advising black students. This past fall, we also put together an orientation program for our black students, in an attempt to introduce to them both the academic and supporting services available at Vassar. We tried to introduce them to the black community surrounding Vassar as well. The orientation program had all of these components, social, academic and community.

I would like to describe how our study counselor works with our students—she meets with each of them individually several times over the course of the year. She has access, of course, to their academic records, and attempts to provide an aggressive type of counseling, calling the students in whether they are in academic trouble or not. They first meet her during orientation, and after each grading period they are asked to come and speak with her. Our clinician has been functioning pretty much in the same way, actually going out and visiting the dorms, eating with the students, and trying to assess what kinds of needs they have in adjusting to Vassar College. Each of these individuals and I speak with faculty members on campus if any student feels that he is being discriminated against in any manner on the campus. We also sit on the Admissions Records Committee, which gives us access to the policy making side of the college.

When you ask what curriculum areas are our black students involved in we can say that they are involved in all areas, and are majoring in all areas, paralleling the white students. Perhaps what might be most characteristic of our black students is not their majors, but how they use the black studies program as a supportive curriculum. A very large percentage of our black students enroll in black studies at some point in their four years.

The criteria followed for admissions of black or minority students is the same as that used for all students. Vassar is very interested in students whose SAT scores do not fall below 40 percent of the overall range. Students who score 600 and above are considered very strong candidates; those who score 500-600 are easily within the range of consideration; those who score between 400-500 have a fair chance but must have a strong record, class rank, and character recommendations; from 300 to 400, admission is only remotely possible—everything else must be extremely strong; students who score below 300 are not considered. Vassar has many special programs and procedures provided for academic assistance. Vassar conducts Black Freshman Orientation and a follow-up in the form of a Black Freshman Weekend. We have supportive services which consist of a black Clinical Psychologist, a Psychological Counselor (combining study skills), and Counseling Intern. Academic counseling is also done by our Study Counselor, black faculty, student housefellows, and departmental and academic advisers.

The majority of the majors were in political science, both as major and double major along with Black Studies. Strong secondary interests were in psychology and sociology. According to data collected on a small percentage of alumni, most career choices were in the field of education. The majority of current upperclassmen go on to graduate school and do not decide definitely until then on a career choice.

Personal problems encountered by black students were psycho-social adjustments to the Vassar milieu. No differences were reflected by the sex of the student.

The Afro-American Cultural Center serves as an informal gathering place as well as a dorm. Most parties, receptions, and some Black Studies classes are held there. Also, regular meetings of the students Afro-American Society are held there in addition to special meetings of the black community. Another model used for a cultural center is the Urban Center for Black Studies, located in part of the City of Poughkeepsie's black community. The Center utilizes a permanent staff, provides space for Black Studies

classes, lectures, workshops, etc.; has planned programs and occupational receptions for Poughkeepsie's black community as well as Vassar's black community. Twenty percent of Vassar's black students are housed in the Afro-American Cultural Center; sixteen percent live in Strong House (all women); ten percent live in the Townhouses and Terrace Apartments; seven percent live in the City of Poughkeepsie or their own homes and commute; and the rest about forty-five percent live in co-ed dorms scattered throughout the campus.

In September of 1968 the black student body, finding a total lack of Afro-American courses, gathered and wrote a proposal for a Black Studies Program. Since that time they:

(1) talked and petitioned the faculty in hopes of gathering their support;

(2) have taken over the Main Building of the College and presented demands;

(3) petitioned the Trustees;

(4) helped form and sat in on Ad-Hoc Committees of Minority Affairs;

(5) ran for office in most positions of student government, dorm representatives, and policy-making committees.

Question : What is the attrition rate of black students at Vassar?

Answer: It's a little hard to say exactly. I tried to draw together some figures on this. For the academic year 1972-73 we have five students who are taking over four classes at Vassar, five students who are not enrolled this semester. Of that five only two were for academic reasons, the others were for personal reasons. In 1971-72 out of four classes, we had only four who were not enrolled the second semester; so taking into consideration that two of those were for personal reasons, we would say only two. The attrition rate is not very great at all, it is comparable to our attrition rate for white students. We have a very liberal leave policy and characterising our black enrollment, we find that they eventually do return to Vassar. They may take a personal leave for a semester but they do return and graduate.

WAYNE WARMLEY
Assistant Dean of Admissions
Amherst College

We have an enrollment of 1200 students, with about 100 black students there now. We expect to have about 140 next year, 1973-1974.

I'd like to give you some idea what has happened at Amherst: first of all, I went there as a student in 1968, and graduated this past June. I am on a graduate internship in admissions, so I can talk from the side of the student, as well as from the administrative side.

In 1968, there were about 30 black students at Amherst. We also are in an area with four other colleges, Smith, University of Massachusetts, Mt. Holyoke, and Hampshire College so it has been a little easier because there was somewhat of a black community already established. After being there about a year, with black students becoming more politicized, we went through the stages of demonstrations, sit-ins, take-overs, and so on, in order to get black studies, more financial aid, black cultural centers, etc. At that point black students were given a place on the admissions committee, and special recruitment and financial aid were begun. Generally, any black student who is accepted, and who needs aid, is guaranteed of getting it. We were also to get a dean, who worked with admissions, financial aid, and counseling. A black culture center was established, and black studies were initiated on a para college basis. We started a summer program for any black student coming into Amherst, but that lasted only one summer. We felt that the expenses used for that would be better spent in terms of overall recruitment and black financial aid. You began to deal with certain problems like the kind of students who go to schools such as Harvard, Yale. There is a definite ego problem that exists and they don't feel that they should be singled out and say given special tutorial supportive services, to any real extent—it's always available, like tutors are always available, or whatever.

I'm from Grambling, Louisiana, and I have noticed a big difference between black students coming out of the South, as opposed to those from the North. The black students from the northern high schools have very different goals and very different attitudes from those coming from the South. Black students who come out of the South, for example, don't take the time to deal with a lot of

trivial things that black students out of the North take time to deal with. One problem is the student who wants to go into pre-med, but doesn't have the background; so special courses were initiated, like introductory math and introductory chemistry. Background courses were initiated: but one difficulty with this was the students' reaction, an ego thing, in saying that I don't want to be any different, and I don't want to be singled out, so that this created some problems. Anyway, we have been able to deal with that a little, counseling students more carefully. We advised them not to take more than one math and one science course in any given semester, at least until they have gotten adjusted to college. After that it's up to them. The attrition rate is very low—maybe two, three a year for personal reasons, maybe two a year for academic reasons.

In terms of academics, except maybe the sciences, there is really not much reason for black students to flunk out of Amherst; however, it all becomes related to the psychological problems generated by going to a predominantly white institution. Once students can deal with that, then they trend to do much better in school work. Like Vassar, black studies are psychologically supportive; many black students take black studies courses, even major in black studies, but they will also be pre-med or be headed for law school, business school, etc. So I don't think the situation at Amherst is much different from most of the schools. At this point we are still able to get black students; I have a feeling that that is going to start dropping off throughout the country I think there is a definite difference between the kinds of things we go through as a private institution, as opposed to the large state instituion. We are dealing with a very limited pool of students: it is limited first by the fact that not very many would even consider coming up to this area to go to school; and second, it's limited by the types of students available. There is no sense in bringing a black student to a school if he is going to flunk out, and if you are not able to give him the kind of support he needs, then you should not mislead him.

Question: I have a problem with some of the things you said and also some of the things you said earlier. Maybe I ought to suggest it this way. I come from Dartmouth, but I assume that basically there is not a qualitative difference between the administrative personnel at Amherst and the personnel at Dartmouth as opposed to St. Louis State because the same conditions bring about the black presence on the faculty at each institution. What I think

is insidious though is the attempt of various institutions who use black students as a means of climbing up the social ladder. Now for example, I suspect that there is a big difference between why a faculty member stays at Dartmouth or Pitt and why a faculty member stays at Harvard or Yale; that there are those kinds of differences in institutions in the white system that may not be readily acknowledged in the black students. So what I'm wondering is what attempt has your institution and some of the other institutions made to understand those relations? In other words, should Pitt use black students as a means of achieving the status that Harvard has, should Pitt have the same criteria for black students as Harvard has for black students when you know already that the white students that you are trying to get are not, you know, going to submit to that same criteria? You know that's just a question and at the same time I would suggest that we might cancel a lot of the statistics that deal with placement and where our students go from our institutions because the same kinds of restrictions that are going to be placed on undergraduate institutions in the future like next year are going to face law schools, med schools, etc., and they are not going to be that open. So that I'm wondering about that ego thing you mentioned—how many of us allow our institutions to use that ego thing, institutional ego to the detriment of the black students?

Answer: Wayne Warmley—All of us, there is no doubt about that. At Amherst we've been trying to deal with black student problems as a whole. There is a black steering committee at this point that is comprised of all black administrators, black faculty, black students, representatives from Afro-Am and other organizations. It's hard to know because you say as an individual and individuals begin to internalize an institution—and they say will "I go to Amherst," "I go to Dartmouth," "I go to Harvard," and tend to forget a lot of things. There are not many ways of combating that, one way is the kind of students that you are able to attract from different areas. Say you know if you can get black students coming out of prep schools, or get black students coming out of environments that are predominantly white, obviously they (the environment) are going to have a definite effect as opposed to black students coming out of inner city areas,

black students coming from other areas of the country. You have to accept, try and develop some kinds of interactions that would begin to overcome that and you have to begin to make them very aware of the kinds of things, a lot of them get in the institutions and don't really realize that school is no different from the outside world and I don't know whose fault that is but still those are the kinds of attitudes that people are coming in with, a large majority. Otherwise they are going to black schools.

Question: Dickerson—Charles Willey, of Syracuse, did a study two or three years ago, which surveyed several thousand black students, which indicated that the notion that black students are unwilling to come to northern or remote environments for an education was largely unfounded; and that black students were willing to undergo certain environmental problems in order to get a good education. When one looks at the large majority of black schools in the South, we see that they are not in the metropolitan area but are remote; and that hasn't been a major problem in attracting students.

Answer: Wayne Warmley—But it's not the same in the South. There, there are very large areas of black people. It's not like coming up in the sticks of New England, where the concentrations of black people are in the cities. I've recruited all over the country this year just with NSSFNS (National Scholarship Service and Fund for Negro Students). You tell the student you're from New England recruiting for Massachusetts and they say, you're kidding, are there black people up there? You have to make them aware of the way things are. I'm not saying that once they become knowledgeable about this, they won't come, but initially, it's very hard to deal with. So when black students start thinking about schools they just don't automatically start thinking about Dartmouth or Amherst, unless they're getting the counseling in high school—and they are not. You go to a high school and the counselor doesn't even know where your school is, what do you do?

RANDY MILLER
Assistant Dean of Admissions
Wesleyan University

Admissions at Wesleyan University, like Yale, Bowdoin, Amherst, etc., is competitive. We attempt to develop a composite view of a student's academic ability by looking at a student's school record, rank in class, three Achievement test scores and SAT test scores. Teacher recommendations and a student's own comments are strong influences.

The average SAT scores of six black students entering last year were verbal 525 and math 540. Those scores are approximately 100 points below the median average for entering white students. No one factor is considered in isolation, but other influences will affect how each student is viewed. For example, some guidance counselors have established a record of credibility with admissions officers that have worked with them over the years. It is not unusual, however, for a recommendation to be misleading.

We also encourage students to have a personal interview though we no longer require them. These interviews may be conducted by an Admissions officer or an alumni representative in the student's home area.

Wesleyan normally has an applicant pool of approximately 3,000 students. Black applicants have averaged 10% of that figure. We look at black and Puerto Rican students as separate groups. We admit the best students available in the applicant pool in a given year, depending on the judgement of the admissions committee as to whether or not the student is capable of doing the work. The expanded Admissions Committee, of invited black faculty, reviews the applications of black students. This university does not have a quota on the number of black students it will accept, but there are natural limitations inherent in the size of the black applicant pool. Since 1966 the black enrollment at the University has been approximately 10% In 1969, the year a large number of white universities attempted to enlarge their black enrollment, the percentage at Wesleyan was 15% . The overall minority enrollment that year was 20.1% but it has fluctuated from year to year. It is unlikely that the percentage of minority students at Wesleyan will return to that level, given the degree of aggressive recruitment by the majority of colleges and universities.

Financial aid at Wesleyan, as at Yale, is based solely on need; we have been able to provide full aid for all students who verify

their need by submitting a Parents Confidential Statement to the College Scholarship Service and having the findings forwarded to the University. Financial aid comes in a package form that could consist of: Wesleyan scholarship, E.O.G. or B.O.G. funds, summer earnings as well as student loans, and parental contributions. We try to construct the package so that the student will not have to work during his freshman year, but after that work-study jobs are available. The majority of these students are receiving significant amounts of financial aid, the average award for the black students has been approximately $3,000.

Wesleyan students have a great deal of flexibility in choosing courses and black students aren't singled out in separate programs. The university has no requirements so a student can construct a broad program that reflects their interests. Students do not have to choose a major until the end of their sophomore year. This flexibility does allow some students to avoid science and math, if they so choose; but all programs will have to be approved by their faculty adviser. In as many cases we try to make use, if available, of black faulty as faculty advisers, regardless of whether or not it is their turn to serve. We also try to attach a student to a department or to an adviser with similar interests or at least a background in the student's area of interest.

The range of majors among black students are as diverse as among white students varying from astronomy to pre-medical studies. There are no Black Studies majors, but there are a number of courses in the African-American Institute as well as in the various departments.

I would surmise that the survival rate is approximately 84% . I think that the major reason for the 16% drop-out rate has been personal rather than academic. I think that the presence of a supportive adult Black community both faculty members and administrators is one indirect reason for the high survival rate.

Students, very often, coming from a background of poverty into a white upper middle-class environment where you have your own room, hot water may develop adjustment problems. We have a three-pronged counseling program, consisting of the class dean, faculty advisor and resident adviser and there is also a great deal of informal counseling done. This system is not perfect and at times there have been special programs; black faculty serving on all educational policy committees and student affairs committee, but their efforts have not enhanced the reduction of the attrition rate.

Question: How do you find the acculturation of your students to each other? For instance, I have found that with integration in education our students talk about black housing and all. We have an Afro-American House at the University of New Hampshire, and yet we have black students who still belong to Sigma Chi fraternity, the fraternity of Barry Goldwater. I can't see the kind of relationship being built up between black students at predominantly white institutions as black students had at predominantly black institutions. For instance, if you find somebody who graduated from Tuskeegee in 1943, they can still tell you 50 people who graduated in their class, and are in contact with maybe 20 of them. I'm very concerned that our black students are not making these kinds of contacts and relationships in college.

Answer: We don't have that problem at Wesleyan. Our black graduates tend to come back to campus for visits frequently. This May, the institute will be sponsoring the first black alumni weekend. We are inviting all of the black Wesleyan alumni we could find, going back all the way to 1900. We are pointing out to them that they are human resources for our current students, and one of the things that we wanted to do was to honor them for making it possible for us to be here now. With regard to the matter of fraternities, we do have black students who do not choose to affiliate very closely with the Afro-American Institute. That is their prerogative. I don't think they are particularly ostracized on campus. I think they are more or less ignored; pretty soon they get into something where the only resource that they have for assistance or information is in the Malcolm X House. That applies to white faculty, and to certain white students, who are interested in certain areas. Our library, for example, is now being used by white faculty who teach black students.

The percentage of minority students on financial aid has fluctuated between 88 and 100 percent. The same criteria for admission are applied to all students. However, minority students are considered as a separate but competitive group of applicants. The range of SAT scores has fluctuated from the low 400's to 800's varing with each individual case. Compensatory education for all students takes the form of informal tutorial help. There are no special programs for black students for academic assistance. Attri-

tion figures are not exact but there have been very few academic dismissals. The percentage of graduates among minority students has been consistently over 50% . All students receive academic counseling from their faculty advisers or class dean (remains with a given class for four years). The average of majors chosen is as broad as the student body as a whole.

No specific data has been compiled about the personal problems of adjustment. The majority of problems are personal adjustment difficulties and family related problems. While there is a Malcolm X dormitory on campus, less than ¼ of the undergraduate minority population lives there. They are housed throughout the entire community. In most cases when student issues arise concerning the black community a direct appeal is made to the senior administrator, i.e., President, Dean of the College.

Some data are tabulated as follows for minority group admissions.

Entering September:	1967	1968	1969	1970	1971	1972
Applied (black)	178	157	(252)	(418)	(364)	(278)
Admitted (black)	62	70	(91)	(100)	(109)	(110)
Enrolled (black)	39	32	(51)	(55)	(44)	(50)
% of Incoming Class	10.9	9.6	15.4	13.9	10.0	11.4

WALTER J. LEONARD
Special Assistant to the President
Harvard University

Knowing my propensity for creeping beyond the alloted time, I thought that I would prepare some remarks, and hopefully then respond to questions, as we try and pin-point some of the errors that I will make. I begin from the point that the principal functions and purposes of education are to educate people, to mold and to train students. Inherent in these purposes is the belief that education prepares students to solve the problems that they will face, and hopefully solve, if society is going to survive. Any hustler on any street corner can tell you that education in the formal *sense is not* needed to make money. We do *not need the* shaky conclusions of a $600,000 study to tell us that.

A cursory view of today's headlines suggests that whole suitcases of money are available to people of various, sundry, and dubious talents without relationship to their education. It is also interesting to note, however, that none of these people are black. As a consequence they would not make good role models for the people that we talk about today. And that brings me to my point of the black role model.

The subject of role model is an important one as modern institutions have responded to demands that they end their criminal exclusion of students from the diverse backgrounds which make up society. They have largely maintained their exclusionary practices relative to non-white faculty and administrators. The majority of white schools are still pre-1969, with respect to faculty and administrators. Look at complaints filed with HEW, and leading articles, saying that over 50% of the black people are middle class: I didn't know, for example, that a truck driver, a warehouse worker, or a head waiter were considered middle class—unless, of course, you are dealing with the usual dual standard. They're talking about black middle class, rather than white middle class. It seems to me, though, that what they are really saying is that black people are now out of style and the country should be moving into something else. There are those who lead us to think that black people have it made. Such is sheer poppycock!

This has an impact on education. This is what we must deal with. Consequently, with the existence of a student body with great diversity, from various social strata and political points of view, social awareness and economic interests, the institution's failure

to structure a faculty and administrative staff equal to the task of coping with such a reality is playing softball with dynamite, and fails to give to any of their students a healthy view about our complex multi-racial and pluralistic society. I use these remarks as an introductory statement to my response to the conference design, as prepared by Jewel Cobb and Carolyn McDew, because I do not believe we can have any meaningful meeting nor planning on this and related subjects, unless we proceed along with the full awareness that the final decisions are heavily influenced by people who are not in this room.

Now to turn to the question of today. I may speak not so specifically to each point as outlined, but I will try to touch on each one.

The criteria for admissions as used at Harvard *for all students* are:

1. Whether the student in question can do the work at Harvard—that's the basic question. On the basis of the student's record, and on the basis of the student's background, can this student do the work at Harvard?
2. Whether the student is likely to gain and grow from the Harvard experience.
3. Whether the student will bring to the university those skills, talents, and intangible qualities which will add positively to the class that the student is going to enter, and to the institution itself.

An interesting thing has happened in Harvard College admissions, which eliminates some of the effluvia that we hear about test scores. For every non-white student who is admitted with less than spectacular test scores—and there are few, a white student of similar objective qualifications is admitted. Think on that one: that cuts out a whole lot of stuff. Consequently, the nonsense with respect to the narrow area of objective qualification is reduced to a non-issue. At this point, there are approximately 1000 black students at Harvard out of a student body of 15,600. The largest number, as might be expected, are in Harvard and Radcliffe Colleges. One of the professional schools—law—has more than 100 students. I might tell you a little story about what was referred to, what I referred to in some material that I'm developing on black lawyers, as the moment of the great embarrassment. It seemed that the previous dean, or one of our previous deans, was testifying in favor of the Civil Rights Act when one Senator raised the question of whether or not he was the dean of Harvard Law

School and also raised the question as to the number of students attending Harvard Law School. The dean very forthrightfully and with great ebullience said yes, he was the dean of Harvard and Harvard had more than 1600 students in Law School. The Senator said, how many blacks? Well the next year Harvard began to recruit larger numbers of black students. I went to Harvard in early 1969, and we had at that point just over 50 black students. Two years later, we had 151. Students will go where opportunities exist, if they are convinced that they will be accepted.

The graduate school of education and the graduate school of arts and sciences have approximately 75 black students each. The other facilities are represented with smaller numbers. Each graduate school maintains its own admissions office and procedures, in keeping with the unique nature of its particular discipline. As far as financial aid is concerned, Harvard gives financial aid based on need. If a student is admitted, and needs financial aid, Harvard finds the money somehow. I do not know of any special academic programs organized specifically to aid minority students at Harvard, but there are a couple of those so-called bridge courses. The suggestion was that those courses were offered especially for minority students. Now the black students can't get in them for white students. It seems a great number of movements which become helpful and beneficial to all people were initially intended for black students; part of the subtle violence that black students must face and black people must face at all times, as we become the subjects of experimentations for other people. Harvard like a few other schools operates pretty much on a lassez faire basis—there is a great deal available to and for the students but the view seems to be one of permitting each student to find what that student needs. There are some informal structures and self-help programs, but I'm sure that these exist at all schools, and you've heard some of them mentioned this morning. Academic affairs programs elected by minority students range from concentrations in Chinese to economics, Afro-American studies to zoology. And despite what I've heard and read about the performance of black students in some of these colleges in the northeast, I find that the performance particularly at Harvard has been rather good. The overall grade point of all the students at Harvard and Radcliffe is something like 3% of a point below a B+, while the overall minority grade point average is an exact B—. One interesting thing revealed by my investigation of this area is that the performance of the so-called disadvantaged black students is better than that of all the minority students. "Disadvantaged," for these purposes, are those students who come from families with non-college backgrounds, with a

family income below $7,500. Maybe what we get from this picture is the poor student coming into an institution and viewing education as a means of upward mobility. The need and love of education as something which has escaped his or her predecessors are a central purpose in his or her mind. On the other hand, we see those minority students who have become more and more exposed and immersed in Anglo-American culture suffering the same problems of shifting identity, diffusion of purposes, and educational disarray as their white counterparts. Growing out of the latter situation is the concern of retention and graduation. While a number of people, myself included, fought to have the closed and tokenly open white institutions opened up to minority students we never fully visualized the trauma and assaults these students would suffer as their new role models and teachers, usually white *males* only, worked hard at making them Afro-Saxons or carbon copies of themselves. The curricula which generally excluded anything published about minorities were fed to these students as truths in large daily doses. As a student went through a period of growing pressure associated with his development from childhood to adolescence and from adolescence to young adulthood, having to cope with the additional factors of ethnogenesis or of self-discovery proved too much for too many students. Awareness of these shortcomings of white institutions, and the insensitivity of a number of white faculty and administrators, must bear on the make up of academic counseling and advisement programs.

Presumably the greater portion of white students come into a college or university with one clear bit of knowledge—that the American system and the American institution were largely created by their ancestors, and geared primarily to respond to their demands. The path is not so clear for black students. The great task seems to be that of getting the school to stop looking at the black students and the black faculty members as some sort of aberration, and to change and expand the institution to include the special gifts and needs that they bring to academe. Educational as well as other institutions in this nation have sought to recognize black people solely on their own terms, out of motivation and desires to co-opt non-conforming and protesting groups into a pre-existing traditional structure. This has not worked and it will not work. Faculty, administrators, counselors and others must be made to realize that inclusion of a response to the legitimate interests of black students will strengthen the college, obviate conflict, and bring the schools into pace with the balance of national and international life.

With regard to career planning and development—much can be done by showing students what is possible.

1. The presence of knowledgeable black people on the counseling staff. I repeat that, the presence of knowledgeable black people on the counseling staff. Too often we find institutions engaging in programs of failure. They will go out and get some one whom they know cannot cut the mustard, and then they will point out that that person represents the group that they did not want there in the first place.
2. Advising black students to take advantage of all university resources. About three years ago I visited an institution in up-state New York and an official of the school asked me if I would go *down to* the Black House *to talk* with students about law school. I told him no. He was somewhat shocked — he was one of these knee-jerk liberals who couldn't understand why I wouldn't go down to the Black House and talk to black students at his request.

I said that when the students come and involve themselves in the regular course of placement and recruitment, taking advantage of the hundreds of thousands of dollars that this institution spends for that purpose then if they invite me to Black House I'll go, but I'm not going to be a part of helping you to develop some kind of a plantational outhouse for black students.

So we talk about having people who would advise black students to take advantage of all university resources. It's quite easy for an institution with a budget of 10 million dollars a year to give you $50,000 to build a black house. I mean they have bought you pretty cheaply; you've become about the cheapest intellectual prostitute going at that point.

3. There should be the presence of a diverse and able black faculty contingent. Black faculty should be permitted to think diversely. You need a diverse black faculty, representing the heterogeneity within the black community. I think it's a damn shame for any institution to hire one black person and expect that person to be a counselor, a disciplinarian, a sister, an aggressive mother, a hand holder, and at the same time hold daily seminars at the faculty club with white faculty members who want to get some kind of knowledge or kicks or something talking to black people.
4. I think that there must be a visiting program of black people from various disciplines and professions. This lets the students see what is possible.

5. A program of visiting by the institution's own alumni, taking care to mix young and old for formal and informal discussion. There is no greater impact than to bring someone who has gone through the crucible back to the institution to talk with those who are there now.

Now a few words about the role of students. We must be certain to help the students understand that a cry of racism means nothing unless one is going to develop the tools and skills to deal with racism and the other diseases plaguing our society. It cannot be dealt with by disorganized career plans, refusing to attend classes, or failures to obtain every positive benefit from the time spent in one of these institutions. They must be told they cannot lead a movement by fantasized poverty in *the slums nor* can they be of any use to anybody, including themselves, unless they capture and control the methodology of problem solving.

Finally in all of this let us keep reminding institutions that the black students presence is relatively new. I think we forget some time that it was only in 1969 that they really began to admit black students, and already they are beginning to say my God, it's a failure. They have been admitting white students since 1600. Let's suggest that their acceptance in the institution is too often considered special and their role frequently seen as experimental. All of this causes the minority students, particularly many of the black students, to be particularly subject to comparison, evaluation, theories, prognosis, cheers and groans, condemnation and approval. They are paraded in front of millions of eyes as both the finest specimens of their various races and cultures and also as examples of America's most pressing domestic problem. Statistics about them are published, both lauding increasing participation in higher education. And I read one of the darndest things the other day in the New York Times: it said that now almost 50% of the black students are going to college. That's an absolute lie. What they failed to say in making the comparison, was that the group that they were looking at, were students who finally finished high school, without acknowledging that three-fourths of the black students had been forced to drop out of high school before they finished. I believe Mark Twain was right, there are statistics, there are lies, there are damn lies, then there are more statistics.

Again I say that statistics about these students are published both to laud an increasing participation in higher education and to decry as still inadequate, their enrollment; both to proclaim that they have surmounted educational deficiencies and at the same

time that they are hopelessly incapable of competing at the highest academic levels. They are tested, counted, tracked and tabularized by various kinds of studies. These white institutions have been around since the early 1600's. White students have been attending them since that time and the institutions still don't know how to cope with change. The simple fact is that there are no experts, self-proclaimed or otherwise.. They are all groping, even more than we are now, seeking to find some byway from yesterday to tomorrow. We must at all times say to white administrators and white presidents that this must be a mutual undertaking. The colleges and universities can't just sit back and cry that the black population is maladjusted, when in truth what they are saying is that they are not prepared to participate in a shift in power and authority relationship. Fair, honest and sympathetic treatment of the history, achievement and education of minorities, and a willingness on the part of the schools to become agents of change rather than reflectors and recorders of that change will in and of themselves present answers to a great number of the questions that we are grappling with today.

ARLINE TYLER
Director of Harambee House
Wellesley College

Wellesley College has approximately 1,950 students. Out of the 1,950, a rough estimate is that there are about 210 minority students on campus. I do know that the Black population is 181. Wellesley fits into the pattern that we are talking about this morning. The big push for minority enrollment began, of course, in 1968 and 1969, and in the fall of 1969, Wellesley College had its largest number of in-coming minority freshmen. Out of 531 freshmen in the academic year, 1969-70, 60 were minority students, 3 Native Americans and 57 Afro-Americans.

In that year, Wellesley also began its supportive services. Supportive services were conceived, at that time, as being of particular use to those students who were entering Wellesley as uniquely qualified individuals. Contrary to the belief of some faculty and administrators at that time and even now, not all of the minority students who came to Wellesley could be designated by that term. Of the 60 minority students entering in the fall of 1969, 47% were uniquely qualified. In that group there was variation with regard to academic preparation. For the sake of clarity, let's stop here and define uniquely qualified as generally, those individuals who were seen as having the potential to succeed at Wellesley despite gaps in their academic preparation. The term uniquely qualified is no longer used.

As supportive services were geared for the uniquely qualified, we find included in this program, a non-credit reading and study skills course, a student tutoring program, and special sections of English 109, which is expository writing.

As I'm new to Wellesley, I have a good many questions about these supportive services myself. One of my questions is whether or not we should pursue in-coming students more aggressively to make sure that they get the kinds of supportive services they need. I don't know whether students at present are getting what they need, or if we should be doing more. None of the courses mentioned are compulsory. A great deal of the weight is placed on the student herself to decide what help she needs. Most students whose high school background would indicate that they are in need of the reading and study skills course are going to be strongly urged by their class dean to take it. As you can see, I don't mean to imply that there isn't any aggressive counseling, but I wonder if there is enough. Class deans may recommend, but a student

does not have to follow their suggestions, and that may mean, for some students, a half a year or a year of near failure before those students decide to take advantage of the supportive services program.

The supportive services, as I've said, were geared to, but not limited to, the uniquely qualified students. We find that the majority of the students taking advantage of this program are not minority students. I have some figures here: registration figures indicate that about 25% of the 163 students who have enrolled in the reading and study skills course in the past two years are minority students. Of the 305 students who have used the other major supportive services,i.e., the tutoring program, for the past three semesters, approximately 41% were minority students. Many of the students being tutored are *minority* students and many of the tutors are minority students.

Minority enrollment in the special sections of the level one expository writing course is about 63% of the total enrollment, or approximately 46 students out of a total enrollment of 73. Expository writing is, of course, a credit course, while the reading and study skills course is not offered for credit.

I'd like to get into the kind of counseling services that are offered at the college. There is an attempt made to clearly distinguish academic counseling from personal counseling. Academic counseling for freshmen is primarily the responsibility of the freshman class dean. The theory is that the class dean will be the person the student turns to most often regarding academic concerns for the first two years; in the last two years, the student is counseled in academic matters primarily by an advisor in the department in which she is majoring.

There are no minority people in the Dean's office at Wellesley College. At present, we may use the phrase lily white to describe the ethnic composition of that office. There is one black counselor whose title is Human Relations Consultant, in the personal counseling office.

As I've stated, the attempt is made to maintain the distinction between academic counseling and personal counseling, but in part, due to the fact that there is no minority person in the Dean's office, a number of black students, at any rate, turn to black faculty, administrators, etc., for advice in academic matters, as well as matters of a more personal nature.

We do have a Black Studies Program. The Black Studies Director was hired just a few months before I was. Presently,

there is a proposal before the Curriculum and Instruction Committee of the Academic Council that the Black Studies Program be made a Department. We are all very hopeful, but I can't say definitely what will happen.*

I do have some attrition rate figures for the classes of '73, '74, and '75. As I've said, there were 60 entering minority freshmen in 1969-70. Of the 60 admitted, 46 remain. Half of the students who left, apparently left for academic reasons, but these students were not necessarily uniquely qualified. The remainder transferred to other colleges, or left for stated personal reasons. For the class of 1974, there were 500 entering freshmen. Of the 500, 50 were minority students. Of the 50, 40 remain. In the class of 1975, of 466 entering freshmen, 45 were minority students. Of the 45, 37 remain.

In looking at the class of '73 and black students, we find quite a spread among the departments. There has been great interest among juniors and seniors in medical careers. Of the 9 premed seniors, 8 intend to go on to medical school and 1 into public health. There is interest in economics and a number of black women at Wellesley are heading for graduate study in business.

There is, of course, a sprinkling of majors in History, Political Science, Philosophy, English, and so forth. Many liberal arts majors have become interested in law school. We also have French majors, Theatre Studies majors and in general, a distribution throughout all of the other departments. Now that there is a Black Studies Program at Wellesley College, we expect an increasing number of Black Studies majors.

* A Black Studies Department was voted into existence in May of 1973.

ALICE JOHNSON
Associate Dean of the College
Connecticut College

When I came to Connecticut College in 1958 there was one black student in attendance who remained here for a year and a half. At the middle of her sophomore year, she left, because she decided that she did not wish to masquerade around as Connecticut College's token. For a period of time little was done until around 1963 when serious efforts began to encourage black students to come to the "white" colleges. At that time, I was dean of freshmen and so I had great opportunity to work closely with the students as they were coming into Connecticut College. Jim Jones has already given you the general statistics for Connecticut College. This year, with 1616 students there are 98 minority students. I understand that in the coming year it is anticipated that we will have 120 minority students. We do not have a black studies major. We offer a black history course, a black music course, and an Afro-American fiction course. At present a committee is to be formed to study the possibilities of developing such a program.

We offer certain kinds of tutorial help. We have generally relied on faculty wives who are helpful in many ways. If they have small children they cannot be out working elsewhere. The result is that they often provide a kind of home atmosphere for students who need any kind of tutorial help. Since most of the faculty wives tend to reflect any number of different areas of study this plan has worked out very well. We do have some student tutoring, most particularly in the sciences and math.

We also have an Upward Bound program which has been on our campus now for several years. From this group a certain number of Upward Bound students are invited to attend Connecticut College each year. I am sorry that Mrs. Brown is not here today; she could tell you more about this program. She has been able each year to place all of the Upward Bound students in colleges, which, I think, is a very remarkable achievement.

We also have a post-baccalaureate program which Jewel Cobb is in charge of and which was also developed by her. At present, we have six post-baccalaureate students who are preparing for medical school, most of whom have already been admitted to medical school for the coming year.

Our minority students major in literally everything from A to Z. As with students in general today, we have a large number of students who are pre-law or pre-med, which is at the moment a hot academic ticket. We also have a large number who are in Urban Studies, Sociology, etc. We have students who are majoring in Botany, Human Ecology, French, German, Russian, Chinese—in other words, the notion that black students are not into all majors, is of course, terribly ill-founded.

It seems to me, that one topic we should talk about at some time during this conference is how to educate the faculty. Often a faculty member will complain, "here's this black student in my class. I've invited the student to come to my office but the student doesn't show up." Then you try to explain why perhaps the student didn't show up. Sometimes I think the quality *of the* criticism on tests and papers for example, is destructive because a number of faculty members don't realize that what they write down on paper can be a totally devastating kind of comment. It does seem to me that one of the areas that most of us should be directing ourselves towards might be the education of the faculty. Black and white students are really beginning to come to grips with each other, to talk openly and honestly with each other in a way that makes one embarrassed for some of the older folks who are still unaware of their own unrecognized prejudices.

MOHAMMED JIBRELL
Assistant Dean of Students
Trinity College

Like most other small liberal arts colleges, Trinity College admitted its first bulk of black students in the year 1968-69. The number of blacks at that time consisted of 25, most on financial aid, and primarily from urban schools. Today there are about 100 black students at Trinity out of the total number of 1600 students. The students we admit have been performing in the top fourth of the class and have real promise. Their SAT scores are of little consequence in the final evaluation. Students may attend our special summer program before arriving and during the year tutors are available on request. On request and approval of the student's adviser he or she can reduce the academic load and thereby prolong graduation. Academic counseling is done by the faculty, freshmen advisers or dean, and when necessary college counselors. There is also peer group counseling for minority freshmen by upperclass black students. Most of the students are majoring in the area of the humanities and social sciences. However, the college encourages more students to go into the natural sciences. Many black students are discouraged because of the lack of adequate preparation in high school in this area. Our graduating seniors in the classes of 1971 and 1972 indicate diverse interest in their career options ranging from medical, business, education and law. Among these areas, law seems to be the most attractive to the majority of graduating seniors.

Since 1968-69, frequent tensions existed between black students and the College administration, also black students and white students, the reason being the alien environment black students find themselves in as they come to predominately white institutions. However, the College attempts to respond to the needs of the minority students as much as possible. Currently there is a Black Cultural Center allocated for black students. The Trinity Coalition of Blacks—the black student organization at Trinity—receives certain funds from the Students Activities Fund. There is an intercultural major in which black studies is a major component. There are still very few black faculty in the black studies area, but the College hopes to recruit more.

For the past two years, Trinity has conducted special orientation programs for the black students to assist them to adjust to the social and academic environment. Since 1970 there has been in the Office for Community Life a black assistant dean who has

given primary attention to the counseling of black students academically and non-academically. For the past two years tutoring for science majors was implemented on an informal basis.

Black students are housed the same as all students in campus housing on a random basis.

In the past strategies used by the students to make known their concerns were organized sit-ins, and occupation of buildings. For the past year black students have been participating in the college student government.

The College provides emergency funds for economically disadvantaged students, the majority being black. Approximately 30% of financial aid given by the college goes to minority students. In conclusion, minority students at Trinity College are still in transition toward adjusting themselves to this type of college environment academically and socially and towards taking full advantage of the educational resources at Trinity. The college is in transition of fully accepting black studies and black life style. As Brother Walter Leonard said, "what is needed are more serious and sensitive black administrators and faculty to make this transition possible." I think that unfortunately black faculty administrators and students get caught up in the various studies that have been done to support preconceptions. The fact is that black studies are new on white college campuses—black studies are as old as education; they are not new but they are new on white campuses. I think that we need to continue to try to teach the faculty and try to teach those who are in control that what they are dealing with is not necessarily a new phenomenon, it's just new to them. It shows that they have been culturally deprived and we are now trying to bring something new to white college campuses.

Trinity College's criteria for admission for black and other minorities is that the students are expected to be performing at the top ¼ of their class and that they have shown some promise, though they may be risks. The range of the SAT's is of little consequence. The special programs or precedures we provide for academic assistance are tutors on request from the students, summer programs and a newly formed Upward Bound Program. Also, at the request of a student's adviser, we allow them to reduce the academic load and thereby prolong graduation. Students are given academic counseling by the freshmen liaison (or dean) and when necessary by college counselors.

Some of the major areas students choose to study are Chemistry, Biology, History, Environmental Studies, English, Inter-Cul-

tural Studies, Religion, Music, Fine Arts, and Theatre Arts. Some of the career choices of past and current upperclassmen are Medicine, Law, Business, Education (college and secondary).

With regard to any personal problems encountered by the students, this information would have to be obtained from the college counselors inasmuch as this information is confidential. To my knowledge, the differences, if any, reflected by the sex of the students are the usual sex differences that exist societally.

Black students are housed the same as all students in campus housing on a random basis. The model we have used for cultural centers is a Black Student Center completely furnished by the College. With regard to the strategies used by the students to make known their concerns, they have had organized sit-ins, occupied buildings and participated in student government.

RICHARD O'DANIEL

Assistant Dean
Amherst College

One of the main things that I think should be brought up at this time is the unique quandry that black administrators in white institutions find themselves. Concerning institutional responsibility we bear a peculiar burden. That any and all areas concerning the administration and life of blacks in the institution fall within our personal if not professional area of responsibility is common fact. In most white institutions, black administrators, special programs and supportive services have come to be synonyms for the peripheral existence of blacks. This is especially true in small private colleges where the whole curriculum of the institution is supposed to be a supportive service. The curriculum is supposed to be designed to meet the needs of students. The curriculum is supposed to be designed to orientate and train a person to go out into life as a full person. Yet very few blacks in supportive service areas have any bearing on curriculum concern.

Many times when we speak of supportive services, you will see that in some institutions supportive services include black studies and remedial academic training. It also includes to some extent black deans, or black administrators. It includes programs that are not actually supportive at all but part of the college it-

self. Supportive services comes down to our role in instituting institutional change. That's the main supportive service that we are involved in—the supportive service to the black students, minority students. We are actually "the" supportive service to the institution, in sensitizing them to us, as well as to life itself. And so, if you are thinking of something that is not a part of the main curriculum, of something that does not directly have its roots in the institutional structure of the college or university, you are not talking about supportive services, you are talking about peripheral services and a peripheral existence for minority students. This is an important point because many of us are under the illusion that we must participate, not only on a competitive level, but also to make up for the differences between where we are and where the institution is as a group.

ROBERT DANIELS

Associate Director Community Development and Human Relations
University of Massachusetts at Amherst

Before making my comments, I just want to see how many people have heard of the BITCH. I know everybody has heard of the SAT but the BITCH is the Black Intelligence Test of Cultural Homogeneity by a black psychologist at St. Louis University. I have been reading up on it and I was concerned that many of you who are involved in the area of guidance and counseling of black students in predominantly white colleges might not have heard of it. You might want to check into this, because this test has a positive correlation for students who score high on it but who score very low on some of the standardized tests.

All the comments that I have heard today seem to suggest that it's the student whom we need to operate on, to help remedy the situation. I'm saying that the culprit is not the student but is the institutional racism, the irrelevancy so rampant in the curriculum, and also the insensitivity of a lot of the faculty to the needs of the students.

One of the things I think incumbent upon us as professionals is somehow to make it abundantly clear to those schools that are still adhering to the SAT and other instruments to determine whether a student should be admitted or not, that these testing instruments should be exposed and challenged for bias. The re-

search of Jane Mercer and James Meyeseki, for example, showed that at least 20% , if not more, of all standarized tests are culturally biased in favor of the white middle-class experience. Therefore, when you start doing your counseling and tutoring services you've got to understand who you are counseling and who you are tutoring. It might well mean that the students don't have the problems that you think they might have. And if there is one thing counseling is supposed to do it is to help students have a more adequate self-concept.

If you are really going to be concerned about this, I think you need to look at things like your UCONN Summer Program here at the University of Connecticut. At the University of Massachusetts, we have the CCEBS (Committee for the Collegiate Education of Black Students) Program. These programs automatically connote some type of peripheral existence and I think you need to recognize that. Although the University of Massachusetts has about 600 black students, the impression is that any black you see up there is there because of "some special dispensation from the pope of education," and if the pope of education did not decide to give his dispensation they would not be there. I think that is a real tragedy.

Many of these so-called compensatory programs for black students are misleading. They have got to be an integral part of the ongoing curriculum. These students are not being brought into these institutions for cosmetic effect; they are being brought in to do a job, an academic job. We must appreciate and deal with the fact that the instruments we are using to determine the capability of these students should be questioned. I'm just simply saying that since you are forced to put so much stock into the SAT it might behoove us all to look at some of these other instruments particularly the BITCH and see what we can do about getting universities to at least administer the BITCH. Let's do some type of analysis over a period of time to see if these students really do measur up.

CHARLES DICKERSON
Assistant Vice President for Student Affairs
Dartmouth College

At Dartmouth College, diversity has been the operating philosophy of the Office of the Vice President and Dean for Student Affairs. This diversity is in three areas: 1) diversity in administrative offices charged with support and service to students, 2) diversity in facilities offered to the students, 3) diversity in race, sex, life styles, and socio-economic background of the student body.

First, in order to provide for diversity of administrative officers, the Office of the Vice President and Dean for Student Affairs has effectively implemented the College's Affirmative Action Program in the Student Affairs area. We have actively recruited junior and senior Student Affairs officers who are women or from minority groups. Our effort has been to seek different perspectives and views as well as different races or sex. There are approximately 35 minority faculty and administrators at Dartmouth College, including an Assistant Dean of the Faculty, a full Professor and Department Chairman, and an Assistant Vice President.

Secondly, in order to provide for a diversity of facilities and services available to students, the Office of the Vice President and Dean for Student Affairs has encouraged students to live in off-campus accommodations, i.e., dormitories, fraternities, coed and co-op living units, and socio, religious, ethnic and racial residences such as the Afro-American Temple (Malik! El Shabazz) and the Native American House.

Thirdly, we have maintained a diverse student body by actively recruiting minorities, adopting coeducation, and giving special attention to Upper Connecticut River Valley high school graduates. We also encourage students to develop their individual identity and life style by availing themselves of the multiplicity of facilities and Student Affairs officers at the College. An example of our progress in achieving diversity in the student body is that in 1905, 99.11% of Dartmouth students were white, 100% were male, and 91.18% were protestant. Furthermore, 82.4% of the students in 1905 came from the northeastern states. But in the current 1973-74 approximately 20% of our students are Afro-Americans, 20% of our students are women, and there are approximately 45 Native American students attending Dartmouth College. Therefore, I would summarize the Student Affairs at Dartmouth College as a recognition of the following facts:

a. Diversity in students, facilities, life styles, projects and activities, etc., is the liberal arts of student life. It promotes tolerance in the ideas and activities of others while inducing the definition and clarity of ones own objectives and behavior. This process is necessary for effective leadership.

b. A substantial proportion of a student education is in the area of Student Affairs, i.e., extra classroom experiences, peer group pressures and discussions, and personal introspection.

c. The viable education of the future; the educational institution which intends to have input in the education of its graduates requires recognition of these facts.

At Dartmouth we have year-round operation, co-education, minority student programs, etc., to validate our recognition of these facts. Consequently the charges of the Student Affairs offices are:

1. To facilitate the student's achievement of a quality undergraduate liberal arts education.
2. To prepare Dartmouth students for leadership in the world of diversity by presenting diversity within their education.
3. To set limits on both diversity and uniformity.

With special reference to this conference there are two points which I would like to make:

1. Students should be encouraged to develop their identity by exposure to various alternatives with the belief that such exposures allow for positive contribution to the individual's and group's intellectual and academic development.
2. If a program presumes that there is very little criteria for measuring the potentiality for differently prepared minority students and then admits them to college under some special arrangement and considers the student high risk, it is not possible to have all of them succeed. In other words, to admit 100 high risk students and to have an admission rate of only 2% suggests that all the students were not high risk or that there were not rigid standards applied to their educational experiences.

Beginning with the academic year 1967-68, there were less than 1% black students at Dartmouth College. Since that time the number has increased considerably and as of 1972-73, 25% of the financial aid went to black students. About 95% of our black students are receiving aid. The criteria followed for their admission includes an acceptance of SAT scores ranging from 300-800 with

an average SAT score of approximately the mid 50's in both verbal and math. Special emphasis is given to the recommendations for the students and whether or not the student was employed while in high school.

There is a special summer program called Bridge at Dartmouth for pre-freshman students. In addition to that during the academic year, there is departmental tutoring and also advising. Other forms of counseling are provided by students and by the college through specific counseling services.

The attrition figures for last year are not available but half of those that did leave left for voluntary reasons and the other half for academic reasons which were mandatory. The percentage of black graduates from each class is about 80%.

A number of the members of the college give academic counseling and the faculty have the ultimate responsibility. There are also special services provided by the deans and by the Dartmouth Plan Office. This system is currently being re-evaluated.

The most popular majors of our students are medicine, law, business, biology and history. The major personal problems encountered by students are adjustment to the physical environment and the social coldness of the population in the sense that it is essentially a non-white population.

The college has arranged and developed an Afro-American House as well as a Native American House and a Hillel House. These houses have voluntary occupancy for a limited number of students and they are sponsored by the college. Black freshmen are assigned certain dormitories but upperclassmen may choose their rooms based on the availability of space. Minority students and white students are treated the same in housing options.

Dartmouth's experience in relation to strategies used by students to make their concerns known has been consistent with national patterns in the evolution of minority student activities on campus. The one way in which Dartmouth has been different is that there has been and continues to be substantial black alumni input and support for the activities of minority students.

PETER JOHNSON
Assistant Master, Hampshire College

Perhaps I'm representing one of the stranger institutions present here; we are an experimental college, as well as an experimenting college. We are a college that has no requirements whatsoever in terms of courses. We are a college that just does not view the course as a unit of knowledge, so to speak. We are a college that has no system of credit. We are not a two year college, we are a four year college. We are a "three-phase college" and give our students quite a bit of latitude in developing their own programs. In fact, if a student finds it possible for him to teach himself, he can graduate if he can prove to people that that's been done.

One of our problems is that we have not yet developed instruments for gauging academic progress, other than the completion of examinations, which the students put together themselves, with the help of their advisors and other faculty.

Third world students at Hampshire College have discovered that one of their biggest problems is the fact that we had an unhealthy third world community. The mere fact that one brings black women into a situation like that does not solve problems. In fact, sometime it exaggerates them. One of the problems was that the only way people were relating to each other was socially. You can dance and have fun, that's all right. That's one way of relating. But we found that there were divisions developing within the black community that weren't healthy. What some students have done is to develop their own curriculum primarily with the support of black faculty at Hampshire. But the students are developing their intellectual community, their own learning community, and their own cultural community. As I said, we are an experimental and an experimenting college; this is a new concept that we are trying to deal with, to begin to redefine the black society existing with Babylon, to deal with those problems, to develop our own mores. Concerning the dormitory life styles, we have two dormitories at Hampshire and three houses; the houses are apartment units, just like in the city. Perhaps this introduces a bit of realism into the student's college existence. We hope that those third world students who are living in the kinds of situations which we're trying to encourage are people who are learning how to live together in a real community.

A former professor from Amherst College picked up a hitch hiker from Hampshire College and asked what his major was. He

was told that he was going into pre-med; when he asked what subjects he was taking, the student said he was studying the language patterns of the Indonesians. Now if you have this much latitude, is this kind of set-up not a luxury for black students? I'm not sure it is. Some would intimate that black students come from institutions which do not direct them but I think it's quite the opposite. It is a luxury in a sense, but at the same time the black students themselves feel a need for some kind of invlovement, for some kind of special learning and force themselves to learn those t ings that they need.

GREGORY RICKS

Director of Afro-Am Institute
Northeastern University

I'm going to try to bring together a lot of previous comments. The total enrollment of Northeastern is 40,000 students, of which 1,000 or 1/40 of the total population are black. The population that we really deal with, however, is about 800 black students out of 16,000—the larger number includes many part-time sudents. Northeastern acts as a service university for many industries in the Boston area; the evening school is larger than the day school, since it acts as a service for a lot of mid-career people.

As you come to every conference, some things alarm you, some don't. But one thing I think is clear: Northeastern, University of Massachusetts, or University of Connecticut are very different; you're dealing with a very different kind of black student. When you talk about schools like Amherst, Harvard, Yale, Princeton, and Bowdoin, there is even more of a difference. I could never really see myself standing on a corner in Watts, talking to some black students about these schools. They wouldn't even be able to dream of attending such schools. So I'm really looking at the masses of black students in America. By no means am I saying that the black students that attend these prestige schools aren't important; th ey are very important.

It's very hard for me to think about the kinds of problems we have at Northeastern in the same light as the kinds of problems that you might have with a studen: at Harvard or Yale. The big difference is this: most of the black students that enter these institutions, are students that have always planned on going to some

college. They have some motivation, and somebody took them by the hand that got them into an ABC program, or a talent search program, or if they were fortunate enough, their parents were able to buy them situations to get them ready to attend your institutions. But the kind of kid at Northeastern, who found himself in college, and doesn't really look at it as college, is a different case.

Let me address the problem of the kind of student we have, and the kinds of problems that face us. These kids that are in college don't see themselves in college at all. They have been told all along that there is no hope for you to go to college, your board scores, everything we've tested, etc. — there's no way you can go to college. Then all of a sudden, the college recruiter comes and accepts you to college and you're there.

In most cases those students receive financial aid; often, they look at it as a thirteenth grade. Many of the students' average reading scores are ninth and tenth grade. Their math aptitude is about seventh or eighth grade. So these are the kinds of kids that they've been bringing into the schools.

These are the kinds of kids that have come from the communities that we are trying to save, and so we're very concerned about these people, because we find that people who have the most concern about going back to the black community are the people that have come from the black community. Their values are very different. Some talked today about the rewards for white students in the business school being much greater in terms of the values of this society than they are to black students in the same business school. You can imagine the situation for the black kids in Northeastern, as compared to the white kid at Harvard, or to the white kid at Northeastern, in terms of the rewards that this society gives them for their efforts. So what we try to do is really change people's orientation for reward, and try to put forth the reward of building a new black community. We can't offer you a lot of money, we can't offer you a lot of power, we really can't offer you too much in terms of the returns that the society puts forth in terms of college education, but what we can offer you is a safer place on the street in your community for your children to grow up in.

So that brings us to the cultural part of it. We have speakers, we have plays, we have musicals, we have poetry, we have all that kind of cultural activity, but the real cultural activity for our black students goes on at Northeastern to try to make the direct correlation to black folks in terms of trying to define their own

destinies, or the destinies of their communities. We're right in a parlor situation now — the university has gone through the political stage. The university is located in the black community, so it's scared of the black community when folks are rioting; when Dr. King was killed all the doors didn't just fly open, they just kept spinning, people were coming in so fast. So the university looks at us clearly as a political kind of beast; every grant that is given to us is political, and it's not done for educational reasons at all that I can see.

Two brothers earlier spoke to the peripheral type of existence that a lot of our organizations have on white campuses. This is very true. What we try to do is institutionalize all this. I'm the director of the Institute, for example, and there were some things I had to do in order to accept the position; that is, I had to institutionalize my position. I told them that I had to become a dean in the college; not a dean of the Afro-American Institute, but a dean in an organization that's going to be here. I had to be a faculty member. So I elected the Education School and they checked me out and put me on the Education School faculty. But the reason behind that is that the president of the college called the dean of the Education School and said, "There is a gentleman coming over to see you this afternoon. I don't know what's going to happen in the next three hours, but I want him on the faculty when leaves."

And so, these kinds of things happen. At the same time I know what their ballgame is about — I had to institutionalize myself because of what the role model means to students. Now we talk about the community, we talk about getting skills, we talk about making it real, as we direct black people to find our culture. So we try to get the students to understand the need to institutionalize everything, even their grades. It's true that some black students will come up to me and say, "Dean Ricks, I'm slick enough to know that I can get a C from this instructor; I'm slick enough to know that I can do XYZ and get a B from this instructor." The reason that they can do it is because of the political climate that exists at the particular time. It's true that he can get a B or C for a little bit of work from a particular instructor, so what we try to get the students to realize is that their degree will mean nothing in terms of trying to build the black community if they don't learn anything. It might mean that white corporations will rip you off and put you by the front door, but it won't mean anything in terms of what we're talking about. In other words, I'm not going to hire a C architect to build my house in the black community; I'm not going to hire a C dentist to fix my teeth; I'm

not going to hire a C engineer to build the foundation for my pool. We try to get that over to black students. We tell them that you have a black surgeon and a white surgeon standing together, and the doctor says your child is going to die unless they have an operation. Which one of these two doctors do you want to select? And the mentality of the black community is so that right now they would choose the white doctor. We're t g to change that around; the only way that those things are going to change is if the whole cultural heritage of why the black communities are in the situations that they are is understood. Nixon's not going to do anything about them, so you're going to have to do something about them. And the only way that that is ever going to change is for the black folks to get some real skills. To be totally honest with you, right now we are failing — we're trying like hell, but the black student community is in real bad shape.

RONALD POWELL

Director Afro-American Cultural Center
Yale University

I think that the brother from Northeastern has pointed out some very real issues concerning the existence of Afro-American centers as such. I think that all of us have to recognize the fact that black students in a university in New England are in a hostile situation. Archie Bunker graduates from these schools every year. We talk about white faculty, white administrators, and white students as people in an institution that for some reason or another find themselves dealing with black students, black faculty, and black administrators; certainly they would deal with these people outside of the institution in a similar way. I think that the university understands today that it's simply a microcosm of everything that happens outside the university walls. And I think a lot of us would miss the boat if we didn't recognize that there is as much racism inside the university as there is on the outside. When I was in the military, a lot of people tried to tell me that it doesn't happen in the military because we've got this, that and the other thing, but that's a lot of bull. As a matter of fact in many situations there's more of an opportunity for these kinds of attitudes to manifest themselves, simply because a lot of the constraints are removed. For example, you might not have dealt with a black person in your entire life, and all of a sudden now you're in the same dining room with this cat.

So concerning black students, and Afro-American Culture Centers, my attitude has been quite like the brother's from Northeastern. The Afro-American Culture Center necessarily has to be part of the institution in order to be considered as much of a resource as any other part of the institution, such as the university art gallery, the university school of art and architecture, the university library. The Afro-American Culture Center is not, in my estimation, a supportive kind of thing. It is not, in my estimation, the kind of thing where you send the niggers down there and have a party — you know, let them go on ahead and dance down there because they can't hang in there at the colleges. I think this business about dormitory life at Yale University points out the need for an Afro-American Culture Center. There are very nearly 400 black undergraduates at Yale, who are dispersed throughout 12 residential colleges, and the old campus, that is, the freshman dormitories. In no one residential building on campus are there more than 24 to 30 blacks, and they get dispersed through all the activities. If there were not an Afro-American Culture Center as a focal point for black activities, and black identification, there would be this very difficult situation with regard to the process of becoming carbon copies. You want to avoid that in dealing with the Afro-American Culture Center. It provides a vehicle or mechanism whereby black students, black faculty, and black administrators can deal with the black experience not only at the school but in the community at large.

Unlike Northeastern which has already been mentioned, Yale is in a situation concerning admissions for next fall. There is only one black student from New Haven being admitted to Yale University. What does this mean? It means that people from all over the country are coming to a hostile environment, having to deal with not only the trauma of adjusting to the university, but the trauma of adjusting to this black cat from down there in Georgia. I don't know anything about black people in Georgia, if I'm from let's say, Pennsylvania, or I don't know anything about black people in California if I am from Louisiana, and the problem is how do you get some kind of community experience out of such a diverse situation. Certainly we don't want to be viewed as monolithic, but at the same time, I think there is a certain level of community and common interests that have to be acknowledged and recognized by all of us that are dealing with this particular thing.

I've been meeting with a number of "white" administrators at Yale and invariably the question comes up, why do black students sit at the same table when they are eating? Why do black students do this, that, and the other thing? My response

to that is, if you put different colored shirts on groups of students when they came, all of the white students as well, and try to get some kind of homogeneity in terms of each group, you would find that all the red shirts would be sitting together, all the blue shirts would be sitting together, and all the yellow shirts would be sitting together. The only difference is that you can see the black students sitting together, but you can't see this other kind of thing — they acknowledge it, but they are fearful of the fact that here is a bunch of black men. They don't know what is going on at the table, and they can't understand why black students have a tendency to deal with each other on a level which almost excludes the rest of the university, and the rest of the experiences that they may develop.

I have a paper that was written by a fellow who recently graduated from Princeton, who suggests that one of the problems of universities is the tendency of black students to be self-separating. The fact of the matter is that all students do to a certain extent. Once they get into this situation, the knee-jerk liberals say, "We've integrated," and all of a sudden the black students want a black house, a black floor, and this, that, and the other thing, and the man is running around pulling his hair out. It is not so much a concern for some failure by the school administration regarding integration, but their lack of understanding of what it is that is going on among black students.

The overall question that I've been trying to deal with is, how and what do you do when you're dealing with a group of black and Puerto Rican students, when they insist they be dealt with like any other student. I think that most black students at most universities and colleges today want to be treated and evaluated just like anybody else. But at the same time, and this is the other end of the bull's horn, they want to be acknowledged and recognized as black students. Kingman Brewster asked me himself, how do you deal with that, how do you deal with black students like everybody else, and at the same time acknowledge that they are black? I told him that I don't think that anybody is going to come up with an answer overnight, but I think that in this type of discussion we'll certainly go a long way toward understanding the questions.

If I might digress a bit with regard to black faculty and administrators, you must be knowledgeable and sensitive; and there needs to be an increase in numbers. In 1969, there wasn't a booming crop of black faculty and administrators. I think that the argument could be made, that we've got to educate these people

before we get them out there; but I don't buy that, simply because there are black faculty and administrative types all over the place doing everything but being what they have been trained for. As faculty and administrators, we are in a position where we need very much to boot our respective institutions in the behind, because as I brought up before, I don't see that 1969 reasons for admitting black students, or 1969-72 reasons for increasing black faculty and staff, will continue to exist through 1980 and 1985. You see, the man is beginning to run out of all sorts of things. He's running out of resources, he's running out of food, he's running out of money and you know as well as I do that the first person in this whole place who is going to catch the short end of the stick, is us; what we've got to do is to grab onto the stick, as short as it might be, and take the damn mop. The man said he would give you an inch, and you got to take the mop -- take it. Don't be afraid of that clash, because by the time it's all over come 1985 or 1990, the man will have decided that we didn't have enough as it is. We can't even deal with ourselves so you know what we're going to start doing is shave some of the cream off the top of the bottle. We were the last ones in, in 1969, and we'll be right there in the front line coming out, too. So I hope that come 1999, we're not talking about all of a sudden, there ain't no more blacks in education.

FAY D. BOULWARE
Director of African-American Institute
Wesleyan University

First of all, I should say that we don't consider ourselves merely a cultural center; we are a cultural and academic center. We have one facility which we call the Malcolm X House. There are about 50 rooms. The Afro-American Institute is housed in that building. We have all of our academic classes in that building. We have a dormitory in that building—we can house 26 brothers and sisters. We have a library, a reserve room, a copy center, faculty offices, a Black Shop, and recreational facilities. We have a community development program, one part of which is a free breakfast program for black and Latin children from the Middletown school system. Another community development program is sometimes housed in there and sometines not; that is a tutorial program for black and Latin children in the Middletown public school system from pre-K through grade 12. We also have a community development program which deals with the GED, or high school equivalency exam.

I heard earlier that there is a gentleman here from the Connecticut State Commission on Aid to Higher Education. We have submitted a proposal which was approved, but we haven't seen the money yet.* The proposal was for career opportunities for the training of Middletown black, Latin, and otherwise disadvantaged people. Naturally, all our cultural activities are held there; the cultural activities are directly related to the courses that we give. We started our curriculum in September, 1972, and now have a total of about 25 courses. We also have three models which we use that deal with the method of black faculty appointments.

* This was funded as of July 1, 1973.

The African-American Institute and the Malcolm X. House

The African-American Institute was established in the Spring of 1969 as a result of the confrontation between black students and the Wesleyan University administration. One of the demands presented at that time was the establishment of an African-American Institute because black students realized that any attempt to cope with a white environment called for the creation of a vehicle with which to project a positive self-image to the total black community of Middletown. It was concluded that an African-American Institute could serve this purpose. Mrs. Fay D Boulware is its director. There are four faculty, three brothers-in-residence and one sister.

The outcome of negotiations between black students and the University resulted in commitment by the University in the form of philosophical, financial and physical support: philosophical in the form of acceptance of the concept of the African-American Institute financial in the form of an annual budget, and physical in the form of the assignment of a University building to house the Institute and its activities. The current building is located at the corner of High and Washington Streets and is known as the Malcolm X House.

The African-American Institute

The AAI consists of four major components: Academic, Community Development, African and Cultural and Social. Each component comes under the supervision of one of the Institute's professional staff, with the exception of the Cultural and Social Component which is assigned to a student. All component coordinators report directly to the Director of the AAI. There are two other programs which do not easily fall into any of the components,

but which are under the jurisdiction of the AAI and its Director: Prospect Wesleyan, a program for entering black and Latin freshmen, and the Career Opportunities Training Program, a program for economically disadvantaged persons from the Greater Middletown Area funded by the Connecticut State Commission on Higher Education. In addition, the AAI operates a nonprofit black shop — Duka La Weusi — under the supervison of the AAI director. All of the above activities including offices and classes take place in the Malcolm X House.

A wide variety of courses divided into the traditional academic disciplines but taught from the black perspective are offered by the AAI and are open to the entire University. Listings can be found in the University Announcement of Courses. The AAI publishes its own listings, in addition to the University catalog, and it is available on request from the AAI. The AAI also provides a number of services for black and Latin students such as counseling (academic, personal and career), a typing service, reference library, reserve book room, a Black Shop, several community programs, a summer program in East Africa, a program for entering black and Latin freshmen, etc. Details of all programs may be found in the Annual Report (1972 and 1973), the Black Student Handbook, Expression!, the Malcolm X Pamphlet, and other publications. They may all be obtained on request from the AAI office.

The Malcolm X House

The Malcolm X House (formerly known as the John Wesley House), is located at the corner of High and Washington Streets. It was acquired from the University in the Fall of 1969 to function as an operational base for the newly created African-American Institute. In the Spring of 1970 this building was officially renamed in honor of Malcolm X and commemorated by a dedication ceremony, highlighted by the Dedication Ritual performed by the Black Theater group.

The front portion of the house services the AAI administrative and faculty offices, AAI classes, AAI Library, AAI Reserve Book Stacks, study cells, AAI copy center, reception and conference areas, recreation areas, the Black Shop (Duka La Weusi), counseling rooms, Little Ujamaa offices, and the Ujamaa dark rooms, Prospect Wesleyan Offices, and a student Publications Office. The black portion of the house serves as a dormitory for a maximum of 26 brothers and sisters, has a large commercial-type kitchen complete with kitchen equipment, laundry facilities, Student Auxiliary Services Office and the Free Breakfast Program.

In addition to housing offices and the dormitory, the Malcolm X House serves as a general meeting place for black activities. Often students or black residents from the Greater Middletown area are in the "House" seeking information or holding meetings of their own. We feel it is a warm, friendly and good environment in which to meet the needs of the Wesleyan black community.

AAI Staff 1973-74

Director: Mrs. Fay D. Boulware

Faculty: Brothers-in-residence
Mr. Burrell Billingslea, Academic Component
Mr. Ahmed Farah, African Component
Mr. Ron McMullen, Academic and Administrative Components

Sister-in-residence
Mrs. Farina Ronyatta, Community Development Component

Non-Academic: Miss Geneva Thompson, Administrative Assistant
Mrs. Diane Kelly, Librarian
Mr. George Earl Brown, Black Shop Operator
Mr. Eddie J. Jordan, Student Administrative Assistant
Miss Susan Riley, Student Receptionist
Miss Suzanne Thorburn, Student Receptionist

EVA GARCIA THURMAN
Assistant Director of Admissions
University of Connecticut

In light of what has been said earlier in terms of the policies and procedures implemented by predominantly white universities and colleges to increase their enrollment of minority students, it is now appropriate to reflect upon the actions of black students on such campuses. But before doing so I would like to explain the relative position of universities within this corporate economy.

Education is the fastest growing industry in America with one quarter of the population in school. Education delays labor force participation of a large group of people—economically advantaged —and by doing so guarantees the availability of a large pool of highly educated and socialized individuals. As the economic system requests the highly skilled workers, the universities—the highest level within the educational hierarchy—become more important. Thus, the federal government has become the universities' greatest contributor through defense contracts, federal grants, and scholarships. Consequently, the universities are always questioning their requirements of research and teaching, with the hope of attracting the best research-scholars. The more the university is equipped with the best research manpower, the more federal subsidies they will receive; thus research takes precedence over pedagogy. As a result of all of this, one can say the universities generate poverty, because research takes money, and without doubt, universities have a significant interest in the growth of this corporate economy and they will do almost anything to keep the economy functioning at its present level.

Now that I have briefly sketched the position and status of universities, I can begin to discuss black student movements.

Black student movements would not have reached the heights they had in the early and late sixties if it were not for the fact that they reflected broad social discontents. For example, unemployment among non-whites, health conditions among the poor, educational facilities in the ghettoes, and the Vietnam War. If student movements narrowed their actions to "dealing with" problems which affected only the campus communities, they would have found themselves very ineffective. Why did black student movements reflect broad social issues? Well, if one can safely assume that white middle-class students come into universities as individuals seeking economic and social success then non-white students come into universities—especially into predominantly white

universities—as representatives of their community. They bring with them—whether it is voluntary or involuntary—black community consciousness. As the broad social discontents of all non-white people become reflected through the efforts and actions of national black movements, radicalism on campuses increases around these very issues, thus, reinforcing the black students awareness of his relative position in society as a member of the minority.

Because of the universities' unique position within the corporate economy both as delayer of labor participation and as a researcher and trainer of the highly skilled, black student movements along with national black movements find themselves hindered in their ability to analyze political situations and render sound political decisions. Consequently, the politics of the black students—and all black and non-white organizations—have become the politics of black identity. Most demands made upon universities in the middle and late sixties—demands such as more black students and faculty and administrators, more financial aid for minority students, and more cultural programs reflecting non-white culture —were not radical demands simply because these demands were within the range of the American economy which could be easily accommodated. And, even if these programs were not implemented by the administration, administrators did agree upon the legitimacy and the principle of these demands.

The black students at the University of Connecticut have faced these very problems. In 1968 when I was a student here racial tension was strong. White students were afraid of black students, especially if blacks traveled in groups of more than three. Both white students and white administrators believed black students were a powerful political force on campus, even more powerful than SDS, which occupied the spotlights prior to 1968. Black students were together as one organization from 1966 to 1969. They were known as OAAS (Organization of Afro-American Students). OAAS had programs they wanted implemented, and they were a well organized group who clearly thought out the procedures and strategies they would follow to make their demands convincing. The needs of the black community were made known to the Administration via the Negotiation Committee of OAAS. The Negotiation Committee met with the Administration at least once a month and/or whenever it became necessary. The black students at the University of Connecticut never resorted to such extreme strategies as building takeovers and both the black students and the Administration can be commended for that.

To show you how together OAAS was as a group and how convincing their arguments were, let me point out a few of their accomplishments.

1. Increased enrollment of black students and black staff members since 1969.
2. Afro-American Cultural Center, established 1969.
3. First black assistant director of financial aid, Fall, 1970.
4. Two black assistant directors of Admissions, by 1968.
5. First Puerto Rican assistant director of Admissions, 1970.
6. First black assistant to the Dean of Women's Affairs, 1969.
7. Black graduate recruitment, began 1970.
8. First black assistant Dean of the Graduate School, 1970.
9. Ombudsman's Office, established Spring 1970.
10. Center for Black Studies, July, 1969.
11. Elimination of special housing provisions for fraternities and sororities, began 1969.

The Administration at the University of Connecticut agreed that the approach taken by black students to bring about changes was successful and that their clearly thought out programs were acceptable to them and to the President.

As the black student population grew on UCONN's campus and as the militancy of national black groups grew, the black students on campus drifted into two factions, OAAS and BSU (Black Student Union). The BSU's main attempt was to draw the black campus community closer to the black communities in the inner cities through such programs as the Free Breakfast Program in Willimantic and the Clothing Drive in Hartford. BSU was strictly a political group, whereas OAAS was both political and social. 1970 saw the advent of attempts to bring both groups together through the creation of BSA (Black Student Alliance). This group was short-lived because the social committee and the political committee of BSA were strongly opposed to each other.

As of now during the academic year 1972-1973, we find a small group of active student calling themselves OAAS trying to bring back togetherness that once existed on this campus among black students. The major efforts of OAAS this year have been their response to the Health Education and Welfare report on the underemployment of minorities and women and the under-enroll-

ment of black and Puerto Rican students at the University of Connecticut. And secondly, they have been questioning the University's sanction of a professor's academic freedom when racism is being taught in the classroom.

I will end here by saying that the black students have not been alone in their attempts to bring about changes at the University, for they have received help and direction from many black faculty members and administrators.

WILLIAM M. BOYD, II
Executive Director
Educational Policy Center, Inc.

Let me just make a couple of points that have occurred to me as I have listened to the various experiences related here today. Relative to the study that was mentioned, the Educational Policy Center (EPC) conducted face-to-face interviews with 800 black undergraduates at white colleges all over the country. The results give a statistical replication of the real world—that is, diversity in terms of geography, level of black enrollment, the size of the schools, etc. The data has all been gathered and is now being analyzed.

BLACK STAFF

A couple of things I think are worth reinforcing as nationally significant phenomena. One is the desperate need for knowledgeable black faculty members and administrators. There are a lot of ways of looking at this, but let me, in the interest of time, just give you one. When we asked black students what they do when they have a question or problem pertaining to jobs or careers, the most frequently mentioned source of advice and counsel was black counselors on campus. If you think about that for a minute, there is reason to be concerned in the way that Walter Leonard expresses, especially if you consider the age and experience of most black counselors. Not trying to be pessimistic, but rather realistic, people who have been on the job six months or a year

and a half and who are 22-25 years old are an extremely limited prime source of information about options in careers for most black students.

Black counselors would not have to try to do the job alone if white faculty members were more accessible and if there were black faculty members in diverse fields on the campus. From the perspective of the black student, however, white faculty members are inaccessible and are seen as the prime source of discrimination on the campus; and that has something to do with why black students go to young, inexperienced, black counselors for the advice they ought to be getting from the faculty. Somebody asked, "How do we educate the faculty?" I think that is a central question that requires much more attention.

Most black students, as we all know, are first generation college, so they lack the dinner table resources that white students have. By that I mean whites can ask their father, they can ask their uncle, they can ask their friends about what kind of preparation they should get for what kind of career, what kind of compensation for what kind of job, etc. Since black students usually lack those alternate sources of information, the counseling resources provided by colleges are vitally important.

HOUSING

Another interesting topic is the question of dorms that the gentleman from Dartmouth was talking about. Nationwide, EPC's data indicates that the wise approach concerning living options for black students is to provide the kind of diversity that was mentioned before. Housing preferences of black students are quite diverse, and no one type appeals to a majority of the students. The first choice is an apartment, which relates to interest in privacy and independence—independence of movement, solitude, privacy, quiet, etc. The second preference is the racially-mixed dormitory. A close third is the black dorm, wing, or floor. These preferences don't vary much from one type of college to another.

MAJOR FIELDS

I also have been intrigued by the discussion of majors today. I was struck by the continued observations that black students are nicely spread throughout the various majors at your institutions because that doesn't hold up nationwide. I'm not saying it's not true at your college—I'm just saying it's very interesting to me based on the national data. If you look at the data in terms of manpower projections, the figures are somewhat alarming. What

you are saying is very encouraging in the sense that your black students couldn't get wiped out by one shift. For example, it wouldn't be a disaster for most of them if everyone woke up one morning and found out that we don't need school teachers or that OEO is dead. But nationwide, black students are clustering overwhelmingly in the social sciences and education, and they are clustering their career preferences in social sciences, education, and business. Let me give you the rank order of majors because I think it is interesting. The social sciences are double the size of any other category; then business and education are tied. That is, business, finance, accounting—those things leading to business careers—are tied with education. The majority of the black students are in those three categories.

The majority of black students also plan to go to graduate school, with a full 10 percent talking about going for a Ph.D. They are more interested in law and medicine, with the social sciences, education, and business as the other fields attracting greatest interest. Few are going into any of the rapidly growing fields you were talking about, like zoology or oceanography. How many more lawyers can we absorb? All those black students want to become lawyers when perhaps we have too many lawyers now. But when you look at majors leading to the various environmental and technical careers, you find very, very sparse representation of black students—or no blacks at all. If your experience is as different from the national pattern as the presentations here suggest, then I certainly am more encouraged about the match between your students and work opportunities than I can be with regard to most black students.

Question: The advertising for career options for black students has been that we've done a better job in the traditionally-oriented professions rather than in some of the new careers. What can we do to change this in the next five years?

Answer: Dr. Boyd—From the point of view of where the counseling has had to come from, that's not surprising. I have been out here for a while, and I can't tell you much about how to advise a young black male or female to get into a career in oceanography, and I don't suspect that many of the black counselors could. You're talking about role model problems; you're going back to the Jackie Robinson days now. You're telling the guy you've

got a wonderful opportunity, you can be a first, you can try to be the first black oceanographer or the first black so-and-so, and that's not always that appealing. Therefore, in the next five years change will be slow. The rate partly will depend upon how effectively we can communicate to students that the ice has been broken successfully in various areas and what it takes to follow the pioneers.

Question: Your statement about the majority of black students being in social services or education is true where I am. But I have also found an interesting thing, and that is that many of them don't start out there, but wind up there. They do start out in hard sciences . . .

Answer: Dr. Boyd—Let me make some comments related to what I think of those situations. One thing that is interesting is that the majority of the students in this sample who are talking about being discriminated against point the finger at the faculty. They point the finger at the faculty about in-classroom behavior such as grading and things specifically related to what you are talking about. The problem is that once a student has some bad experiences or flunks a couple of subjects in the sciences he may change not only his major but also his whole general area of interest.

Question: What about the subsets within the social sciences? That's also very important because, if you just take social sciences as a group, one would suspect that you don't need the best students in those areas. In fact, you might need some of the "A" group in sociology. So the subsets of the social sciences—are there as many students, say, in anthropology as in sociology, are there as many students in psychology as in education, are there as many students in archaeology as in . . .?

Answer: Dr. Boyd—I didn't say anything about "A" students. I'm not telling anybody where the "A" students are because according to reported estimates of performance, there are few "A" students. But within the social sciences, I do understand your question. There are some dramatic distinctions. They do cluster in the more traditionally popular social sciences. There's quite a difference. I don't know where I can put archeology, but take anthropology: there are fewer people in anthro-

pology and many more in psychology, sociology, and political science. I'm still concerned about it. I'm concerned even though we obviously need role models and competent blacks at all levels in all fields.

I live in New York, and I haven't seen any signs that the teachers' unions there or anywhere else are ready to welcome with open arms 25 percent of the black college graduates in the country to come and be school teachers, but that is what black students are preparing for. That may not mean that they ought to change their minds, but they should know what they are getting into. It's not very easy to walk into an urban public school system—which is where the jobs are. And let's not forget the business community: that's not the easiest road to travel either. Corporate business role models are needed to tell what obstacles they face and what model they have to follow. One positive thing about business is that it's supposed to be growing quite rapidly during the next decade. In education, however, the demand is supposed to be leveling off for the next ten to fifteen years. If these projections are right, then there is a problem.

Comment: [NOT Dr. Boyd]—The name of the game is get yourself into something that's going to realize you a whole bundle real quick. Even in terms of teaching school, I think that two points are needed to be made. Many of us recognize that our problem today is in the educational system. If we recognize the problem for what it is, and if we are going to do a little more than just give lip service to it, then we've got to deal with blacks going into education. My attitude is that the UFT be damned. Somebody has got to get some black people who are graduating from these particular programs into the school system so that we can at least attempt to break these chains.

Answer: Dr. Boyd—I agree with you 100 percent. Let me just say this. What we are talking about is a situation more realistic, at least from where I've seen it happen in a major urban university. The majority of black students who are talking about education are talking about it in a 1960 vein—that if all else fails, and if I've got a certificate, I can always teach. Like hell they can, and they've got to know that. I think that's something we have to watch out for.

Let me say something else that I think is very important because you raised something that is critical. I was being too flip. I'm not contrasting social sciences with oceanography, because as you rightly point out, how many people are going to be oceanographers? More than there have been in the past, but still a relatively small number. But a more serious concern is the continuing lack of interest in areas that are big for other folk: math and engineering and physical sciences, where you can make a lot of money and where you can have a lot of mobility and a lot of security.

Comment: [NOT Dr. Boyd]—One problem with that is this. Everyone in this room is dealing with black students after the fact of missed education. So it's not that they believe that becoming a teacher is the "in" thing. It's that as long as the educational system is producing a curriculum that is low profile, they fall into it—not as an option. The other thing I would like to say is as long as we look at the monies that came out of the late '60s for support of minority education—and now we are being deluged in my office with masters programs in business—we're not opening doors. The doors are being opened for us, and the directions are being shown to us. So I think that when we talk about what the channels are, we really need to look at the policies of it.

Comment: Dr. Boyd—Let me just mention something I forgot. This is a little book some of you may have seen—a little pamphlet that I wrote. It's called *Access And Power For Blacks In Higher Education*, and it raises a lot of the issues that were raised here based on a group not unlike this one, only smaller and national instead of regional. But it also raises some questions that weren't discussed here, for example, the whole question of innovation and where black folk f with innovation.

Comment: Mr. Walter Leonard—One of the situations at Harvard has been the very critical situation of Chem 20. I'm sure everybody's heard about Chemistry 20—that's a prerequisite for medical school. Black students have raised questions about how Chem 20 has been handled for about four or five years, but everybody felt that that's just a problem for those black students. Well, it happened that this year about 40 percent of the white students

caught hell in Chem 20. Immediately, then, the university said there must be something wrong with this course. Before, there was nothing wrong with this course, it was something wrong with the black students. Now there's something wrong with the course, and they're going to do something about it.

Comment: Dr. Boyd—There is one thing I should point out that is responsive to what you said. My references to the amount of interest in medical careers includes non-M.D. careers in medicine. I think that when you consider how many M.D.'s there can be as opposed to how many dentists, pharmacists, technicians, medical illustrators, etc., obviously the M.D. group is a very small percentage of the medical group. With our young aspirants, however, there are roughly twice as many who think they are going to be M.D.'s as non-M.D. professionals. That's part of counseling. When a person says I've had it with Chem 20 or whatever and it looks good over here in the political science department, maybe there are some steps before that that should be taken—because there is a lot that can be salvaged without abandoning technical-scientific interest completely.

I think it is important to try to have people properly oriented in the business context also. Blacks can identify fields where there has been no action as being a good place to go because they conclude that the man feels some pressure to let them in. Investment banking is an example. That's as white as you can get. But the young black who goes all the way through business school betting the whole ranch on investment banking is going to be in big trouble because they say the whole investment banking industry in this country hires about 30 people a year—and most of them come from families that are already in investment banking.

I'm not intellectually opposed to all blacks being in one area, but I am concerned about practical problems which can result from clustering. It is not uncommon for ethnic groups and races to be closely identified with various careers. The problem here appears to be that even in those areas the students are choosing, they are operating on the lower range of those areas. At this

point we should remember the issue of quality in education--how much do we allow students to slide? When you don't have an attrition rate and you're dealing with high risk students, something is seriously wrong.

Comment: [NOT Dr. Boyd]—I just want to make a quick point. It seemed that in most of the day's references the remarks that were made implied the question of how to catch up? I guess the question I kept asking myself is catch up to what? There seems to be an assumption that institutions of higher education are for the white students. I can't identify with that, so when we're talking about a knowledgeable academic meaning either a counselor or a faculty member, I'm thinking in terms of someone far better qualified than if we're talking about career counseling for the black students. For example, in the last ten years there have been 4,000 new job categories. I would venture to bet my last dollar on the fact that the so-called career counselors wouldn't know more than 20 of them. That gives you an example of what I'm talking about. And then we wonder why students cluster in areas. Let me give you an example of kinds of thinking ahead.

I was working with a gentleman, Stewart Lloyd in D. C. five years ago, who was trying to talk black colleges into getting black students into the area of oceanography, realizing that the majority of the food is going to come from the ocean and that there is going to be a great need in the future for oceanographers. He didn't have much success at the black colleges. Another point that relates to the same thing is the kind of benign following of whatever trends that are recognized in society by whites. For example, we have been talking about the fact that education is over-crowded, so black students should stop going in that area. I think that if you look at that closely you will find education is overcrowded in the job market in terms of educational generalist—for example, to be still producing teachers, whether elementary or otherwise, who have no knowledge whatsoever of what Fortran is. There is another need in the society, and there should be black students produced who know how to operate a computer and how to do programming. I think there is a need to not play in one grind: how do we catch up, how do we worry

about SAT's, how do we worry about whether he speaks English well. Probably in the future the only universal languages will be the computer languages, and there won't be the argument about whether he knows Latin, Spanish, Puerto Rican, etc.

Comment: Dr. Boyd—The fastest growing sector of higher education, I hear tell, is proprietary education. That is a new word for a lot of us, and I'm trying to learn what that word really means. I hear tell that it means Xerox opening a facility in Leesburg, Virginia, to train 1,400 people a year how to fix Xerox equipment as well as how to do a whole range of things. That is supposed to be the fastest growing sector of higher education—about which I venture to say that most people in this room are as ignorant as I am. If that's where the action is going to be—and where a lot of job hiring is going to be—then we'd better find out something about it so that we can pass the word to our young black students.

APPENDICES

A

BLACK STUDENTS IN PREDOMINATELY WHITE COLLEGES AND UNIVERSITIES IN NEW ENGLAND

Assessment of the Past for Future Planning

CONFERENCE DESIGN

8:30-10:00 a.m. Registration and Introductory Business.

10:00-12:30 p.m. Presentations for no more than ten minutes followed by five minutes of discussion on the following topics. Each topic would be presented or reported by a conferee from a public institution and from a private institution. Other conferees will also bring written reports, tables, charts to share.

I. Admissions, Financial Aid . . . special programs.

II. Academic Affairs.

a. Programs selected by minority students and academic performance.

b. Enrollment — Retention — Graduation.

c. Academic Counseling and Advisement.

12:30- 1:15 p.m. Lunch at Alumni Faculty Club.

1:30- 3:30 p.m. II. (continued)

d. Career Planning and Development.

III. Supportive Services.

a. Tutoring.

b. Psychological Counseling.

IV. Dormitory Life Styles.

V. Cultural Centers.

VI. Past Student Political Strategies for Campus Change.

3:30 p.m. Coffee and/or cocktails — Alumni Faculty Club.

B

BLACK STUDENTS IN PREDOMINATELY WHITE COLLEGES AND UNIVERSITIES IN NEW ENGLAND — APRIL 30, 1973

QUESTIONS FOR EACH CONFEREE

1. Beginning with the academic year 1967-68, what was the enrollment number and percentage of black students at your college?
2. What was the percentage of black students on financial aid?
3. What percentage of financial aid went to black students?
4. What criteria do you follow for admission of black or minorities? Range of SAT?
5. What special programs or procedures do you provide for academic assistance?
6. What were your attrition figures per year? Reasons for attrition: a) Voluntary separation; b) Academic dismissal.
7. What was the percentage of graduates?
8. Are students given academic counseling? Who does it?
9. What majors did the students choose? Other secondary but strong campus interests?
10. Do you have any data on career choices of past and current upperclassmen?
11. What major personal problems were encountered? Classification: a) Personal; b) Psychological.
12. What differences, if any, are reflected by sex of student?
13. What kind of model have you used for cultural centers (i.e., a building and planned program and personnel, or an informal gathering place)?
14. How are black students housed?
15. What kinds of strategies are followed to make known their concerns, i.e., organized efforts such as sit-ins, building occupations, participation in student government?

C

CONFERENCE PARTICIPANTS

AMHERST COLLEGE
- Richard O'Daniel, Assistant Dean
- Wayne Wormley, Assistant Dean of Admissions

BOWDOIN COLLEGE
- Donald Cowing, Director of Counseling Services
- Paul Nyhus, Dean of Students
- Robert Small, Assistant Professor of Government

BOSTON UNIVERSITY
- Anderson Kurtz, Assistant Dean of Student Affairs

CENTRAL CONNECTICUT STATE COLLEGE
- Johnie Floyd, Director of Admissions

CONNECTICUT COLLEGE
- Jewel Plummer Cobb, Dean of the College
- Alice Johnson, Associate Dean of the College
- James Jones, Assistant Director of Admissions
- Joan King, Dean of Freshmen
- Anderson Williams, College Counselor

CONNECTICUT, UNIVERSITY OF AT STORRS
- Eileen Baccus, Assistant Director of Financial Aid
- Gloria Brine, Assistant to the Dean, College of Liberal Arts and Sciences
- Alvin Dozeman, Assistant Dean, College of Liberal Arts and Sciences
- Edward Gant, Acting President and Provost
- Kenneth Hale, Assistant Director, University of Connecticut Summer Program
- Robert Hewes, Dean of Students
- Thomas Hopkins, Special Assistant to Provost
- Harry Jones, Assistant Director of Financial Aid
- Patricia Madison, Assistant Project Director, TACT
- Alma Maldonado, Assistant Director of Admissions
- Carolyn McDew, Assistant Director, University of Connecticut Summer Program
- Gail Shea, Assistant Provost

Fred Simons, Director, University of Connecticut Summer Program
John Smiley, Assistant Director of Admissions
Patricia Steele, Counselor
Donna Walsh, Assistant Director, University of Connecticut Summer Program
Eva Garcia Thurman, Assistant Director of Admissions
Kenneth Wilson, Vice President for Academic Affairs

DARTMOUTH COLLEGE
Charles Dickerson, Assistant Vice President for Student Affairs

HAMPSHIRE COLLEGE
Peter Johnson, Assistant Master
Miriam Slater, Master

HARVARD UNIVERSITY
Walter Leonard, Special Assistant to the President

MASSACHUSETTS, UNIVERSITY OF AT AMHERST
David Clayborne, Graduate Student
Robert Daniels, Associate Director Community Development and Human Relations
Julia Fata, Assistant Dean for Special Programs
Frederick Preston, Special Assistant to Vice Chancellor for Student Affairs
Muriel Wiggins, Director of Academic Counseling

MASSACHUSETTS, UNIVERSITY OF AT BOSTON
Livaughn Chapman, Director of Special Admissions
Walter McDonald, Assistant Provost

MOUNT HOLYOKE
Rita Byrne, Coordinator of Student Activities
Candy Cornelius, Assistant Director of Admissions

NEW HAMPSHIRE UNIVERSITY AT DURHAM
Miriam McCarthy, Assistant Dean of Students
Lolita Trotter, Director, Affirmative Action Program

NEW HAVEN, UNIVERSITY OF
Willie Bonds, Director of Black Student Affairs
Elias McDuffie, Director of Transitional Studies

NORTHEASTERN UNIVERSITY
Roland Latham, Associate Dean of Students
Gregory Ricks, Director of the Afro-American Insitute

TRINITY COLLEGE
Mohamed Jibrell, Assistant Dean of Students
Eleanor Reid, Director of Financial Aid

VASSAR COLLEGE
Elizabeth Daniels, Dean of Students
Ora Fant, Assistant to the President

WELLESLEY COLLEGE
Arline Tyler, Director of Harambee House

WESLEYAN UNIVERSITY
Fay D. Boulware, Director of African American Institute
Ronald McMullen, Associate Director, Upward Bound Program
Randy Miller, Assistant Dean o Admissions

WESTERN CONNECTICUT STATE COLLEGE
Constance Wilds, Director Summer Program

YALE UNIVERSITY
Marnesba Hill, Acting Dean of Undergraduate Affairs
Ronald Powell, Director Afro-American Cultural Center

COMMISSION FOR HIGHER EDUCATION — STATE OF CONNECTICUT
Linwood Robinson, Consultant

EDUCATIONAL POLICY CENTER, INC.
William M. Boyd, II, Executive Director

D

SUPPLEMENTARY INFORMATION POST CONFERENCE WAS SUPPLIED BY THE FOLLOWING PERSONS:

WILLIAM BROWN—Associate Dean of Student Affairs, BROWN UNIVERSITY, Providence, Rhode Island

DAVID L. EVANS—Assistant Dean of Admissions, HARVARD COLLEGE

DAVID DEAS—Assistant Registrar, UNIVERSITY OF MAINE AT PORTLAND-GORHAM, Portland, Maine

MARY E. TUTTLE—Assistant to the President, MOUNT HOLYOKE COLLEGE, South Hadley, Massachusetts

SYLVIA SIMMONS—Associate Dean of Admissions and Director of Financial Aid, RADCLIFFE COLLEGE, Cambridge, Massachusetts

THOMAS C. MENDENHALL AND STAFF—President, SMITH COLLEGE, Northampton, Massachusetts

ELIZABETH A. TOUPIN—Associate Dean of Students, TUFTS UNIVERSITY, Medford, Massachusetts

H. N. MULLER—Director Living/Learning Center, and RODGER SUMMERS, UNIVERSITY OF VERMONT, Burlington, Vermont

BENNIE BOSWELL, JR.—Assistant Director of Admissions, WILLIAMS COLLEGE, Williamstown, Massachusetts

BROWN UNIVERSITY

WILLIAM BROWN

As of the end of 1971 there were 80 black graduates (male) in the history of Brown and 37 black Pembroke graduates. The first black graduate of Brown was in 1810 and the first Pembroke graduate was in 1918. In terms of admission, we identify the most capable black students we can find and admit them. Of course we look at all the statistics we can find, but then we make an intuitive judgment about which candidates will most likely succeed at Brown.

In the Class of 1974 the mean scores of the black men were: 548 Verbal and 560 Math. For the black women the scores were approximately 557 Verbal and 540 Math. For the College as a whole, these scores were: Male — Verbal 680 and Math 690; Female — Verbal 690 and Math 670. We generated about 800 applications from black students that year and accepted about 160 men to get a class of 80 in 1970. In order to get 45 women we accepted approximately 105. The acceptance rate is higher if our black students make personal contacts with the applicants. In 1970-71 approximately 90 percent of our black students were on financial aid. The average black student received approximately $3,600 and a $500 loan.

A transitional summer program of six weeks has been developed and some of our black freshmen are encouraged but not required to come. They receive a modest weekly stipend to compensate for the salary lost in a summer job. Transportation to the college also is paid for. They participate in academic programs and live in one area of the college and are taught by our regular faculty. The program has been directed by a black administrator and a black couple lives on the campus serving as a housefellow team for the program. Counselors also live with the students in the dormitory.

On-going winter academic counseling is accomplished in two ways: 1) upperclass minority students of various concentrations are each assigned from one to three freshmen. They are available for academic as well as personal counseling. The Deans have funds available to provide tutors for minority students. Most of the academic counseling is done by the academic Deans. We have two minority group members, one male, one female. The faculty also contributes to the academic counseling program. The major areas of academic concentrations range from Religious Studies to

Nuclear Physics. However, fewer than ten percent are in the sciences (i.e., if we exclude pre-meds) and the majority are in four disciplines, psychology, sociology, history and political science. The Health Service, Student Affairs Office and Chaplain's Office each have a black staff member and they also are available for personal or other types of counseling.

Many of our minority students suffer from an inability to adjust to the rigorous academic environment. In most cases it is the result of inadequate preparation, and the result is manifested in personal and psychological problems. In this area there is no difference reflected by the sex of the student.

As freshmen, students are assigned roommates on the basis of personal and academic interests. Upperclassmen may choose their roommates. We do not have a black house or dormitory.

The Churchill House, which is on campus, provides office space for the Afro-American Department as well as undergraduate and graduate student organizations. It also is utilized for social and cultural activities. Theoretically, all students are members of an undergraduate black student organization, Organization of United African People. The Black Theater Group and the Black Chorus are very strong campus interests. Also, black students presently participate in student government as well as serve on most University committees. Generally speaking, the students' strategies vary from issue to issue.

HARVARD COLLEGE — DAVID L. EVANS

Roster of Black Students Affiliated With Each College Class

	Seniors	Juniors	Sophomores	Freshman	Total Blacks at Harvard	Total Pop. Harvard	% Blacks Harvard
1967-68	no data	46	50	48	144	4,828	2.9
1968-69	46	50	48	57	201	4,785	4.2
1969-70	50	48	57	85	240	4,771	5.4
1970-71	48	57	88	99	292	4,795	6.0
1971-72	57	88	95	99	339	4,756	7.1

	Admitted	Enrolled	Total Population
Class of 1973	98	85	1275
Class of 1974	117	99	1275
Class of 1975	119	99	1275
Class of 1976	116	89	1185
Class of 1977	94	76	1185

UNIVERSITY OF MAINE AT PORTLAND-GORHAM

DAVID DEAS

Information covering black students on campus is unreliable at best. An unofficial assessment for the academic year 1973-74 indicates that there are six male and two female students, all receiving financial aid. This accounts for 0.73% of gift aid and 0.55% of all aid given.

MOUNT HOLYOKE COLLEGE

MARY E. TUTTLE

The criteria used by the admissions committee for selection of black student are the same as for other students, although special emphasis is given to high school achievement and qualities like motivation and endurance, as best as that can be determined. College board scores have a wide range; a very few in the 300's, mostly high 400's and 500's, some in the 600's. Medians run about 75 points or more below those of the class as a whole. Of the 73 black students entering in 1972 and 1973, 58 were from public schools and 15 from independent schools. These students were most often in the upper fifth of their high school graduating class. Geographically 32 of this group came from the south, 24 from the middle Atlantic States, 11 from the central or midwest region, 5 from New England, and 1 from the west. Their model SAT verbal score was in the 550-599 range, and the model SAT math score was in the 450-499 range.

While their are no special programs for academic assistance, individual tutoring and services of the study center are available as they are for all students. All students, black and white, as freshmen are assigned to a faculty academic counselor. The major fields of black graduates of the classes of 1972 and 1973 are as follows: Interdepartment and double major - 16; Social Studies - 10; Humanities - 6; Sciences and Mathematics - 5; Foreign Languages - 2. Many of the students have gone on to graduate school, including a number to law and medical schools. Other campus interests include Afro-American Society, Theatre, Choral groups, Dance, Student Government, and the Athletic Recreation Association.

Of those 90 black students entering as freshmen in 1966, 67, 68, and 69, 66 or 73% have graduated. This attrition rate is lower than the national average for undergraduates. The major personal problems encountered ar related to the lack of blacks both as residents of the town and on the faculty and staff. Beyond that, black students have all the usual student problems plus those of minority people. We found a few years ago that those with the most serious problems were the really bright students (as defined by high College Board scores) who came from impoverished backgrounds. The psychological and emotional damage as a result of their earlier experiences of trying to cope with brightness in a

poor environment meant serious problems at the college level. There was high attrition in the group, though the total numbers were small.

The cultu al center for black students is a building to which was added a large addition to provide adequate meeting room space and kitchen and lavatory facilities. The students are all in an integrated housing system where students move every year in groups of four having been assigned to residence halls and rooms by lot. The mechanisms used to make known the black student concerns have included one sit-in in 1968 and one building occupation in 1970. A faculty/student committee on a Multiracial Community composed of six faculty and six students acts as the channel of communication and initiates action when appropriate. Black students are also active in student government.

SMITH COLLEGE

THOMAS C. MENDENHALL and STAFF

The procedure followed for admission of black and other minorities is the same as for all applicants. They also take the same college entrance board exams. The average range for these exams is: 366-679 verbal aptitude, 345-685 math aptitude and 406-719 English achievement.

For the past six summers we have operated a Bridge Program for incoming black freshmen. The program aims at acquainting the student personally with the college environment and with the faculty resources available to them at college. Special assistance in reading and writing skills were provided by members of the regular college faculties from the Five-College area. We can point to no visible evidence in academic records alone that indicates significant differences between the performance of Bridge or non-Bridge students, but we do believe, in general, that some psychological comfort and benefit was derived in easing the transition from school to college. Over the past few years 40 students have participated in this summer program. During the academic year the college also operates a tutoring program, open to all students, for assistance in any course or discipline where needed. All students may avail themselves of the service on their own initiative or they may be referred to the service, with the student's permission, by a faculty member, adviser, or dean. The hours of tutoring on a one-to-one basis vary from as little as one hour per semester per student to as much as two hours per week

per student. The tutoring is done by selected upperclassmen, both black and white, who are paid for their services by the college. Although assistance is available in all disciplines, most of the requests are for tutoring in mathematics, the sciences and the languages. During the last academic year, 1972-73, 38 students availed themselves of the tutoring program. Several departments have also set up supportive programs to assist students in the elementary courses. Special group sessions are held each week for students in the calculus sections who wish to seek extra help.

The Department of English also conducts a freshmen level course in *Forms of Writing* providing systematic practice in writing with emphasis on expository prose. Where it is indicated—from secondary school preparation, papers submitted in courses, or student desire—the students are directed or encouraged to enroll in the course for one semester of the freshman year. The course is open to all students. During 70-71 and 71-72, we subscribed to a commercial Study and Ready Skills Workshop conducted on campus during the regular semester. Attendance and interest declined so—from approximately fifty to fewer than a dozen students in the second year—that the program was not continued. For years we have had a committee on Written English to which students having trouble in the writing and preparation of papers and examinations have been directed. The committee is run by personnel trained in writing skills and will furnish as much time and assistance as the student seeks, free of charge.

Our attrition figures over the years have been for the following reasons: 8 for personal reasons, 12 transferred, 3 for medical reasons, and 4 were requested to leave for academic reasons.

With reference to academic counseling, each entering student is assigned a member of our faculty who serves as her primary academic adviser through the first year and a half or two years at which time she moves into a major department and a new faculty adviser is assigned. During the 1967-70 years, entering black students were assigned to a specific group of advisers (black and white) who had indicated interest in advising black students or who seemed particularly suited to do so. In anticipation that black students might need more time than white students during the early advising periods advisers were assigned between (10-15) black advisees. The normal number of advisees per adviser is twenty students. In time we have felt it no longer necessary or desirable to assign groups of black students only to a limited number of faculty advisers and, instead, assign all students randomly, in

groups of twenty, to all faculty advisers. Most advisers are sensitive to the special needs that black students may have in the selection and design of a course program and we trust that they will give those students the extra time and care that may be called for. Both students and faculty have indicated their preference for this random assignment of advisees and advisers. The adviser sees the student at least twice during the orientation period in the fall and during advising periods each semester; after that they meet only as the individual need or commitment warrants. Both adviser and advisee are encouraged to avail themselves of opportunities to meet informally subsequent to orientation. In addition to the faculty advisers each class has its own dean for academic counseling. For the past four years we have also had an Assistant to the Class Deans, a black woman, who has served as a counselor for personal affairs and student life. This Assistant has also been responsible for administering the college's tutoring program mentioned above. The Dean of Students and her two assistants are available to discuss and handle problems concerning housing and general student welfare and, as mentioned further on, one assistant to the Dean in 190-71 was a black woman.

We have a black woman on our psychiatric counseling staff available to any student upon appointment. In addition, several faculty members and other black members of the college community serve informally as advisers and counselor to the black students and black community.

Our data on career choices is too scanty to be useful. Black students seem to span the same extensive vocational fields that white graduates pursue. The one significant figure that we seem to have is that while only 10% of the 1972 black graduates went on to graduate school, that percentage increased to 27% for the class of 1973.

The psychological problems that seem most significant for black students over the last five years as evidenced from counselor sessions with them as well as informal discussions would appear to fall within the following categories: 1) concern with maintaining a strong black positive identity. The issue of developing a positive identity is experienced by all young adults, but is especially difficult for black youths who are well aware that the system and institutions in this country have always defined them as being defective and worthless. Thus, the struggle for identity among black young adults must include the double task of not only negating those negative images, but also stimulating new definitions, values and strategies within the context of the black experience.

Hence there is concern over such questions as — is my allegiance to my black heritage sufficiently strong so that I will not lose my identity in a white, middle-class environment? Can I make it academically in the white world and still maintain my ties with the Black Community? Can the idea of "cultural pluralism" really be adhered to? 2) Parental and family difficulties—i.e., fear of growing up with the need to separate from one's family ties, emerging independence, issues over control and decision-making as related to independence versus dependence, 3) male-female relationships, dating, sex, etc., 4) feelings of isolation, loneliness, depression, 5) more serious psychological problems that are the result of very early parent-child relationships—i.e., borderline schizophrenia.

With regard to the type of model we have used for cultural centers, since 1970-71 the Afro-American Cultural Center has been available to black students at Smith. (Last year it was renamed the Florence Mwangi Cultural Center.) The Center is located on the first floor of Lilly Hall, in rooms that were remodelled specifically for the purpose. The Center includes a meeting room, offices, a small library, a kitchenette, a seminar room, and in the half-basement below a large informal meeting room. The Center tends to function as an informal gathering place, but the presence of a Coordinator last year and this year, even in a part-time capacity, has helped to introduce and support a more extensive program at the Center.

Prior to 1970-71, entering black students had been assigned to rooms throughout the campus in the same manner as white students; either by their own preference if they had one, or by our housing office which attempted to integrate black students into the regular student body throughout the campus. Black students are now housed in the same manner as white students—by designating their preference in housing at the time of acceptance as freshmen. Insofar as possible, those preferences are acknowledged and students are assigned rooms in one of their first three designated preferences. They may apply for single or double rooms, request a black or white roommate and are asked as all students are about their personal habits regarding smoking, irregular sleeping or study hours, etc. For the 1970-71 academic year we appointed a black woman as Assistant to the Dean of Students whose specific assignment was to deal with the housing and dormitory life of black students. For that year black students, at their request, were housed in clusters of 8-12 in six different dormitories. It did not prove to be a successful arrangement from

either their point of view or that of the other housemates. In the following year at the request of the black students we reverted to the system used for white students, thereby allowing students to live in groups in specific houses if they so desired, but also free to move anywhere on campus if they preferred. Since 1970-71 several black students have advised the Dean of Students Office on the assignment of black students to dormitories as entering freshmen.

Over the last five years most colleges have witnessed the use of a great variety of strategies by students to make known their concerns. Smith has proved no exception to this. In the Valley the black students has often led the way to greater cooperation among the undergraduates in the Five Colleges; in the spring of 1970 black students in the Valley briefly occupied buildings on several campuses, but Smith did not happen to be one of them. Often these issues serve to divide black students, since there is the usual wide range of opinions among them. In the last three years black students have chosen to participate more generally in student government both at the house or dormitory level and in college-wide student government.

UNIVERSITY OF VERMONT

H. N. MULLER and RODGER SUMMERS

As late as the academic year 1967-68, the University of Vermont with an undergraduate enrollment of 4450 had only two (2) black students both of whom received financial aid. The State of Vermont with a population of only 400,000 had only 761 blacks in the state. The number of blacks on the campus grew slowly until the spring of 1970 when a group of concerned black and white students and faculty persuaded the administration to take immediate steps to increase the minority student population. As a direct result, a Support Services Committee of black and white students, faculty, administrators, and a number of the local community helped bring thirty (30) new black students to the campus. The committee assumed responsibility for recruiting, admissions, financial aid, orientation, advising, curriculum, and other appropriate support services. The University has con-

tinued to bring as many black students to the campus each year as are qualified for admission, but with financial support for thirty (30) new students.

The initial work of the Support Services Committee has been given administrative mandate and is being coordinated by the Assistant to the Dean of Students.

Currently, the Supportive Services Program (SSP) provides academic enrichment as well as orientation to the campus and Vermont community during the summer and throughout the school year. It has traditionally been attended by freshmen as compared to upperclassmen. Each black student is assigned an academic adviser in his/her respective college. Along with this, Black Educators Organization provides the opportunity for informal advising. Special efforts have been made to meet the needs of new students through the Office of Career Planning and Placement, Counseling and Testing, and Financial Aid.

Attrition statistics for black students indicate that very few are dismissed for academic reasons. Others that left indicated financial and personal reasons for leaving. Most of the black students choose the programs offered in the College of Education and Social Services and the College of Arts and Sciences.

Black students cite isolation on the campus as their dominant social problem. Students complain that compared to their homes and hometowns, usually Northeastern cities, there is little of the things to do that traditionally appealed to young black students. They also dislike having to be a "spokeman" for the minority population. There is a feeling that some of the faculty and staff are not sensitive to black students' needs and problems, and they find those people have to be "educated." Along with this, there are more black males than females with the resultant complaints for a more viable balance.

One dormitory which is arranged in suites, house a small group of minority students who chose to live together by scheduling their housing preferences so there was no question of discriminatory practices. Freshmen black students are housed according to space available and as all freshmen, their requests are honored whenever possible.

There are many problems at the new Living/Learning Center on campus which deal directly with inter-racial living. One of the most significant is the "Cross-Cultural Component and Early Childhood Program." This program was the brainchild of the Black Educators Organization. This group of minority faculty and staff

members felt that the center should have a program that would teach people how to work along with minority children if there are going into educational fields.

The University is making an effort to meet the needs of minority students who are enrolled and hope to continue this practice without reservations.

WILLIAMS COLLEGE

BENNIE BOSWELL, JR.

The admissions office evaluates black or minority students for acceptance on the basis of a strong transcript, good personal attributes, and a verbal SAT score of 450 and above. There is special tutoring available for pre-med students and for others in other subjects when required. Academic counseling is given by five deans, the students' major advisor, or a freshman faculty adviser, and in some cases by a career counselor. There is building space allotted for a black cultural center where programs are run informally by students. Black students upon arrival are housed on a freedom-of-choice basis, mostly random as to the building, not the roommate. Over the past five years from 1967 the black students have made their concerns known through organized sit-ins and building occupations. The Black Student Union has collectively and through individual membership on committees of student government been effective on campuses in making the needs of black students known.

E

BLACK STUDENT ENROLLMENT

INSTITUTION	YEAR	TOTAL ENROLLMENT	PERCENT BLACK STUDENTS
Amherst	68	1,200	3
	69	1,200	4
	70	1,200	5
	71	1,200	6
	72	1,200	7
	73	1,200	8
Bowdoin	68	919	2.5
	69	946	3.8
	70	946	4.8
	71	939	7.5
	72	1,007	8.2
Brown	68	4,500	1.8
	69	4,500	2.2
	70	4,600	4.5
	71	4,600	6.0
	72	4,700	8.0
Connecticut College	68	1,399	2.27
	69	1,407	2.27
	70	1,444	2.67
	71	1,554	3.07
	72	1,616	4.67
	73	1,634	6.30
Connecticut, University of (Storrs)	68	No Data	No Data
	69	No Data	No Data
	70	11,572	.03
	71	11,816	No Data
	72	11,858	.03
	73	11,879	.04
Harvard	68	4,828	2.9
	69	4,785	4.2
	70	4,771	5.4
	71	4,795	6.0
	72	4,756	7.1
Massachusetts, University of (Amherst)	68	17,000	0.23
	69	18,000	0.69
	70	20,000	1.2
	71	20,000	1.9
	72	20,000	2.6
Smith	68	2,353	1.1
	69	2,366	1.6
	70	2,504	3.0
	71	2,541	5.6
	72	2,622	6.3
Trinity	68	1,204	1.8
	69	1,280	2.3
	70	1,369	3.4
	71	1,473	4.3
	72	1,514	5.1
Tufts	68	2,900	1.4
	69	3,100	2.8
	70	3,277	4.2
	71	3,503	5.7
	72	3,550	7.2
Vassar	68	1,623	0.72
	69	1,525	3.21
	70	1,602	4.49
	71	1,736	5.01
	72	1,949	6.66
	73	2,165	6.69
Vermont, University of	68	4,451	0.0004
	69	4,698	0.0019
	70	5,466	0.0036
	71	5,861	0.0168
	72	6,048	0.0117
Wellesley	68	1,742	0.75
	69	1,773	1.24
	70	1,756	4.73
	71	1,796	6.85
	72	1,872	8.49
	73	1,963	10.49
Wesleyan	68	1,367	6.0
	69	1,367	8.0
	70	1,390	11.0
	71	1,393	13.5
	72	1,480	14.4

Mount Holyoke	68	1,740	3.0
	69	1,755	4.7
	70	1,770	4.7
	71	1,854	5.8
	72	1,854	6.4
Radcliffe	68	1,209	3.0
	69	1,207	3.0
	70	1,235	6.0
	71	1,228	8.0
	72	1,295	10.0
Williams	68	1,226	2.7
	69	1,245	3.1
	70	1,275	4.4
	71	1,322	4.8
	72	1,534	5.9
Yale	68	4,010	2.84
	69	4,001	3.27
	70	4,586	4.62
	71	4,726	5.20
	72	4,739	5.68

F
FINANCIAL AID DATA

Institution	Year	Total Black Enrollment	Percentage of Blacks Receiving Financial Aid	Percent of All Gift Aid	Percent of All Aid Recipients
Amherst	1967-68	30	83.3	8.3	5.9
	69	35	91.4	8.9	7.4
	70	57	94.7	17.0	12.5
	71	79	87.3	24.3	17.1
	72	90	87.7	26.2	19.3
	73	102	85.2	28.5	20.4
	74	116	79.3	32.6	23.5
Bowdoin	68	23	87.0	8.0	5.0
	69	36	86.0	13.0	7.0
	70	46	88.0	16.0	9.0
	71	70	98.0	26.0	16.0
	72	83	98.0	29.0	19.0
Brown	68	70	60.0	No Data	5.0
	69	100	70.0	No Data	6.5
	70	210	90.0	No Data	14.0
	71	290	91.0	No Data	24.0
	72	380	92.0	No Data	33.0
Connecticut College	68	30	80.0	9.7	8.0
	69	32	78.0	10.6	7.4
	70	37	100.0	16.1	10.0
	71	45	93.0	18.1	11.0
	72	67	100.0	22.0	15.0

Massachusetts,	68	40	0.0	No Data	No Data
University of	69	125	100.0	No Data	No Data
(Amherst)	70	240	100.0	No Data	No Data
	71	380	84.0	No Data	No Data
	72	532	96.0	No Data	No Data
Mount	68	58	69.8	14.0	11.6
Holyoke	69	61	73.8	18.6	14.4
	70	84	72.6	25.5	19.1
	71	107	82.9	38.7	26.9
	72	119	76.5	39.5	27.7
Radcliffe	68	34	50.0	6.0	6.0
	69	40	50.0	7.5	7.5
	70	70	59.0	15.0	12.0
	71	99	68.0	21.0	19.5
	72	125	63.0	27.0	21.5
Smith	68	2.	No Data	No Data	No Data
	69	39	77.0	7.5	5.3
	70	75	80.0	15.6	9.9
	71	142	77.0	24.0	16.9
	72	165	76.0	25.7	17.8
Trinity	68	22	81.0	7.7	4.7
	69	28	75.0	8.7	5.3
	70	46	95.0	16.3	11.1
	71	68	92.0	26.1	17.8
	72	77	99.0	No Data	21.8
Tufts	68	43	67.0	8.5	3.0
	69	86	76.0	10.7	6.2
	70	139	75.0	23.5	11.0
	71	199	80.0	27.8	16.0
	72	257	80.0	32.7	21.0
Vassar	68	28	96.4	9.0	5.9
	69	49	98.0	12.0	9.5
	70	72	83.3	14.7	12.0
	71	87	74.7	17.7	12.7
	72	130	79.2	23.7	16.0
	73	145	80.7	25.7	16.9

Vermont, University of	68	2	No Data	No Data	No Data
	69	9	.004	.5	.4
	70	20	.0075	.9	.8
	71	40	.0125	1.6	1.3
	72	71	.0374	4.5	3.7
Wellesley†	68	20	No Data	No Data	No Data
	69	81	90.0	24.0	19.0
	70	121	82.0	27.0	22.0
	71	157	77.0	34.0	25.0
Williams	68	33	78.8	10.7	9.0
	69	38	84.2	13.5	10.0
	70	56	83.9	18.8	13.4
	71	64	87.5	21.5	15.1
	72	90	86.6	27.1	18.9
Yale†	68	114	50.0*	5.3*	3.7*
	69	131	68.0**	7.08**	5.52**
	70	212	66.0	8.9	6.8
	71	245	62.0	9.34	6.97
	72	269	69.0	11.8	8.57

* Juniors and Seniors Only

** Seniors, Juniors and Sophomores Only

† Includes Black, Spanish Surnamed, and Native Americans.

G
ATTRITION

Institution	Year	Total Black Enrollment	Number of Black Students Leaving	Reason for Attrition Voluntary	Academic
Bowdoin	1967-68	23	0	0	0
	69	36	3	1	2
	70	46	3	3	0
	71	70	8	4	4
	72	83	16	8	8

Brown	68	70	8	1	7
	69	100	6	1	5
	70	210	7	2	5
	71	290	12	4	8
	72	380	14	5	9
Connecticut College	68	31	3	2	1
	69	32	4	4	0
	70	38	1	1	0
	71	48	3	2	1
	72	75	6	3	3
	73	103	9	7	2
Mount Holyoke	68	53	7	2	5
	69	61	2	1	1
	70	84	8	6	2
	71	107	12	9	3
	72	119	5	5	0
		Approximate Figures			
Radcliffe	68	34	1	Voluntary Separation	
	69	40	1	for	
	70	70	1	the	
	71	99	1	most	
	72	124	1	part	
Smith	68	27	2	2	0
	69	39	2	2	0
	70	75	1	1	0
	71	142	11	7	4
	72	162	11	11	0
Vassar	68	28	2	No Data	
	69	49	5	4	2
	70	72	2	1	1
	71	87	6	4	2
	72	130	6	3	3
	73	145	5	3	2

Vermont, University of	68	2	No Data	No Data	
	69	9	1	Personal	Problems
	70	20	2	"	"
	71	40	8	"	"
	72	71	7	"	"
*Wellesley	67	13	2	No Data	
	68	20	0	No Data	
	69	81	2	No Data	
	70	121	8	No Data	
	71	157	13	No Data	
Williams	68	33	4	0	4
	69	38	5	3	2
	70	56	4	2	2
	71	64	13	7	6
	72	90	13	5	8

* Includes Black, Spanish Surname and Native American.

H

GRADUATES

Institution	Year	Total Graduates	Total Black Graduates	Percent Black Graduates
Amherst	1967-68	291	9	3.0
	69	301	5	1.6
	70	295	6	2.0
	71	273	10	3.6
	72	267	13	4.8
Bowdoin	68	207	3	1.5
	69	214	10	4.7
	70	212	4	1.9
	71	240	7	2.9
	72	231	11	4.7

Brown	68	850	5	.58
	69	900	7	.77
	70	925	8	.86
	71	950	11	1.15
	72	950	22	2.3
Connecticut College	68	346	6	1.7
	69	302	3	1.9
	70	327	8	2.4
	71	316	9	2.8
	72	362	9	2.4
	73	371	15	4.04
Mass., U. of (Amherst)	70	1,726	Nominal if any	No Data
	71	2,832	Nominal	Less than 1
	72	3,123	16	Less than 1
	73	3,367	33	Less than 1
Mt. Holyoke	68	391	5	1.3
	69	421	11	2.6
	70	412	15	3.6
	71	401	12	3.0
	72	418	14	3.3
Radcliffe	68	309	app. 3	1
	69	269	app. 7	3
	70	289	app. 4	1.5
	71	306	app. 12	4
	72	299	app. 12	4
Smith	68	549	6	1.1
	69	539	7	1.3
	70	505	6	1.2
	71	492	8	1.6
	72	543	19	3.5
Trinity	68	257	3	1.2
	69	287	2	0.7
	70	307	4	1.3
	71	312	5	1.6
	72	355	9	2.5

Vassar	68	402	9	2.21
	69	379	3	.79
	70	348	11	3.16
	71	378	4	1.05
	72	417	22	5.30
Vermont, U. of	68	756	No Data	No Data
	69	876	No Data	No Data
	70	1,056	No Data	No Data
	71	1,070	1	.93
	72	1,199	3	2.5
Wellesley	68	398	No Data	No Data
	69	407	No Data	No Data
	70	396	8	2.0
	71	391	3	.77
	72	432	6	1.4
Williams	68	291	3	1.0
	69	284	6	2.1
	70	295	11	3.7
	71	288	5	1.7
	72	349	4	1.1
	73	390	18	4.6

I

EVALUATION OF CONFERENCE

Each participant was of the opinion that there should be more time allotted to each issue. The Conference should perhaps cover two or three days. Large group representations of general interest and knowledge could be presented in the mornings with workshops in the afternoons. The workshops should be conducted by individuals who have done studies in each area of discussion. Students should also be represented.

They also felt that the statistical data requested should be sent to each participant prior to the Conference. There should be inclusion of not-so-prestigious schools. They also felt that greater attention should be given to administrative policies of the school which adversely affect minority students, and to psychological counseling by minority administrators.

Topics as seen in order of priority:

1st Admissions Criteria and
Academic Counseling

2nd Financial Aid and
Retention of Students

3rd Career Counseling and Development,
Special Tutoring Programs and
Psychological Counseling

4th Special Programs for College Entry and
Number of Students Graduating

5th Cultural Centers
Past Political Strategies for Change

6th Dormitory Life Style

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