

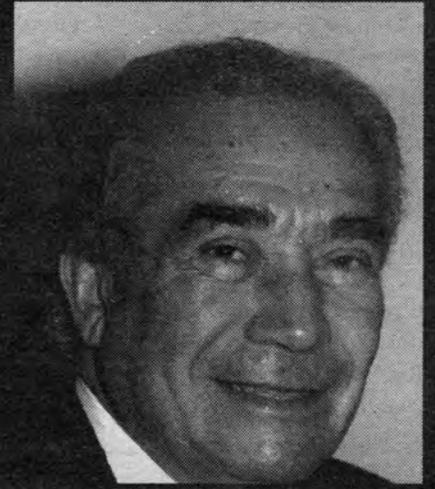
INSIDE

In our biggest issue ever we present the story of open admissions, how it is helping us form an educated society, and the awful truth of how a group of people would like to see open admissions closed.

VOICE OF THE VOICELESS

"Breaking the chains of silence"

April 20, 1998 BOROUGH OF MANHATTAN COMMUNITY COLLEGE/CUNY Volume I • Number X

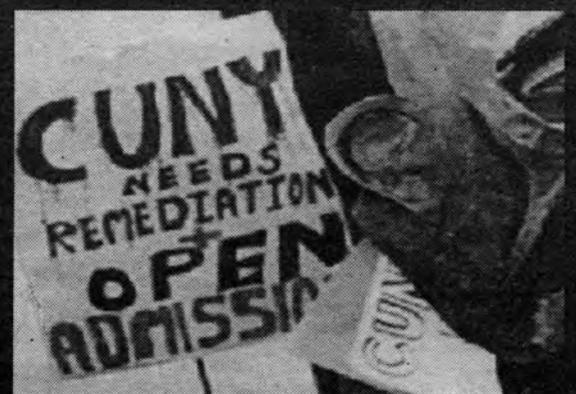
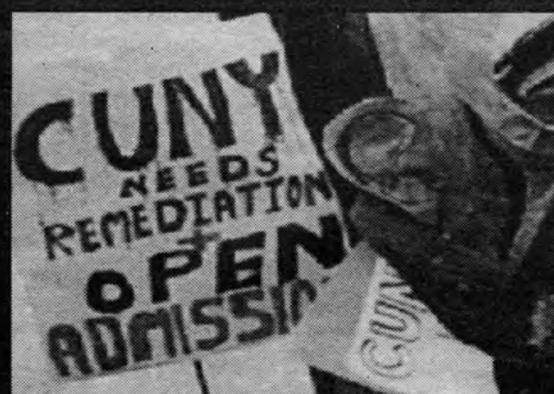
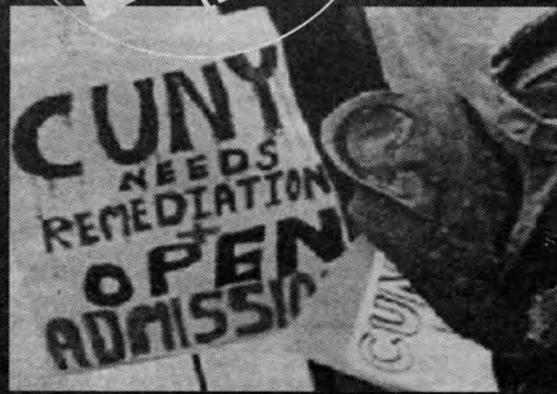


OPEN

ADMISSIONS:

the story

the
BIG
issue



Mayor Giuliani and Herman Badillo are waging a war against open admissions. Before the fight ends we offer our 'two cents'— 32 pages explaining everything.

CUNY's going Ivy League

SINCE Mayor Giuliani's election to public office and since Herman Badillo's nomination as vice-chairman of the Board of Trustees, open admissions has come under scrutiny. It appears that after 29 years, we don't want an educated society.

I am unaware of Mayor Giuliani's history before his reelection last year, but I do know that he is not about to win any congeniality contests. As for Badillo aka 'The Butcher of CUNY' he has stirred anger and disgust in students, causing them to march at his office and distribute fliers about CUNY bearing his face and his alias (see page 17).

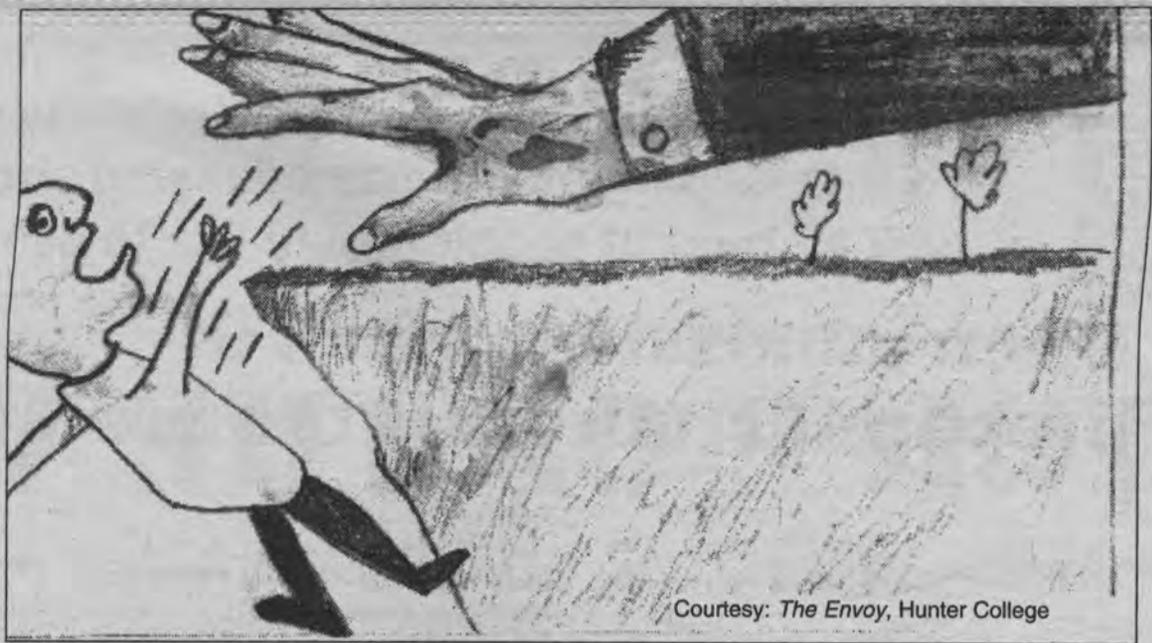
We too have decided to leash a personal attack on Giuliani and Badillo — dedicating this entire issue in their favor. It's not because we like them, but because we think they are attacking our future, our children's future, by leading the pack of 'let's-do-away-with-open-admissions-supporters.' And that's personal!

I am not concerned with political rhetoric, in fact I find it quite boring, but I do find Giuliani's mum state on the matter surprising after his January 14 address. The Mayor has not said anything on the matter after that infamous day, but his personnel are busy trying to find ways of justifying their boss' decision of wishing to change the University. There is no justification — forget it.

I don't think anyone knows. However, in trying to see what they see, I was sidebarred by one question: why? Why does CUNY want to place itself on a plateau, above other education systems in the country? Are we better?

If this Comprehensive Action Plan (CAP) should be voted in on April 27, CUNY will be the only — single, one, uno — university system in the United States that does not guarantee a person bearing a

See, **IVY LEAGUE**, page 18



Courtesy: *The Envoy*, Hunter College

What's SGA doing?

ONE would think, and expect, Student Government, our student-elected officials, to be playing an active, assertive role in challenging the Mayor, Badillo, and everyone else who wants to put an end to open admissions. But no. Not at this school. Until now, that dream is well, just a dream.

Several weeks ago, upon realizing this fact and students coming to or calling our office, or visiting the SGA complex, inquiring about their position or what they are doing about saving open admissions. I decided to write them a little memo.

Later that evening the president of the organization burst into our office, asking why I wrote the memo asking them to get off their lofty towers and do something, before it's too late. I asked him why is that no one from BMCC's Student Government attend the student organizing meetings or rallies. He said something to the effect of: 'we don't have time to be marching up and down, like those other students and being arrested for foolishness.' He said that they are working with the students here. Here. Where exactly? I must admit Alex

Maldonado, a senator, attended a meeting and they were collecting students' names and addresses in a petition to be sent somewhere. Where. I don't know.

We say instead of having parties/dances/concerts and catered events, sometimes several times a week, and attending workshops/conferences all over the country, do something that will benefit us with with our money.

Since the group's appointment last July, they have under-

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Editor's note

Due to the sensitivity of the issue this edition covers, you may find that some of the articles are laden with editorial-style writing. We wanted to give writers the opportunity to write what they feel, since this issue hits where it hurts.

We thank the *Hunter Envoy* and *CCNY Messenger* for supplying us with information and photographs that are included in this issue.

EDUCATION IS A RIGHT. FIGHT! FIGHT! FIGHT!

VOICE OF THE VOICELESS

"BREAKING THE CHAINS OF SILENCE"

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Volume I • Number X

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Voice of the Voiceless is a bi-weekly student publication addressing the views and news of Borough of Manhattan Community College of the City University of New York and its environs.

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letters to the editor

Letters should be brought to room S-206D or deposited in our mailbox in the Student Government office(S215). All letters must be signed and are subject to be edited and/or condensed for clarity. Send us mail via the Internet: bmccvoice@usa.net

Open admissions gives ill-prepared students a chance

By MELISSA BALTAZAR

THE CITY University of New York is one of the largest Universities in the nation. Enrolling over several hundred thousands of students, the University would not be as successful without the utilization of the open admissions policy.

The open admissions policy, guarantee admission to one of CUNY's community or senior colleges to any student who demonstrate financial hardship and/or for students who would otherwise be unable to get accepted into another college or university with just a high school diploma or its equivalent.

The term disadvantaged students can range anywhere from students who are non-native English speakers like those in the ESL programs, adult students who may have taken time off of their educational pursuits to create or take care of family or career matters, students who graduated high school without adequate preparation to pass a college entrance examination, and most importantly students who are unable to finance the high costs of college education. The list can go on and on.

CUNY has recognized the ills of society to be a hindrance to ones academic and business career, and having a major impact on ones educational performance. In attempting to close the gap between the poor remaining uneducated, with a limited opportunity for success, and the rich with the advantage for obtaining private education and therefore obtaining a higher economic status in the workplace, the solution was open admissions.

CUNY have graduated students who have gone on to create success stories in professions that would normally underrepresent people of color.

However, in order for the open admissions policy to work, other support programs needed to be implemented like: counseling services, remediation, and international student services. These support mechanisms are the life lines of this policy, and without these important networks CUNY would not be following the pre-tense under which the University was built.

These very programs are under attack by the Board of Trustees, and are being threatened with abolishment. These programs need desperate reconstruction, but the permanence of a discontinuation of one program cannot take place without drastically affecting other areas of the

college.

For example, if remediation was eradicated, students who are unable to pass CUNY's entrance exam would automatically be denied admission to the college, and the enrollment rates would drastically decline. This would predominately affect students who were ill prepared in high school, older students who are attempting to return to school and who may need a refresher course in basic skills, and students from other countries who are not familiar with the educational practices in the United States.

Sometimes one can't help but suggest a hint of discrimination in even the thought of attempting to remove the very threads that weave the web of the City University of New York as we know it today.

There is no doubt that some of these support mechanisms at the Borough of Manhattan Community College have grown to become a stagnant structure in the college that produce mountainous amounts of paperwork, yet have lost its relevance in the production of a successful college student (ie counseling department.), however major reconstruction efforts are desperately needed, for the benefits that may reap from a college with functioning services is guaranteed to improve the standards of students and the reputation of the entire institution.

One last suggestion for the department dealing with basic skills and remediation. Students who fail the CUNY entrance exam often do so not because of their inability to understand the work given, but because by the time the test is administered, some students may have forgotten the steps to solve basic math problems or the rules of the English language, some haven't been in school in 15 to 20 years prior to their return.

Instead of placing a student who fails the entrance exam into a full semester of remediation, a special orientation program needs to be developed where ALL incoming freshman and transfer students (and anyone who is required to take the exam) are given a mandatory six week brush up course on basic skills before taking an entrance exam, and this will dramatically drop the numbers of students requiring remediation and it will give capable students an early start on their college careers.

In light of Giuliani's attack, BMCC shows promise

By EWART HUGHES

THE RECENT assault on CUNY's open admission policy and the city's community colleges should serve as a wake up call. While many amongst us in CUNY have responded with shock and outrage, and maybe justifiably so, for us here at BMCC, this might be a time for critical self evaluation, a time when we face ourselves and think. Negative circumstances and failure in life, at times tend to impact us more strongly and rather than being defensive the question should be, how can we make BMCC a better learning institution? This questions calls to attention all and sundry, administration, faculty, and students.

PRESIDENT AND VICE-PRESIDENTS

The administration and the system of operation have both functioned considerably well. BMCC is on the cutting edge of technology and this is reflected by the increasing smoothness of registration afforded by the use of computers. There is access to the Internet, interactive software teaching mathematics in the Math Lab, and an electronic message board. These cannot be taken for granted but I have ought with administration. Their purpose is not only to set and articulate policies, but also to mobilize and stimulate the students for their greatest good.

Like a CEO of a company who from time to time would interact with the rank and file of the company, the president and vice-presidents of the college should be more involved in the motivation of the students. Many of our students are single parents or, for the most part are juggling parenting, school, and work all at the same time. Undoubtedly, many are under stress and need that encouraging shot in the arm but may not see the need to talk to a counselor.

The president and vice-presidents should make occasional appearances over the television monitors, appealing to the students' sense of direction and resolve. Resolve to overcome the hurdles and disappointments that are inherent in college life. By the way who are the president and vice presidents of BMCC? I am sure that they are well intentioned people.

But why should they appear insular and far removed from the hearts of the people they administer? There are monitors on the over-pass connecting the south building to the north building, upstairs in the library, in the LRC, and in the lobby. Why should one be hearing hip-hop or reggae music as one walks by rather than the assuring voices of the commanders in chief.

Just to see their faces and hear their voices would boost the moral of the students. It is not enough to have announcements across the bulletin board, the students need to be told time and again that they can make it and that though a small beginning, they can make up to Harvard, Columbia, Wharton, Congress, or the White House. Former Presidential candidate, Ross Perot attended a two-year college. Positive reinforcement makes the seemingly impossible, possible.

FACULTY

Faculty has certain responsibilities to lift standards. While many instructors and professors are adept at their jobs, some just seem to go through the motion of passing out lots of As at the end of the semester to keep their jobs and maintain status quo. Some of the courses are not as practical as they should.

After leaving BMCC some students enter the world but grades apart, are they equipped and ready? Some of these courses have

Talk to us over the Net:

E-mail us you questions, comments, suggestions, story, letters to the editor, quotes, thoughts, dreams, bomb threats, recipies, story ideas, what you would like to see in your paper, what you wish we got rid of, your address and telephone number, party invitation, what you did over the Spring Break, what you thought of Jerry Springer this morning, your favorite thing to do when you are alone, what was George Michael's "lewd act," your E-mail address, love letters, love stories, what are your opinions of Mayor Giuliani, who is your favorite professor, your least favorite professor.... (we would go on, but there wouldn't be any space to put our E-mail address).

bmccvoice@usa.net

SAVE OPEN



Giuliani sez end open admissions

On January 14, during his State of the City speech, Mayor Rudolph Giuliani unleashed a vicious attack on the City University of New York calling the 21-school system a "disaster."

Giuliani declared that CUNY should end its 28 year policy of having open admissions, that is, any person with a high school diploma or its equivalent may pursue higher education at a community college.

The Mayor also outlined a plan that would introduce entrance exams and tougher graduation requirements. He also threatened to take away the CUNY's \$110 million annual budget if his needs are not met.

"A college can only function if it has an entrance exam," he said. "You can't have standard of performance if there are no standards of entry."

From that day, students, faculty, community activists, and supporters of the University had had a chance to refute the Mayor's claims and present the University as an integral part of New York City. City Council members say Giuliani's attack on CUNY is a diversion from his failure to meet his own promises to improve the public schools.

"What is the reason for saying the answer is taking money and programs away from the community colleges?" Stephen DiBrienza, a Brooklyn Councilman said at a Committee on Higher Education meeting, February 9.

"You want to privatize away your own failure to improve schools," he said, addressing the Mayor, who was not present.

Giuliani has remained quiet on the matter.

Photos of past student protests. (Courtesy of Hunter's *The Envoy*) At right: a student activist speaks with news media. (Photo: Jacqueline Forde-Stewart)



[An] open-enrollment community college offered me a fresh, affordable opportunity to learn how to learn, to earn higher degrees, and to defy the expectations that I would be limited to blue-collar careers.

—Neal M Rosendorf
(*NY Times*, 2/28/98)

ADMISSIONS

The saga continues...

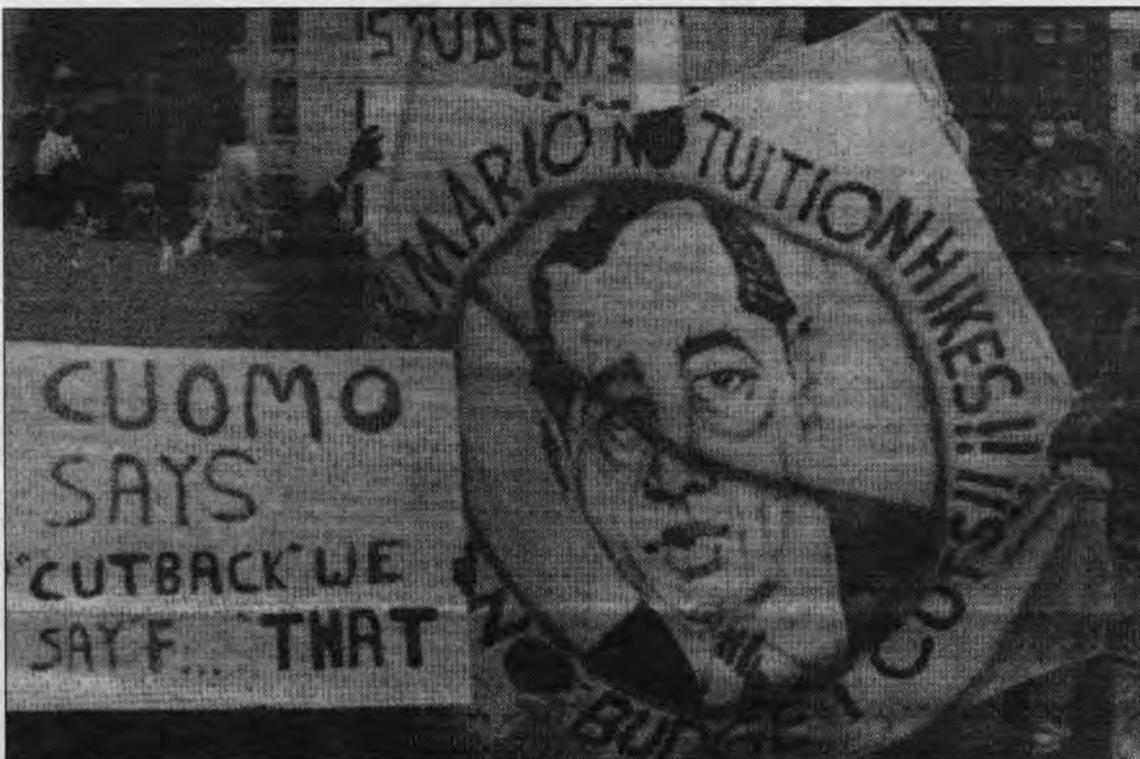
CUNY's 29-year-old open admissions history in brief

By SHAMEKA THOMPSON
Voice Staff Writer

IN 1969, The Board of Higher Education (BHE) decided that it would devise a program of "Open Admissions," a program that would permit all New York City high school graduates a seat in CUNY.

This plan was slated to be implemented in 1975, however, on April 22, 1969 a group of students demonstrated on the grounds of City College. They felt that CUNY's traditional method of admissions discriminated against non-white minorities.

As a result, in July, the BHE put their "Master Plan" into action. This plan would begin with all graduates in June of 1970 and thereafter. They believed that the expansion of educational opportunity through increased enrollment, was essential to educational desirability, social equity, and in itself, a need of the economy. Open enrollment was expected to make six specific provisions: (i) to offer admission, in university programs, to all high school graduates; (ii) provide remedial and other supportive services for all students that needed it; (iii) maintain and enhance the stan-



CUNY student protest in 1989 against Democrat Mario Cuomo's proposed tuition hikes.
(Photo: Courtesy of CCNY Student Liberation Movement)

dards of excellence of the colleges of CUNY; (iv) encourage ethnic integration in the colleges; (v) provide mobility for students between many programs and units of the university, and (vi) to assure that all stu-

dents who entered community and senior colleges under the former admissions criteria could still be admitted. This would retain the opportunities for students eligible under the Board's new policies and practices.

In September 1970, CUNY became the first municipal institute to open its doors to all high school graduates. The freshman class totaled 35,035. This was a

See, HISTORY, page 7

Faculty, students discuss open admissions

By SHAMEKA THOMPSON
Voice Staff Writer

FACULTY, STUDENTS, and activists engaged in a discussion of CUNY's open admission policies at the Graduate Center, March 3.

The colloquium featured speakers and the following is a synopsis of what they said.

Cecilia McCall, an English professor at Baruch College said she wouldn't have had her job if it weren't for open admissions and was hired to work with students who too, entered CUNY through it. McCall said a large number of students, as well as professors, of color have benefitted from open admissions and black and Latino students are now a part of the growing middle class — thanks to open

enrollment.

McCall introduced the three new forms of admission under consideration by the Board of Trustees to replace open enrollment; (i) you must have a college level education; (ii) if you do not have a college level education, you will have to take remedial courses outside, which may be expensive; and (iii) you will have to complete one year of remedial construction.

Student will only be accepted if they complete the full year of remediation. She said that the termination of open admissions is a Civil Rights issue.

Angela Bradford, a student and member of the "Welfare Rights Initiative" at Hunter College, said she is deeply affected by open admissions. Since she entered college, Bradford, a former welfare recipient, is permanently off of public assistance; she has moved into a new home, and is working on receiving her Bachelors.

Bradford pointed out that 90% of welfare recipients are single women with children. And as far as she knows, 13% have had to drop their classes to enter workfare, a program in which most don't stay for longer than three months. "It is devastating to be told that you cannot continue your education because of your financial status," she said.

If open admissions is terminated, it will mean the loss of the "Welfare Rights Initiative," she said. This program encourages about 400 public assistance recipients to, for those that don't have one, receive a GED or High School diploma, develop skills, that will permanently remove themselves from the system and exit poverty. She said that welfare recipients can permanently get off of public assistance when allowed to obtain higher education. "Countless others have used CUNY to change their lives and thousands can do as I did if given the opportunity," she said.

Ron Mcguire also known as "our lawyer," is in fact an attorney. According to Mcguire, black's and Latinos receive more degrees from CUNY, than any other college in the country.

Open admissions has produced most lawyers, doctors, and nurses, he said. Mcguire said that removal of open admissions is an "educational genocide." He said most elementary, junior high, and high school students are not properly prepared to enter college: "our children [are] not being under-educated, but under-served."

Mcguire noted that most CUNY schools, (eg Hostos, Medgar Evers, and Lehman) were granted open admissions because they fought for it. He said the

community as well as CUNY students and staff must get involved in the fight now to keep open admissions.

Dr Martha Bell, who has been a teacher for 20 years, now teaching remedial courses at Brooklyn College, spoke on how remediation will be affected if open admissions is removed.

She said when she first began teaching remedial courses, she was sarcastically asked if she really owned a PhD. She recalled the first time she taught a remedial course. It was at a high school where the students didn't even have textbooks. Since then she has dedicated her life to remediation.

Dr Bell dispelled misconceptions that CUNY 'invented' remediation. In 1849 the University of Wisconsin offered its first remedial course. In 1889, more than 80% of the senior colleges offered specialized programs. In 1907, Harvard, Yale, and Princeton began to offer preparatory courses.

"When my students heard about the removal of remediation, they asked me, 'They really don't want us in school do they?'" I reluctantly replied 'that may be true,'" she said.

Remediation does not preclude standards. Community college programs are academic programs paralleling senior college programs. Community colleges are neither remediation mills nor job training sites. Rather, there are legitimate comprehensive institutions of higher education.

—Joanne Reitano, professor of history at LaGuardia Community College (NY Times, 2/28/98)

Pérez: Mayor's plan to 'change' CUNY, contradictory

By **BOYD DELANCEY**
Editor

AMIDST the controversy concerning open admissions, our college president Dr Antonio Pérez, strongly opposes Mayor Rudolph Giuliani and his allies in their quest to revamp the City University of New York by implementing new standards of entry and exit thus ending the university's 28-year-old open admissions policy.

From day one, the Mayor's intentions were to "change" the university from what it has become to what it was in the '60s, Pérez said.

He charged Giuliani with making and promoting "recommendations without knowing enough about community colleges."

Giuliani's plan to transform CUNY, particularly two-year colleges, contradicts the mission of community colleges, which is to serve as "open access" institutions of higher learning. This philosophy is consistent with the aim of community colleges across the country which are open to all students who have acquired a high school diploma or a GED, Pérez said.

"In the '60s when the community colleges first began, their purposes were different from the four-year colleges — which were the purposes of accessibility," Pérez said. However, Giuliani's attack, if proven successful, will not afford thousands of today's students the opportunity those in the '60s had.

He said the Mayor's plan is bias and "predetermines" who gets accepted and who is not accepted into college.

According to Giuliani, CUNY's graduation rates have "declined precipitously" since 1980. He claims only one percent of community college students graduate in two years and only nine percent of senior college students receive their diplomas in four years. Pérez said, however, "ours [graduation rates] are similar to the national average. We're not any different than most colleges or community colleges in the country."

From a profile which outlines the remediation needs of the 1,220 new students enrolled at BMCC directly out of high school for Fall 1996; 90% of them needed remediation in either mathematics, English, or writing; 42% needed remediation in all areas.

"They put the blame on us, but we can only work with the students and what their needs are," Pérez said.

As for remediation, the president acknowledges that BMCC may undergo some changes, however, depend on CAPs reception.

"In trying to accommodate everybody, we [college community] felt that students came in at the lowest levels and so we offered some levels of remediation that faculty and administration tell us that maybe we shouldn't have been offering," he said, citing arithmetic and low level of reading as examples.

President Pérez assures that programs will not be cut, but become more "intensive." Courses will be revamped and the college will continue to accept all students.

"Some of the students that come into the college have a need in the lowest levels of remediation ...

[some of them] need so much help that our current model does not work for them.

"The college will seek out other intensified and inexpensive avenues for students," Pérez said.

According to the Plan, he said, colleges will only allow students with little or no remediation to apply and be admitted through the "normal process." Students in need or remediation will have one year to complete such classes, and will be admitted either through intensive institutes or the summer program. According to Pérez, as per the new plans, students

Remedial requirements of recent high school graduates

- 59% (718) need remedial instruction in reading
- 77% (944) need remedial instruction in math
- 67% (815) need remedial instruction in writing
- 90% (1,103) need remedial instruction in at least one area
- 21% (251) need remedial instruction in one area only
- 27% (334) need remedial instruction in two areas
- 42% (518) need remedial instruction in three areas

Based on the remedial placements of the 1,220 freshman who enrolled at BMCC directly after graduating from high school in Fall 1996.



ANTONIO PÉREZ, BMCC PRESIDENT

will be **REQUIRED** to attend summer sessions.

After the summer, some students may enter regular classes, however, they will need to complete remedial courses during winter immersion.

This proposal also has some loose ends that need tightening, Pérez said. He worries what will happen to students who can only afford to attend school part-time, and will not be able to complete remediation in the prescribed time.

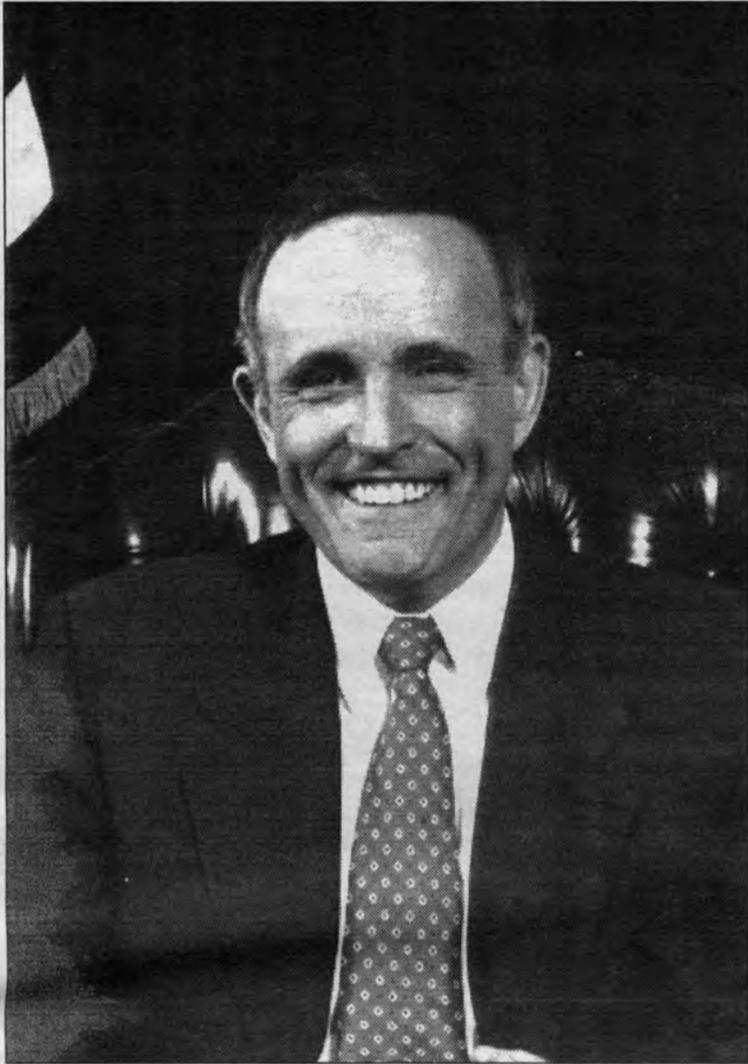
JOIN THE FIGHT TO SAVE OPEN ADMISSIONS!

If students attending the community colleges are failing remedial tests, the problem lies in their primary education — most likely in the New York City public schools. Trying to fix a problem at CUNY before repairing the primary problem is like putting a broken cart before an injured horse.

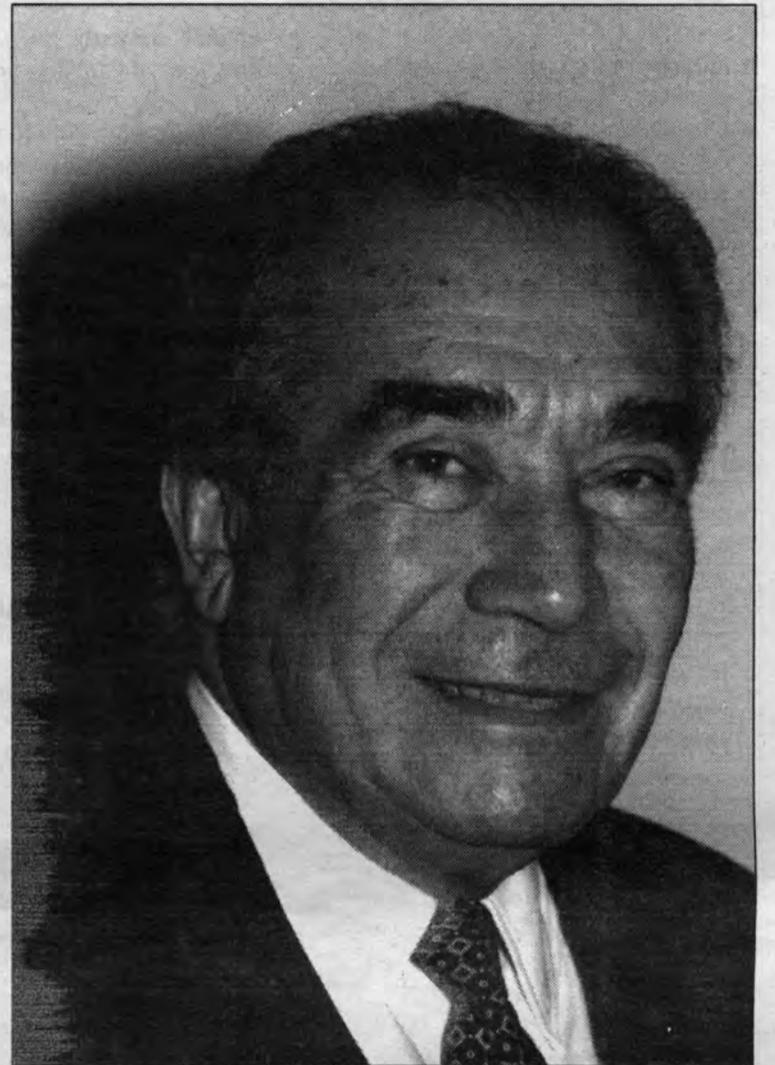
—John Quinn (NY Times 2/3/98)

Guys with *wise* ideas

Meet the two major players in the battle to end open admissions



RUDOLPH GIULIANI,
New York City Mayor



HERMAN BADILLO,
Vice-chair, Board of Trustees

BHE, from page 5

great increase compared to the 19,559 of the previous year. It also topped 26,000 who entered via the pre-open admissions. The number of Black and Puerto Rican students had increased by almost 20%. But this was only a test. Some predicted that open admissions would become a revolving door

with a very high drop-out rate. The new policy had to prove successful to know if higher education should be available to all who wanted it, regardless of their ability to pay or having to jump academic "hurdles."

The progress of open admissions was important to the diffusion of racial tension in New York City as well as across the country.

Open Enrollment did prove to be a success. By March of 1974, 70% of the students that entered through open admissions in 1970, were still enrolled four semesters later. This showed that the speculated result of open admissions was indeed wrong.

Despite the success of open admissions, there were certain issues of concern. One major issue was overcrowding.

Unfortunately, when the board presented open admissions, they didn't make sure the CUNY colleges had the proper accommodations.

Overcrowding had become routine. Brooklyn College's campus had to have new buildings built to house the overflow. Hunter College had to rent space around its Park Avenue building to accommodate a student body of 10,758. Hunter College's campus was built only to house only 2,500.

By 1975, CUNY was faced with yet another problem; budget cuts. It was believed that open admissions faced certain disasters because of the budget cutting into remedial programs.

The BHE had to ask themselves if they could afford to "pull along" students that were far below college level work.

Regretfully, they couldn't. Shortly after this discovery, the Board of Higher Education 'illegally' gave chancellor Kibbee the power to

"destroy" CUNY as well as its faculty and students.

He proposed a \$55 million cut that would initially eliminate open admissions. Students and faculty members were not given the right to speak on "The Educational Mission of CUNY."

So, the BHE put aside their plans so that they could follow through with them while the students were on vacation. By this time the chancellor had the full power to propose any cuts or create the programs he wanted.

Because of the BHE's haste, students and faculty pulled together and demonstrated at The Board of Higher Education. They protested inside and out. Shouting "No cuts, No way, and education is our right." This made the BHE members tense.

Today, students are fighting to keep what was fought for in the '60s alive.

...Private institutions engaged in remediation will, like health maintenance organizations, have incentive to raise efficiency at the expense of quality and commitment.

—Rob Hollander, a PhD candidate in linguistics at CUNY Graduate Center and member of the CUNY Board of Trustees' Committee on Academic Policy, Planning, and Research. (NY Times, 2/28/98)

Badillo aka 'Butcher of CUNY' tells why he is critical of the system

(The following article is reprinted with permission from Hunter College's The Envoy.)

ENVOY: The CUNY Board this year passed the requirement that students pass an English language exam only a few days before the end of the semester. Why wasn't this requirement passed earlier, giving the students more notice?

HERMAN BADILLO: No. This requirement, I think, goes back to 1979 when the Board of Trustees passed a resolution requiring that students pass a written assessment test for English language. The test was supposed to be an entrance test so that if the young people didn't speak English properly, they would [have to] take remedial courses. What happened at Hostos is, the entrance test was changed from a CUNY written assessment test to a Hostos written assessment test, then when the students failed it, the students demonstrated on the Grand Concourse. Then the administration of Hostos changed the requirements of the test altogether to say that you didn't have to pass the test... [and] if you got a good mark in the class, you would be able to graduate. Now, we didn't know that the administration had done this. We had thought all along that the CUNY [requirement] was in effect. We didn't find out from the president or the administration at Hostos. When we found out, we said, 'Wait a minute. It's bad enough that you changed an entrance test to a graduation test, but at least you have to have a graduation test, because it would be a simple test.' So it wasn't anything that came up at the last minute, we found out that the require-

ments had been changed [at Hostos], but the requirements were always there [at CUNY].

ENVOY: Recently, you have made many criticisms of CUNY in newspapers.

HB: Well, when Ann Reynolds resigned, we discovered information that, in my opinion, is appalling as far as CUNY is concerned. As I said, we found out

pared for college work.

ENVOY: You made a comment that students at CUNY have been lowered because it's the politically correct thing to do because, of the many blacks and Latinos.

HB: Actually, I said that about [the] elementary and secondary public school system because, we you know, I worked

students who come to us at CUNY who are educationally unprepared are not passed along with the same social promotion system — in the lower grades it's called social promotion, in CUNY it's called grade inflation, but it's the same thing.

ENVOY: You have been critical of the open admissions policy.

HB: No, actually, that's another thing that they accuse us of which I never said. All I said was, 'I believe open admissions with standards, because to take young people under open admissions and automatically pass them is not really doing them a service.' We will take them in, but we then have to give remediation tests to find out what help they need, give them help they need, then move them on to college work, but not just pass them automatically.

ENVOY: You suggested creating remediation institutions.

HB: No, immersion. The immersion system means that instead of taking remediation and spreading them over four or six years, you concentrate the first year on remediation, the immersion system, so they get it out easy. I think it would be better for students.

ENVOY: So what would be an extra year. They wouldn't get college credit for that year.

HB: Well, they wouldn't get college credit, but the point is they need it. It would only be one year.

When the students in the public school system are white, they have standards; when the students became black and Hispanic, they abolish standards and they introduce social promotion.

about Hostos from the fact that the students demonstrated. We found out when Reynolds resigned that 50% of the students were getting As and Bs. That's strange, when you have students coming in from a school system that is inferior in quality, as the New York system is, that they were getting As and Bs. Because, let's face it, the kids who come into CUNY are not the one who get the Regents scholarships, [or] the ones who graduate from Bronx Science or Stuyvesant; they're the kids who graduate from schools like Taft, Roosevelt, and Kennedy High schools in the Bronx. They're the kids who require assistance. It's unlikely they would be getting As and Bs because they are not really pre-

pared for college work. I said, 'When the students in the public school system are white, they have standards; when the students became black and Hispanic, they abolish standards and they introduce social promotion.' In other words, when it was a white system, if you do your work you pass, if you don't you fail, when it became a black and Hispanic system, if you don't do your work you pass, if you do your work you pass. That's called social promotion, but I think it is dooming blacks and Hispanics to a life of being unable to perform because it is guaranteeing that they will be unprepared for the work that exists. You have to ensure that those

Students may be CAP-ed, Monday

Board of Trustees is expected to vote on the Plan to end open admissions

By **BOYD DELANCEY**
Editor

ON MONDAY, April 27 the fate of open admissions will be decided upon as members of the Board of Trustees are expected to vote on the Comprehensive Action Plan (CAP).

The CAP, developed as a result of Mayor Giuliani's and his proponents claim that CUNY is failing, "is an effort to develop an overreaching policy concerning the preparedness of students for college-level work at CUNY," the draft read.

The Plan hopes to "strengthen" students' "preparedness" by targeting them

early. CUNY will send its admissions criteria, including testing information to high schools. English as a Second Language requirements and a listing of high school courses beneficial to prospective students will also be distributed. CUNY hopes to continue working with the New York City Board of Education to coordinate its standards with the new Regents graduation requirements. The University will also familiarize middle school students about its admissions requirements.

As per the March 19 draft copy of the Plan which has been changed and modified several times since its introduction February 27 at the Trustees' monthly

meeting, high school graduates will be asked to submit SAT scores. Non-English speakers will be required to submit TOEFL scores.

Students at the community colleges will be given one academic year to complete remediation requirements.

"Students who are unable to complete such a sequence in two of the three skills areas would be referred to an Intensive Skills Program for further remedial work and would be readmitted if successful in demonstrating readiness," the draft read.

Associate Dean of Academic Support

CUNY's proper function is not to replicate the Ivy League. City University should continue the unique mission it adopted at its inception in 1847, to educate the "children of the whole people."

—Lawrence Rushing, professor of psychology at LaGuardia Community College (NY Times, 2/28/98)

Did you hear this one?

OPEN ADMISSIONS

THE NEWS print media has 'trashed-talked' CUNY. In fact, every week you can look forward to an editorial, opinion, or news piece on the City University falling from grace or how we are 'farming out degrees.'

Though, thought provoking, many were arrogant and written with angst.

THIS IS OUR FAVORITE:

It was written by Heather MacDonald, a *New York Daily News* opinion writer. She writes:

"CUNY's remedial programs embrace a foolish ideology. The dominant belief in almost all CUNY's remedial departments is that remediation is itself an oppressive construct of the elite, designed to further marginalize the poor. Correcting students' grammar and spelling, this reasoning goes, risks destroying students' creativity and self-esteem.

Instead of learning the rudiments of English, remedial students are exploring their racial, sexual and

class identities, and deconstructing the relation of power and gender — anything but working single-mindedly on basic skills. But the far greater threat to a student's self-esteem will come not from a professor's red ink, but when our illiterate but self-assured student can't get a job."

On that same page, David A Paterson, writes:

Seven out of 10 attend CUNY schools part-time during their college careers. They are poor in income — and rich in ambition. Fifty-five percent of entering freshman aren't recent high school graduates, and more than 56% don't speak English as their first language. About a third are recent high school graduates of New York City's failing public high schools.

We guess Ms MacDonald or her researchers did not find these facts. We would hate to think they were overlooked.

CUNY plan deserves an incomplete

CITY UNIVERSITY'S PLAN to set admission standard and limit remediation ought to be an important first step toward pulling the sinking system from the mire of mediocrity. Unfortunately, CUNY's ivory tower tortoisises have turned it into an exercise in foot-dragging — and foot-shooting. Interim Chancellor Christoph Kimmeich's Comprehensive Admission Plan is to be considered today by the school's long-range planning committee. There is much in it to praise. But even if it

Mayor's Plan On Admission To CUNY Stir Opposition

By KAREN W. ARENSON

If Mayor Rudolph W. Giuliani educational vision outlined in the State of the City address this week were to materialize, the community colleges of the City University New York would become virtua

More Roadblocks to CUNY Reform

The City University's lurching effort to rescue itself from terminal mediocrity is taking a big step ... sideways. Its board of trustees is moving toward the addition of yet another layer of remedial education — this in a system that has an entire remedial system in place already! And, dear headlines over the weekend — and "standards," the

remediation at Hunter College was to have been completed later this year. ... and Queens trustees meet-

Council Members Challenge Mayor's Attacks on CUNY

By KAREN W. ARENSON

The City University of New York's battle intensified yesterday, as several City Council members called Mayor Rudolph W. Giuliani's attacks

grade, to an institution that can succeed, as it has historically, against the odds." Mr. Coles, as the Mayor has done, turned repeatedly to two facts to support his contention that the uni-

Call to End CUNY Open Admission

By Leonard Greene

If Mayor Rudolph Giuliani must point fingers over the poor performance of incoming students at the City University of New York, he should take aim at the public schools, supporters of the system said yesterday. Opening what is likely to be a major political battle,

"Open enrollment is a failure," Giuliani said. A CUNY official said that open enrollment can be ended only by the CUNY Board of Trustees. Appointees of Giuliani and a fellow Republican, Gov. George Pataki, recently gained control of the board. But the official, who asked not to be identified, maintained change is unlikely without input from the Legis-

"I said 'The who well' — Str Colle

By HEATHER MAC DONALD

THE City University of New York's fateful decision in 1970 to admit all high school graduates, however ill-prepared, was undertaken in the name of racial equity and minority empowerment. The result has been the opposite. Open admission has devalued the CUNY degree, thus shortchanging the very students who most need the prestige of an elite diploma.

End open admission

Yes, to improve

Is it fair to students?

No, it's unfair to students

By DAVID A. PATERSON

MAYOR Giuliani's proposal to restrict student access to the community colleges of the City University of New York and to eliminate remediation at these colleges were educationally sound for New York City — in 1988. At that time, the G.I. Bill was a major federal policy that provided tens of thousands of Americans the financial support they

their first language. About a third are recent high school graduates of New York City's failing public school system. To be fair to the mayor, the CUNY system is indeed in need of reform. A good place to start is insuring that the CUNY curriculum better address the changing needs of the student population and the work place. The CUNY committee meeting yesterday to reform remedial programs shows willingness to address this problem. The sheet from the mayor's attacks on

Rudy Flunks CUNY

Calls for End to Open Enrollment in State of City Speech / Page A5



Myth & Reality

What Rudy don't know is a lot

MYTH #1: GIULIANI SAYS CUNY HAS NO STANDARDS.

The Reality:
 1. CUNY awards more master's degrees to Black and Latino candidates than any other institution in America.
 2. CUNY offers nearly all of its courses for three credits. Exactly comparable courses are offered at NYU for four credits. This puts an additional burden on the number of courses students at CUNY must complete to obtain their degrees, currently 40 for CUNY, only 30 for NYU.
 3. City College is the third largest source of bachelor's degree recipients who have gone on to earn doctorates and Hunter College is the third largest source of

women who earn doctorates
 4. City College alone has graduated eight alumni who went on to win Nobel prizes — more than any other institution in America.
 5. Over the past 11 years, 178 CUNY faculty have been recipients of National Endowment of the Humanities Fellowships and 34 are Guggenheim Fellows.
 6. In 1991, CUNY conferred 1,011 master's degrees to Black and Latino students, while SUNY awarded only 238.

MYTH #2: GIULIANI SAYS ENTRANCE EXAMS IMPROVE STANDARDS.

The Reality:
 Tests do nothing to prepare students for college, they only exclude those most in need of an education. Real preparation at

high school and primary school levels raises quality. Most New Yorkers support quality public schools, so the Mayor is trying to justify his program cuts by blaming students for the failure of schools to teach them. Entrance exams exclude students. They are really an admission of failure, not a program for improvement.

In fact, no other community college system in the country has an admissions exam. Most people are civilized enough to know that the job of schools is to teach. Throwing students out guarantees they won't learn. Strong remediation and enough financial aid to ease the work burden will encourage students to excel.

MYTH # 3: GIULIANI SAYS ENDING REMEDIATION AT THE SENIOR COLLEGES AND REDUCING IT AT THE COMMUNITY

COLLEGES WILL IMPROVE THE SCHOOLS.

The Reality:
 Hello? What world does this guy live in? Let's go over this one last time... schools teach people things they don't know. The purpose of the community colleges is preparation for the four-year colleges. They can't make up for 12 years of over-crowded, under-funded schools in six months. Many students come into the senior colleges prepared to do work in their major, but with weakness in a different area. Should young scholars who never got geometry be denied their chance to learn? Hundreds of Hunter College's students were expected to graduate in January, yet most had passing GPAs. This is what Giuliani's madness does to our lives. Only we can stop him.

April 20, 1998 • Voice of the Voiceless

10 OPEN ADMISSIONS Open admissions: Program for a democratic university

1. DEFEND AND EXTEND OPEN ADMISSIONS

Open admissions has guaranteed every New Yorker with a high school diploma or GED the chance to attend a college within the City University. A victory of the Civil Rights Movement, open admissions means working people, the poor, people of color, and immigrants whose segregated, inferior public education may have failed to adequately prepare them for college-level work would not be denied the chance for a decent education a second time by being denied access to college.

Since open admissions was won in 1970, more than 450,000 students earned their degrees from CUNY. Since 1970, more people of color have graduated from CUNY than any other institution in the history of this country. Open admissions has been one of the most significant democratic educational achievements in this country since Reconstruction.

2. STOP PLANS TO STRATIFY CUNY BY RACE AND CLASS

Because the city's public school system reflects and reinforces racial and class inequalities, any plan to establish a few elite colleges with descending tiers to a non-college immersion basement is inherently racist. Community colleges should not be used as a remedial dumping ground; open the senior colleges to students who are prepared for college work, but may need some remedial work. No non-college "instances." CUNY must be a public university responsive to the communities it was created to serve.

3. FULL ACADEMIC SUPPORT FOR INCOMING STUDENTS

Integrated developmental ("remedial") programs into the regular CUNY instructional programs. No warehousing of ESL students and students of color in low-budget, non-college institutes. Students should earn college credit when they can do college-level work, including credit for language learning.

No time limits. Graduation rates based on two years and four years are not meaningful for CUNY students. Students — not CUNY, the Trustees, or the Mayor — should decide how long one can attend college. No tests designed to enforce artificial time constraints. Reconstitute and enhance programs such as SEEK and College Freshman Immersion. Open admissions requires a commitment to retain CUNY students.

No deferred "admissions." The Mayor, the Manhattan Institute, the Trustees, and the CUNY administration are arguing over whether developmental instruction should be turned over to private contractors or run by the CUNY administration as non-college language immersion institutes staffed by non-union, adult education instructors paid only half as much as adjuncts. In either case, removal of students from college instruction and college credit into such institutes eliminates the democratic content of open admissions and violates the mission of CUNY to educate "the whole people." Unionize all instructional staff including the Research Foundation and continuing education instructors with union wages and full union benefits.

4. FULL FINANCIAL SUPPORT FOR ALL STUDENTS

CUNY should be tuition-free as it was for more than a century when the student body was almost entirely white. A stipend should be available to students who continue their education in the university. As a first step, use the current budget surplus to roll back tuition. Make available full tuition assistance programs and more financial support for part-time students. Use all tuition money paid by students in developmental classes to finance the development of such programs.

In recent years, the politicians and their hand-picked appointees on the Board of Trustees have made it more difficult for all but the affluent to attend CUNY. A CUNY education is now one of the most expensive among public universities nationwide. As tuition has

Education

FIGHT! FIGHT! FIGHT!

Students arrested during protest

ON MARCH 19, over 75 New York Police Department officers attacked demonstrators after a rally outside the offices of Herman Badillo. Five students were arrested, and one hundred cops surrounded Hunter College's main campus after demonstrators went inside.

The attack occurred on 64th Street and Lexington Avenue as protesters were marching to Hunter after the rally.

According to a protester, the melee began when Inspector Fox of the NYPD went onto the crowd to retrieve a bullhorn. According to the NYPD, the marchers had a permit to use sound equipment at the rally, but not while marching. When Fox entered the crowd, the police officers charged and began to take students out of the crowd. Students were hit by police officers, one was held in a head-lock.

"They [police officers] were confused," said another protester. "It seemed [as if] they didn't know whether to arrest people, or why they were charging the crowd."

The incident marked the second time the students were harassed by the police. Earlier, while students were crossing an intersection, seven undercover police officers began to shove students onto the sidewalk.

Four students were arrested, including Manuel Colon and Ana Deferrai from Hunter College, Brad Sigal and David Suker from City College. Adan Jesus Quarez, a project coordinator for the Hunter Undergraduate Student Government, was also arrested.

As students regrouped, they continued to march to Hunter, under heavy police presence. The students convened on Hunter's third floor. As they rallied, officers from the Community Affairs department asked Hunter's Vice-President



A young protester rally at Badillo's office.

(Photo: Jacqueline Forde-Stewart)

for permission to enter the campus.

Under pressure from the students, Vice-President Gizis relented, and asked the police to leave.

The NYPD proceeded to send seven undercover police to search for student activists. When confronted by students, the officers denied they were police officers. After 30 minutes of negotiation, the SAFE team finally escorted the police officers off campus. "I was totally freak-out," said a Hunter activist. "I mean, cops were running around to arrest students, in my school."

The Badillo protest marked a flurry of actions to reject the Comprehensive Action Plan (CAP). The Plan would limit remediation in the community colleges to one academic year, and eliminate it completely from the senior colleges.

Students who fail their remediation requirements will have to take their remedial courses over the summer or evenings in

"immersion centers." Mayor Giuliani has proposed to have these centers run by private companies such as Kaplan and other educational corporations.

Professor William Crain of City College said the new plan draws on no significant research or analysis of the University, but is an "ideological attack on open admissions."

"CAP was hastily put together and it would place arbitrary limits on remediation that would exclude thousands of students," he said.

Professor Barbara Radin of Hostos Community College, said the Plan "will actually destroy programs and policies that have enabled under-prepared students to succeed since CUNY began its open admission policy way back. It will severely limit educational opportunity to New Yorkers wishing to strive for self-improvement."

—ALIE SHERIFF,
HUNTER ENVOY

is a right

FIGHT! FIGHT! FIGHT!

Students' pressure delays Board's vote

ON MARCH 23, almost 300 protesters converged at the headquarters of the Board of Trustees.

The demonstration called by the CUNY Coalition for Admissions was aimed at stopping the implementation of the Comprehensive Action Plan (CAP), a proposal which, if approved, would limit remediation at the community colleges to one academic year, and end remediation at the senior colleges all together.

Students marched shouting, 'No CUNY, No Peace,' and 'Money for CUNY, Not for Jails,' on their way to the Board meeting on 80th Street.

Over seven CUNY campuses were represented at the event, alongside community activist, CUNY faculty, and high school students, demanding the continuation of open admissions, the policy which guarantees a place in the CUNY system for all high school graduates.

"In 1969, 247 students took over City College, allowing it to become a place that represents all New Yorkers," said Jed Brandt, a Hunter College student. "Open admissions was born out of struggle."

Keeanga Taylor, a student at City College, linked the battle over open admissions with the deterioration of New York City high schools. "What about the standards at our high schools where children are being killed by falling bricks because there's

no money for maintenance?" asked Taylor.

As marchers encircled the headquarters, students attempted to enter the meeting where the fate of CUNY was in balance. Like past Board of Trustees meetings, a limited number of students were allowed in. When it was discovered that political honchos were began to chant: 'Let us in, Let us in.' Eventually, a student representative gained access to the meeting.

This was the third political action in two weeks.

Unlike March 19, the March 23 police presence was noticeably quiet. Two hundred cops were present, and some manned the roofs of high-rise apartment buildings. This prompted a few members of the crowd to chant, 'Jump! Jump!'

The protesters ended the demonstration later that evening and marched back to Hunter College. There they were informed that a resolution was defeated that would have given senior colleges the autonomy to decide their own remediation schedule. "This is a small victory, but a victory nonetheless," Suzy, a Brooklyn College activist.

The next political action will take place on April 22, when students and faculty will celebrate the 29th anniversary of open admissions.

—KEITH MITCHELL,
HUNTER ENVOY



Top: Professor of psychology at City College, William Crain, speaks with the news media; center, police officers survey the crowd during the rally at Badillo's office; and above, student scales Board of Trustees' table during a meeting.

Be a part of the
next rally, April
27 @ CUNY Central.
The battle starts
at 3pm.

Campuses to set their own entrance requirements: BOT

IGNORING the sounds of hundreds of protesters echoing outside their East 80th Street headquarters, the CUNY Board of Trustees voted Monday, March 23 on a resolution to allow individual CUNY schools to determine their own entrance and remediation requirements.

The resolution, a smaller component of the controversial Comprehensive Action Plan (CAP), was an attempt to provide Baruch College with the ability to do away with remediation of any kind by next semester. Currently, individual campuses are required to provide remediation for students who require it.

The previous week, almost 50 teachers and students filled the board room and angrily blasted the Board for trying to enact the plan. CAP is the form through which programs would be cut and masked as a way to improve the university. At a March 16 public meeting, where only four acting trustees showed up to hear the speakers, not one person supported the CAP proposal. Following this meeting, and media coverage of what faculty and students call a 'decidedly hostile sentiment' to the Plan in general, the Board made the decision to postpone the vote.

The March 23 vote made clear where the individual trustees stand on the whole CAP issue many trustees voiced their opinions before the actual vote was called. James Murphy, one of the 'few lame duck trustees' from previous city administrations, expressed shock and outrage that the resolution had appeared on the agenda.

"This plan," he said "would only marginalize further those who really need CUNY to raise their place in life." He

pointed out that even though CUNY will be receiving "the best budget from Albany in the last 5 or 6 years," attempts are not being made to pass these windfalls onto students.

Mizanoor Biswas, the student-elected member of the Board, expressed his strong opposition to the plan and noted a popular sentiment among other dissenters. "If Baruch goes ahead with the plan," he said. "So will other campuses. There will be no way to stop it or control it, once this happens."

Another concern raised by Murphy and others, was that the new proposal was an attempt by other Board members to circumvent present resolutions regarding entrance requirements and remediation.

Matt Goldstein, Baruch College's president, confirmed that a study by the Board's legal department had found that in order for Baruch to end remediation, current regulations would have to be changed.

Before the vote was taken, Goldstein, who at one time had been considered a front runner for the CUNY chancellor position vacated by Ann Reynolds last year, presented his view of the successes for the current Baruch plan to remove remediation. In his view, students at Baruch require "appropriate treatment" regarding subjects that they are weak in on entrance to college. He described the treatments as a combined "scheme of tutoring and institutional support."

A Board member pointed out that it seemed like a catch-22 for some students. They would not be allowed into Baruch until they pass the entrance tests, yet some students need help, such as remedial

offers, to do this. The trustee asked Goldstein how these types of students would be able to use the tutoring Baruch offers since tutoring is only available to students currently enrolled at Baruch. Said Goldstein: "It is not Baruch's job to provide the lowest levels of ESL and remediation. There is no need to advance remediation at (Baruch) as it is traditionally used."

"I don't know if our model will work everywhere throughout CUNY, though it might," he told another Trustee. When pressed on this statement he finally agreed that the Baruch model, would most likely not work CUNY wide.

After the discussions, a vote on the resolution was called by Chairwoman Paolucci. Voting for the resolution were trustees Anne Paolucci, Herman Badillo, Satish Babbar, Richard Stone, Kenneth Cook, John Calandra, Alfred Curtis, and Nilda Ruiz.

Opposed to the resolution were trustees James Murphy, Mizanoor Biswas, John Morning, and Susan Mouner. Abstaining from the vote were Edith Everette and Michael Crimmins.

The final vote was 8-4, one vote short of passing. Trustee Stone pointed out that two trustees (Ronald Marino and George Rios) were absent and because of this the resolution should be voted on at the Board meeting scheduled for April 6. Chairwoman Paolucci decided instead to send the resolution to the Board's Long Term Planning Committee where it will be further studied and debated.

—KEITH HIGGENBOTHAM, ENVOY

OPENAD, from page 10

expensive among public universities nationwide. As tuition has increased, tuition assistance has been drastically reduced. More students are forced to choose between dropping out completely or attending part-time. Financial difficulty is the leading cause of students leaving CUNY. No student should be forced out because of an inability to pay extortionate tuition. Education is a democratic right, not a privileged reserved for the affluent.

5. FULL SUPPORT FOR PUBLIC ASSISTANCE RECIPIENTS

End workfare as we know it. New, union-busting, punitive workfare regulations are driving students receiving public assistance from public education programs. Education, particularly college education, not dead-end forced-labor, can help people to rise out of poverty.

6. MORE FULL-TIME QUALITY INSTRUCTION

Improve the ratio of full-time instructors to adjuncts. Major cuts in CUNY's operating budget have reduced full-time faculty by 50% and increased the number of part-time, low payed adjuncts to nearly 60% of the teaching staff. This is far above the national average of 40%. CUNY adjunct are not payed for office hours — or even given office space. Immediately convert 2,300 adjuncts to teaching positions in order to bring CUNY on par with the national average for public colleges.

7. DEMOCRATIC ELECTION OF CUNY TRUSTEES

Students, faculty, and the people of New York should control CUNY. The current board is dominated by Wall Street millionaires who want tax-cuts for the rich through budget-cuts for the rest of New York.

SGA, from page 2

gone several changes: the president resigned; the secretary and now president cannot work together; security has to be called to settle arguments, amongst others. What is going on? They seem to be getting paid — yes, they get a monthly stipend, which has recently increased — to do nothing I can say is beneficial to my development as a student. Instead, they lounge about their offices, chat on the telephone, and entertain friends. Mind you, this kind of behavior is normal and everyone should be allowed the

8. APPROPRIATE ASSESSMENT OF CUNY STUDENTS

No racist tests or phony standards to exclude students and downsize CUNY. Last May, the Trustees demanded that passing the infamous CUNY Writing Assessment Test (CWAT) be a requirement for graduation from all of the community colleges. This test has been widely described for its bias against ESL, African-Americans, and Caribbean-born students, and for its failure to measure basic writing proficiency or predict college success. Restore faculty judgement and academic integrity to the placement and assessment process. No testing procedure is acceptable that disproportionately excludes people of color and has, itself, failed every test of validity and fairness.

9. IMPROVE PUBLIC SCHOOL EDUCATION

Under-prepared students reflect the failure of the public school system. We need better schools, K-12, not more tests to exclude students from college.

10. CELEBRATE OPEN ADMISSIONS

Let April 22, 1998 be proclaimed open admissions day and celebrated throughout the city with political demonstrations and other acts of resistance and mobilization.

We will join the people of communities who depend on CUNY: high school students, labor organizations, civil rights organizations, welfare rights organizations, religious groups, CUNY students, full-time faculty, adjuncts, adult education instructors, students, and staff to fight to defend and extend open admissions.

—A PUBLIC SERVICE ANNOUNCEMENT FROM THE STUDENT LIBERATION ACTION MOVEMENT (SLAM!).



BOARD of Trustees at a recent monthly meeting at CUNY Central. (Photo: Hunter Envoy)

High schools are failing, not CUNY

BOARD OF Education data shows that while New York City high school drop-out rates have fallen, more students are taking five, six, even seven years to graduate.

This is a similar situation for CUNY students, except CUNY students often have jobs and children of their own to take care of. While fewer than half of the NYC high school students graduated on time in 1996, CUNY saw only 28% of their college students stay beyond the traditional four years.

Ironically enough, Giuliani officials see this as a positive. "Staying in school longer is not negative for many students," the *New York Times* quoted Margaret Harrington, chief executive for school programs and support services at the Board of Education.

"We want you to stay in school; we want you to earn a diploma. If that takes five years, it takes five years," Harrington said. Contrast that tolerance and encouragement with Giuliani's remarks about CUNY's problems!

The ironies continue.

Harrington explained that high school students were taking longer because they entered high school "over age and under prepared in reading and mathematics."

Moreover, the *Times* article continued, limited speakers of English took longer to graduate. "In the class of 1996, almost 50% of limited English speaking students graduated on time.

Board officials said schools would have to offer at least three periods of English instruction in addition to other academic subjects to raise their graduation rates, but that not enough money was available." In 1996, the city spent only \$6,381 per high school student, by far

less than the \$7,394 in averaged across the system.

Now, aren't these the same explanations open admissions proponents advance when defending CUNY remediation and the long periods of time necessary to graduate its students?

Why are Giuliani's excuses, as embodied in his explanations for slow high school graduation rates, not appropriate explanations for CUNY's allegedly slow rates? Deficiencies in preparation and problems with the English language do not go away in the summer between

It's asinine of the Mayor to blame CUNY for his abject failures. Despite his hypocrisy amid the rhetorical and financial attacks he and other political anthrax launch against CUNY, the school continues...

high school and college at CUNY.

Both educational systems have also been hammered by budget cuts. "Over the long term, large amounts of resources taken out of the educational system can make a

difference, and they have have been removed," Robert Berne, Vice-President of Academic Development at New York University, told the *Times*.

Berne was referring to the detrimental effects Giuliani's budgets have had on the city's education system. But clearly CUNY suffers some of the same devastation.

Within the Mayor's warped logic, deteriorating performance, caused by a lack of staffing and funding, supports the cause to further cut staffing and funding.

But the most obnoxious aspect of the Mayor's attack on CUNY remediation is his administration has admitted failure to prepare New York's youth for CUNY and dare anyone to call them on it. At the City Council Committee on Higher Education meeting, Giuliani aide Anthony Coles said, "these students entering CUNY may have a piece of paper that is called a high school education.

As a result, our community colleges, as supposed institutions of higher learning, are [sapping] their resources... to educate students who should have never graduated [from] high school."

It's asinine of the Mayor to blame CUNY for his abject failures. Despite his hypocrisy amid the rhetorical and financial attacks he and other political anthrax launch against CUNY, the school continues - albeit now less sharply - to fulfill its mission, helping millions of New Yorkers become the flesh and blood of civic society.

— ROB WALLACE, CCNY'S MESSENGER

APRIL 22 IS

Open Admissions Day

WHAT'CHA GONNA DO?



Giuliani's two-faced approach to education: what it means

DURING his January 14 State of the City address, and at his subsequent budget announcement, Mayor Giuliani attacked CUNY's open admissions policy and its remediation courses.

Sine 1970, under open admissions, any New York City high school student who obtained a diploma was guaranteed a spot in at least a CUNY community college. Those students who cannot handle college material are placed in remedial courses until they can do so.

Open admissions was implemented after black and Latino students at City College started successful protests against the exclusionary tactics of the CUNY system which, in 1979, was comprised primarily of white students.

During his address, the Mayor, citing the community college's poor graduation rates, declared that the city shouldn't pour millions of dollars into a university that cannot graduate its students.

"A college can only function if you have standards of entry," the Mayor declared, calling for entrance exams for CUNY's colleges.

At a February 9 meeting of the City Council Committee on Higher Education, Anthony Coles, a representative from the Mayor's office, testified: "the overall two-year graduation rate in the community colleges has fallen from 3.6 percent to one-percent; and the overall four-year graduation rate has fallen to 16.3 percent. Today, 99 percent of CUNY community college students fail to graduate within two years."

But as the Mayor and his flunkies attack CUNY and its remediation system, the public school system, from which many CUNY students graduate, suffers from many of the same problems Giuliani sees in CUNY. Low graduation rates and deteriorating performance are some of the dilemmas both school systems face. Indeed, as Giuliani is responsible for the quality of education at the public schools, many CUNY students and faculty claim Giuliani himself is responsible for the existence of CUNY's remediation program.

"Because many students arrive

at CUNY ill-prepared, through no fault of their own, CUNY has to pick up the slack that Giuliani and previous mayors have let out in the public schools," said a City College adjunct. "So Giuliani shouldn't be attacking CUNY, he should be kissing our ass because we're helping fill in for his failures."

CUNY statistics show 47% of its freshman class comes directly from New York's public high schools.

an 11.7 percent decrease. The report declares that as special education costs have increased at a greater rate than mainstream classroom costs, "real per-pupil spending on general education is being squeezed even further."

The decline in funding therefore can be directly attributed to the budgets the Mayor and the City Council concocted over the past few years.

The IBO declared that there isn't necessarily a connection

between the amount of money spent per pupil and the quality of education. But IBO's own numbers seem to indicate that there is indeed such a connection. Between 1992 and 1997, the Board of Education instituted budget cuts of \$2.6 billion. The IBO declared 32.9% of the cuts, over one-third, were taken in education services compared to only 11.9% from teacher productivity increases and cuts in administrative costs.

The Mayor's own management report, recently released, showed high

school class sizes have increased steadily. Two students per class per year have been added since 1990. One high school teacher complained to *New York Newsday* that her school, built for 2,800, now holds 4,300.

The report also showed that the number of administrators has grown by more than 3,000 in community school districts and in high schools. Granted, many of the new hires are school lunch aides brought in to fill the openings teachers left when the teacher's recent contracts dictated that they no longer had to serve as lunch aides.

Still, this is a mayor who has hollered so much about cutting the administrators out of the education system.

By 1996, New York's schools were so under supplied that Giuliani's system was without enough school-building capacity for 91,000 students of all grades. Classes were, and still are, being held in closets, bathrooms, and (a suggestion from the Police Commissioner?) in a dangerous,

Low graduation rates exists in the public schools and at CUNY. Giuliani is responsible for the quality of education at the public schools, many CUNY students and faculty claim he is responsible for the existence of CUNY's remediation program.

GIULIANI FLOPS ON EDUCATION

A January 1997 report issued by the New York City Independent Budget Office (IBO) showed the Board of Education spending the least amount of money per pupil in a decade. Adjusting for inflation, per-pupil spending collapsed from \$7,892 in 1990 to \$6,952 in 1997. Though overall spending has increased, the number of students has skyrocketed — almost 13,000 students per year. Adding students decreases per-pupil spending, unless proportional budgetary increases are made.

Moreover, the City's contribution to the Board of Education's budget has decreased while the state and federal contributions, making up to 60% of the Board's budget, have remained relatively stable.

From 1988 to 1994, the city's per-pupil spending increased from \$3,165 to \$3,276, a nominal increase. From 1994 to 1996, when Giuliani took over the mayoralty, city per-pupil funding decreased from \$3,276 to \$2,805,

What do you think of Giuliani's plan to get rid of open admissions?



XAVIER VALENTINE

I think it sucks, because it is a very good way of getting under-privilege kids to come to school.



JOKAIRA ARIAS

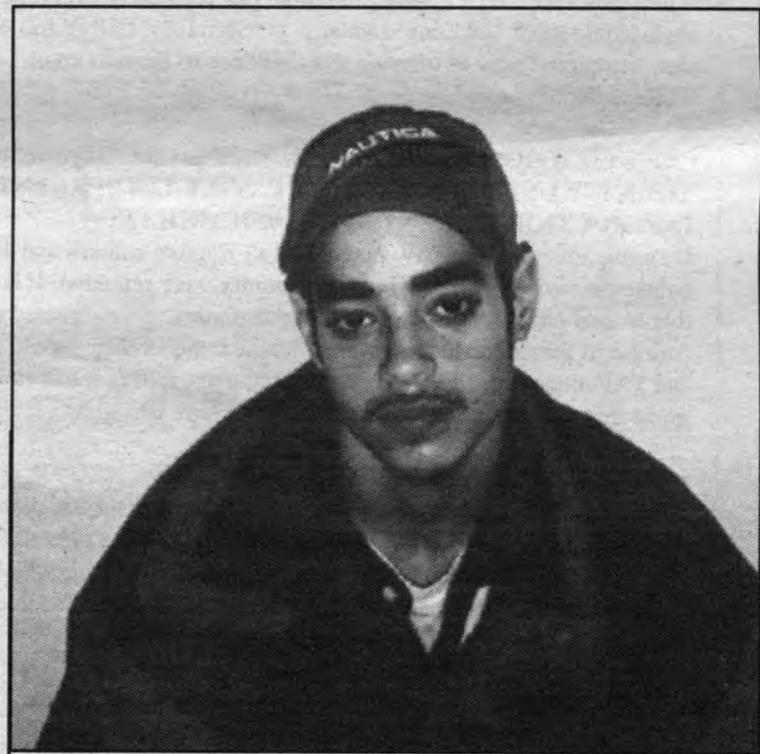
I think it's bad because a lot of people will stay out of school.



CYNTHIA MARTINEZ

I think it's a bad idea, because there will be less people attending college.

Photographs and interview by Rosa Arias



ISAAC OTERO

I think it's a bad idea because students who want to get into this school will not be able to. It will also decrease the number of students attending college.

Open admissions students, who frequently work and raise families, generally proceed through the two and four year colleges at a slow pace, but they eventually earn degrees at rates close to those of student nationwide.... The students at CUNY are earning their success.

—William Crain, professor of psychology at City College (NY Times 2/3/98)

TELL US WHAT YOU THINK!

Write a letter to the Editor. Bring it to our office (S-206D) or leave it in our mailbox in Student Government; or E-mail us bmccvoice@usa.net.

Don't forget to attend the rally on April 27 during the Board of Trustees' monthly meeting, 4pm at CUNY Central, 80th Street. (For more info visit our office).

Clearing up common misconceptions

• REMEDIATION IS UNIVERSAL AT COMMUNITY COLLEGES.

If CUNY eliminated remedial courses at the community colleges and ended open admissions, we would be the only community colleges in the country to do so. In addition, 81 percent of public four-year institutions nationwide offer remediation.

• REMEDIAL STUDENTS ARE NOT LESS LIKELY THAN OTHERS TO GRADUATE.

The claims made by the Mayor's office and the media have centered on how long it takes students to graduate and the large numbers of students who fail the skills assessment tests. The actual success of students in remedial courses, which is considerable, is rarely mentioned in the media. The increasing length of time needed for students to graduate comes primarily from increased tuition, combined with the students' work schedules and family responsibilities. The high rate of placement in remediation results from the inability of the public school system to prepare students adequately in reading, writing, and mathematics.

• FAR FROM LOWERING STANDARDS, REMEDIATION IS A WAY OF MAINTAINING STANDARDS WHILE STILL OFFERING STUDENTS ACCESS.

Some state universities used to practice "revolving door" admissions, accepting all students, placing them in college-level courses and expelling most of them quickly when they failed. The opposite method, passing nearly everyone without remediation, would mean lowering standards precipitously. CUNY has chosen instead the third and better way of offering a real chance to the maximum number of students while maintaining standards.

• REMEDIATION IS NOT DEVOURING MOST OF THE BUDGET AT THE CITY UNIVERSITY. IN FACT, ONLY 12.4 PERCENT OF ALL INSTRUCTION AT CUNY IS IN BASIC SKILLS.

By comparison, in 1991, 30 percent of all English courses and 16 percent of math courses at two-years throughout the country were remedial. It is a myth to believe that money can be taken away from remediation and redirected to "real" college courses. If remedial students were excluded, the College would lose the tuition and TAP money for their college-level courses, falling into a downward financial spiral that would drain resources from the entire curriculum.

• PRIVATIZATION IS NOT THE ANSWER.

No magical technique has been devised by private learning systems to "fix" remedial students in a hurry and a low cost. If the city were to privatize remediation at CUNY, private concerns would probably end up hiring our adjuncts to do what they have learned to do at CUNY — but at even lower rates than they are now paid.

—Compiled by Phillip Eggers, Chairperson, English Department.

CAP, from page 8

Wednesday.

According to a CUNY spokesperson, if they find anything questionable the Plan will not be tabled and voted upon on Monday.

In 1969, 247 students marched on the grounds of City College for equal access for all students to the University. On November 12, 1969 the Board of Higher Education adopted a statement of Admissions policy: "The Board of Higher Education hereby reaffirms its policy to offer admission to all New York City, therefore to some college of the University, effective September 1970."

"It's ridiculous because it will limit students to fulfill their education and it will discourage them... it's prejudice,"

Jennifer Walsh, a 24-year-old Liberal Arts major.

Many activists say the Plan is a way to rid the University of open admissions. Under open admissions any person with a high school diploma or GED can enroll at a community college. Every other two-year public college has an open admissions policy.

Community college students will be given one year to complete ALL remediation; SAT scores will be required.

—CAP, TO BE VOTED UPON APRIL 27

ties for advisement and advanced placement at CUNY for high school students.

- Requires high school graduates to submit SAT scores as part of the application process — a measure of evaluating student preparedness that is standard at universities and colleges across the country, but a significant departure at CUNY. Requires high school graduates of non-English speaking institutions to submit TOEFL scores, proving another new measure in assessing student preparedness.

- Calls for replacing remedial courses with "refresher" courses, for returning eligible adult students, through the use of evenings, weekends, and/or distance learning technologies.

- Limits the number of times associate degree students may repeat a remedial course. Limits are now in place for baccalaureate programs.

- Requires community colleges to develop a one-year period for students to complete basic skills courses successfully, clearly limiting the time students will be permitted to continue with pre-college preparatory coursework.

- Requires the passage of a test of University-approved measurement of competence at the ends of the remedial sequence, with academic audit procedures to ensure compliance.

academic audit procedures to ensure compliance.

- Provides for further reform of remedial course-work at the senior colleges, using intensive skills and immersion programs as well as new pedagogies.

- Calls for the strengthening of advisement and mentoring to assist students to make informed choices, including career and academic counselling.

Fully effective February 1, 1999, CAP would be subject to initial review 18 months later.

THE CAP

- Engages the New York City public schools in New York City public schools in new and cooperative ways, building on the College Preparatory Initiative, offering the use of the CUNY skills assessment tests in the high schools, expanding the College Now Program already in existence at 20 high schools in the five boroughs, and providing for more opportuni-



Board heads: Ann Paolucci, left; and Herman Badillo sits in at a Board Meeting. (Photo: Hunter Envoy)

DON'T JUST SIT THERE...

TAKE A STAND!

SHARE THIS ISSUE WITH YOUR FRIENDS, FAMILY — TELL ABOUT WHAT IS TO HAPPEN TO CUNY!

Herman Badillo

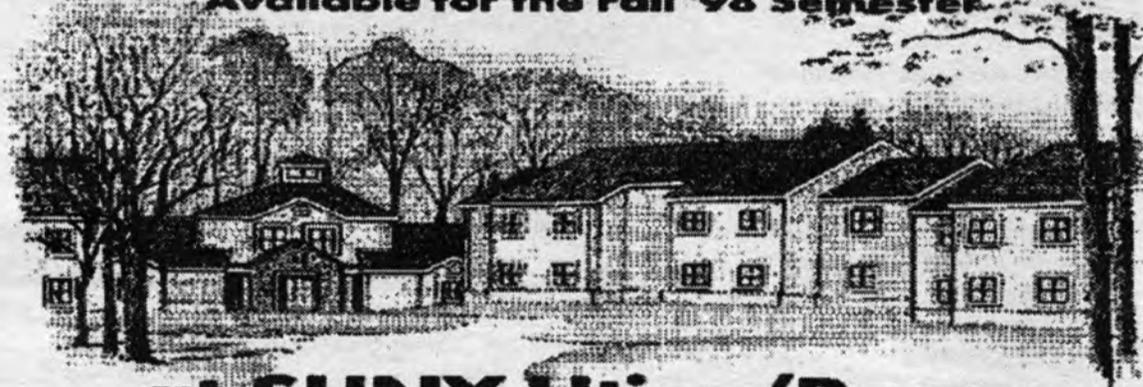


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- The applicant must apply and be formally accepted into one of SUNY Utica/Rome's 20 undergraduate programs
- The applicant must have a 3.5+ GPA to be considered for Presidential Scholarships, and a 3.25+ GPA to be considered for Deans' Scholarships
- Acceptance of the Residential Scholarship requires a commitment to live in the College's residence halls
- Most scholarships are renewable for the second year pending successful completion of SUNY Utica/Rome coursework, with a 3.25 GPA
- College applicants will be considered for scholarships on a first-come, first-awarded basis

**Call 1 800 SUNY TEC or email us at:
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Receipt of a SUNY application and official transcripts will serve as the scholarship application.

No formal scholarship application will be required.

*The Residential Scholarship may be awarded in addition to the Presidential or Deans' Scholarship - raising the total award by \$500

makeshift barracks set up in school yards.

Classes held in proper buildings are threatened by structural problems like falling debris and carbon monoxide. In January, a Brooklyn teenager was killed by a brick that fell from an elementary school. *The New York Times* ran a story earlier this month about a principal who walks around wearing a hard hat after being hit with falling shards of glass. About half of the system's 100 buildings were built before World War II, and many, the article explained, [suffer] "from years of neglect and deferred maintenance." In 1994, Giuliani winnowed down a five-year \$7.3 billion capital-budget request submitted by then-Chancellor Ramon Cortines to \$2.9 billion-chump change.

The cuts, overcrowding, and problems with infrastructure in the public schools have apparently translated into poorer student performance. According to statistics compiled by the State Department of Education, 1989 showed both third and sixth

grade reading scores were 13% higher than they are today. Since that time spending has decreased 13% as well.

In addition, a 1997 report by the Industrial Areas Foundation and the Public Education Association showed the city's worst performing schools are concentrated in the poorest neighborhoods. Even as the report declared per-student spending consistent across New York's neighborhoods, schools within 14 school districts in the Bronx, eastern Brooklyn, and Manhattan — where black and Latino students are concentrated — comprised a "dead zone" of educational opportunity. Half of the 358 schools in these districts, which rank at the bottom quarter of city-wide elementary and middle school students in these districts, are reading at grade-level.

The 25 high schools with the lowest graduation rates, under 40%, enroll more than 53,000 mainly poor students, an average of 2,120.

—ROB WALLACE,
CCNY MESSENGER

IVY LEAGUE, from page 2

high school diploma or its equivalent, a chance to pursue higher education. Imagine that. Where will the thousands of young people who graduate from our high schools each year go? To prison? The City is vigorously preparing to accommodate them at a prison coming a neighborhood near you. Apparently, they [City officials] expect an upsurge of dangerous crimes and is allocating funds — that should be directed to education — for the construction of more prisons.

Protectors call this entire charade a racist attack. And rightfully so. Students with deficiencies in language will be affected the most, they will be farmed out to language institutes until they are ready to enter mainstream CUNY. Why should they be forced to attend a private institution to develop basic skills, when the facilities already exist at CUNY's six community colleges.

Again, why does CUNY want to challenge the established norms as institutions which cater to the needs of the disadvantaged, or students who was not accepted to Harvard,

MIT, or Princeton. Our colleges are supposed to offer remedial courses — hence one reason they are referred to as junior colleges. Some students are not up to par or not ready to work at a senior college level. Every community college in the country offers some form of remediation. CUNY has been doing so for almost 30 years now, so why the sudden decision to change the policies?

Could it be that minorities are becoming too educated? Is it because we are becoming skilled employees?

One could hope this notion is not true. We thought that the fight against such a massive form of discrimination and bigotry, was won many years ago — along with right for anyone to attend CUNY. It's a major step backwards. It's the almost the new century and we should be looking forward. Could you believe it. The City University of New York awards more degrees to blacks and Hispanics than the State University of New York and California State University. SUNY and California State has an open admissions policy, so again why do we want to be different.

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bmmccvoice@usa.net

HPV, from page 26

If a person is infected with an HPV type that causes warts, will he or she necessarily get warts?
No. HPV also can live in the skin without causing any warts; this is called "subclinical" HPV infection.

How can genital warts be removed?

Treatments are available to remove visible warts, and eliminate symptoms. Because the virus can lie dormant, warts may appear months or even years after treatment.

Some methods of removal are:

Patient-applied treatments
Imiquimod, podofilox
Provider-applied treatments
Podophyllin, trichloacetic acid, cryotherapy (freezing), electrocautery, laser therapy

HPV AND THE LINK WITH

CERVICAL CANCER

What is the connection between HPV and cervical cancer?

Certain types of HPV — usually not the ones that cause genital warts — can cause cervical cancer. Studies have shown that HPV is found in almost all women with cervical cancer.

If a woman has HPV, will she get cervical cancer?

Only a small percentage of women with HPV have cervical cancer. Of the millions of women infected with HPV, only about 16,000 each year develop cervical cancer.

How can a woman guard against cervical cancer?

Because HPV is so common, and because the types of HPV that are linked with cervical cancer have no noticeable symptoms, annual Pap smears are extremely important to detect

precancerous or cancerous changes in the cervical cells. early detection is crucial in treating abnormal cervical tissue before it progresses to cervical cancer. Women who have abnormal Pap test results need to make sure they get follow-up testing and treatment.

Do women who have genital warts need to be concerned with cervical cancer?

It is possible to have more than one type of HPV, so a woman with genital warts could also have one of the HPV types associated with cervical cancer. Like all sexually active women, those who have had genital warts, whose partners have had genital warts, should have annual Pap smears.

For free, confidential information: CDC National STD Hotline, operated by the American Social Health Association, 1-800-227-8922

ood titles and outlines, but are ar removed from practicality. Intellectual posturing does not work in the real world, substance does. A case in point is International Trade.

Having passed the course with an A, I should have had the tools to venture into this business but I don't. There should be the avenue for practical hands-on training or as near to that as possible, not theoretical knowledge only. I am not suggesting that the instructor was inept, I just think that provision should be made for this.

STUDENTS ARISE

The onus for success is on us the students more than any one else. We hold our destiny in our hands. College must be seen as what it is, a chance to move one's life forward and in a sense to level life's playing field not a chance to hang out, date, and flirt.

We have to be mature enough not to be distracted by everything that passes, to be focused, and maintain the spirit of a thriving learning institution. BMCC is an excellent college. A microcosm of New York City, if you will. Here you can destroy your life. You can hang out and party and later on in life remain at "the bottom of the food chain," or in the spirit of hardwork and enterprise make something meaningful of yourself. At the same time it is not all about getting As.

The point is have we learned anything? The issue is, how do we progress after leaving BMCC? I have been in classes where certain Americans complain about the system in a wider context that keeps them down but these same students sleep in class, don't do their homework, and at the end of finals barely maintain a C grade. Fellow students, wake up and smell the coffee. This is your great opportunity to improve your station in life. It matters not from whence you have come, the fact is you are here. The effectiveness of open admission must be reflected by your ambition and dedication to hardwork.

Attitude is the essential element of success. If you first believe that you can be a big success with God's grace and resolve you will make it. But if you believe that you just can't make it, and that certain races are smarter than others, you are already defeated.

People are just people. It is the attitude that makes the difference. Having said that, and at the other end of the spectrum there are many students who have the right attitude, making the Dean's List and have even been inducted into Phi Theta Kappa (the international honor society of all two-year colleges in the US). These

accomplishments are noteworthy, the prestige, the certificates, and all that but, where is the social consciousness that causes those people to reach out and lift the struggling and discouraged fellow students to give hope and point the way forward.

Maybe effort is being made but, it needs to be felt in a more dramatic way. Many of us have been inducted into Phi Theta Kappa, made the Dean's List several times but we cannot impact others for their greater good we would have failed. Man by his basic nature is a social being and as he helps others he is himself helped. Often students have a greater stimulating effect on each

other than the instructors.

Where is the voice of Phi Theta Kappa, where is the voice of student government. Student government must be pro-active, perceptive, and must coordinate the dissemination of ideas and information with this paper. Though their approaches might differ, they both have a common responsibility which is to inform, educate, and empower. Speaking of empowerment, the BMCC chess team has once again emerged victorious in this "braining sport of the nerds." It recently won the National Championship after defeating the Universities of Illinois and Toronto, NYU, amongst others. Most notably it crushed Harvard

University twice a few years back.

There is promise at BMCC. The chess team has done us proud and we salute them.

The challenge now is for us to translate that dominance into academic excellence and create the image of a two-year college of intellectual distinction. Let us make BMCC a school renowned for math at least. It has one of the most extensive math departments among two-year colleges. Let us agitate for the motions to be used for revoltingly displaying formulas, equations, etc. This will kill the fear of math and make it our best weapon. Students let us see to that.

As we embark upon this new

venture let us go forward with dignity. The chess team's triumph can be a source of inspiration for the administration, faculty, and students. This quote sums it up nicely: "there is in the affairs of men a tide which taken, at the flood leads to fortune.

On such a full tide are we afloat, and we must take the current when it surfs or forever loose ventures." Let us seize this moment. Use the Voice of the Voiceless as a medium for communication from students to administration, faculty, and vice versa.

While we withstand the Mayor's aggression let us turn on the magic and show that we have class.

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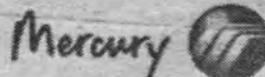
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Senior colleges raise admissions requirements for Fall 1998

FRESHMAN admissions criteria for the City University of New York's senior colleges will be higher for Fall 1998, marking the third year in a row that requirements have increased. Students will be expected to have completed an increasing number of Regents-level college-preparatory academic courses in high school, particularly in English and Math. In addition, senior colleges are requiring, or strongly advising, high school seniors to submit SAT scores.

Examples of Freshman Admissions Requirements for Fall 1998

(These requirements are based on a junior year record when students apply for college.)

BARUCH COLLEGE: SAT score of 1100 with 14 or more academic units or college academic average (CAA) of 80 or above, with 14 or more academic units, three each in academic English and Sequential Math.

BROOKLYN COLLEGE: SAT score or 1100 with 10 or more academic units or CAA of 80 or above with 13 academic units; or CAA of 78 or above with 15 academic units, five of them in academic English and Sequential Math.

CITY COLLEGE: Liberal arts majors—SAT score of 1020 or CAA of 80 or above, each with 10 academic units; or CAA of 75 or above with 16 academic units, three in English and two in Math; Engineering, Science and Math majors—SAT

score of 1020, or CAA of 80 or above, each with 10 academic units; or CAA of 75 or above with 16 academic units, two each in English and Math in all alternatives.

HUNTER COLLEGE: SAT score of 1020 with 12 or more academic units of CAA of 86 or above with 12 units, or CAA of 78 or above with 14 academic units, two each in English and Math.

LEHMAN COLLEGE: SAT score of 1020 or CAA of 80 or above, each with 10 or more academic units; or CAA of 75 or above with 14 or more academic units, a total of four in English and Math, at least one each in English and Math in each alternative.

QUEENS COLLEGE: SAT score or 1020 with 16 or more academic units; or CAA of 80 or above with 14 academic units; or an SAT score of 1050 plus CAA of 80 or above with 12 academic units; or SAT score or 1150 (at least 500 each in Math and verbal scores) plus CAA of 77 or above with 15 or more academic units; in each case, five academic units or English and Math at least one in each area, will be required.

YORK COLLEGE: SAT score of 1020 with 10 or more academic units; or CAA of 75 or above with 13 or more academic units; or 16 or more academic units, two in English and one in Math in each alternative.

If you've got talent (or not), attitude (or not), time (or not), a 4.0 GPA (or not), graduate of Stuyvesant (or not), lives in Manhattan (or not), likes Badillo (or not), come visit us.

The Voice of the Voiceless needs you to write, talk, type, take pictures, clean (?), move... Come check us out. Our office is room S-206D, in the SDC.



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You've always wanted to know why you pay Student Activity fees. Here is a break-down of what your \$39.85 or \$19.95 per semester funds

1		5/28/97
BMCC ASSOCIATION INC.		
INTERIM BUDGET		
July 1, 1997 - June 30, 1998		
REVENUE		
Student Activity Fees		
Full time - Fall & Spring	17,880	607,920
Part time - Fall & Spring	12,070	205,190
Part time - Summer	3,530	60,010
Total student activity fees		873,120
Interest Income		12,000
Total Revenue		885,120
EXPENSES		
Earmarked Fund		
Athletics/intramural		84,840
Media Board		50,000
Study Abroad		90,000
Reserve		40,220
College Purposes		67,700
Total Earmarked Fund		332,760
Allocations		
Short term loan (revolving fund)		10,000
Nurse pinning		4,000
Diplomas, caps & gowns		25,000
Honors convocation		1,500
Athletics/intramural (additional)		52,189
Total Allocations		92,689

BMCCA office		3
Salaries/Fringes		190,441
Postage		500
Office supplies		1,000
Printing		800
Other supplies		100
Computer repair & upgrade		250
Office equipment maintenance		1,200
Local travel		200
Business meal		100
Rental		300
Sub-total		194,891
Other expenses		
Audit		9,600
Bank service charges		600
Payroll processing charges		1,820
Dues		350
Director/officer liability insurance		3,600
Fidelity/burglary insurance		300
Total BMCCA office		211,161
Total Expenses		885,120
Excess (deficiency) of revenue over expenses		0

Student Government		2
Salaries/Fringes		18,310
Postage		1,000
Office supplies		3,000
Printing		1,500
Other supplies		1,000
Telephone		9,000
Computer repair & upgrade		8,500
Office equipment maintenance		2,500
Local travel		300
Business meal		1,500
Workshop & conference		13,000
Student accident insurance		7,500
Public relations		4,000
Stipend		35,400
Lecture series		4,000
Cultural performances		4,000
Subscription		500
Community affairs		4,000
Project snack		1,500
Sub-total		120,510
SGA special projects:		
Black solidarity day		2,000
African heritage month		2,000
Latino heritage month		2,000
Asian heritage month		2,000
Women's history month		2,000
Carifesta		2,000
Student election		4,000
Student/club award night		4,000
College discovery		2,000
Lesbian, gay & bisexual alliance		2,000
Audre Lorde women's collective		2,000
Sensitivity day		2,000
Clubs		100,000
Total SGA special projects		128,000
Total student government		248,510

BOROUGH OF MANHATTAN COMMUNITY COLLEGE The City University of New York	
BMCCA Budget Committee - Recommended Club Budget Allocations for Fall 1997	
Accounting	\$800.00
Acts/Alpha and Omega	\$1000.00
Africa Students Association	\$500.00
Asian Society	\$750.00
Aspira/Latin Power	\$2500.00
Business Club	\$500.00
Caribbean Student Association	\$3700.00
Cheerleading Club	\$1200.00
Chess Club	\$2000.00
Chinese Christian Fellowship	\$650.00
24 College Credits	no budget
College Discovery Club	\$700.00
Computer Club	\$500.00
Council for Economic Development	no budget
Curtain Up!	not qualify
Dance Club	\$2500.00
Dolphins (Swim Club)	\$750.00
Dominican Student Association	\$3700.00
Early Childhood Club	\$600.00
Filipino Student Association	\$500.00
Friends and Immigrants Student	\$1000.00
Friends of Spartacus Youth	no budget
Ghana Student Association	\$800.00
Haitian Club	\$2500.00
Human Services Club	\$1200.00
Latino Honor Society	\$3000.00
Lesbian, Gay, Bisexual, Transgender Student Alliance	\$2500.00
Lion's Movement	no budget
Literature Club	no budget
Martial Arts Club	\$1000.00
Math Club	\$1100.00
Muslim Student Association	\$1500.00
Nigerian Students Association	\$1000.00
Office Administration Club	\$1000.00
Other Abilities	\$850.00
Paranoid Student Association	no budget
Phi Theta Kappa	\$2500.00
Playaz 4 Life Entertainment Club	\$500.00
Respiratory Therapy Club	\$2000.00
Rising African Soul-Jah (RAS)	\$500.00
Scuba Club	no budget
Science Discovery Club	\$500.00
Ski Club	\$500.00
Soccer Club	\$500.00
Student Association of Bangladesh	\$600.00
Student of Indian Descent	\$700.00
Student of Indian Descent	\$2200.00
Theatre Club	\$700.00
The Japanese Students Club	\$500.00
Travel Club	\$1200.00
Voices on High	\$1500.00
When One Voice Is Not Enough	\$2000.00
total	\$56,700

Defend Access to CUNY

Now

After almost 30 years of open doors and access to excellence, one vote on April 27 could limit the future of thousands.

The CUNY Board of Trustees, packed with Pataki appointees, is attempting to end remediation, privatize educational programs and limit the number of students in the system. No other school in the city, Columbia included, lacks remediation. No other school expels passing students. But CUNY, a school filled with non-traditional students, parents and more people of color than any school in America gets special treatment from conservatives.

Now is the time to defend the school from this conservative ideological attack. Come out and join with high schoolers, teachers, and people from all over the city to say that CUNY belongs to all the people. This is the most important day to act. Show how you feel.

Monday 3:00 pm
April 27th

GATHER

CUNY Board of Trustees
east 80th Street (between York & River)

Contact your Student Government or
campus SLAM chapter for more info.
SLAM can be reached at 212-772-4261

**Now
or
Never**

sponsored by

SLAM

and the CUNY Coalition to Save Open Admissions