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## MEMORANDUM OF UNDERSTANDING

### I. Purpose.

The purpose of this memorandum is to record the oral agreement reached between the undersigned parties, James B. Donovan, President, Pratt Institute and Pratt Black Students Union (hereinafter referred to as BSU), during meetings on May 7, 9, and 10, 1969.

### II. Four Agreements Preliminary to Discussion on Nine Demands.

BSU believed that meaningful and amicable discussions could not be held in a threatening atmosphere. Therefore, BSU presented four preliminary demands\* upon which discussion of and agreement upon the nine demands presented April 29, 1969\*\* would depend.

Settlement of the four preliminary points is prerequisite and necessary to the agreements contained herein, Point III.

#### 1. Criminal Charges Against Ten Arrested Persons

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\* See Attachment A.

\*\* See Attachment B.

Dr. Donovan agreed to request the District Attorney to drop the charges against the ten persons arrested on Pratt premises, and, should Dr. Donovan be unsuccessful in convincing the District Attorney to drop the charges, Dr. Donovan will personally appear in court and ask that charges be dropped.

On May 7, 1969 immediately prior to the meeting with BSU, Dr. Donovan met with the District Attorney to make the request that charges be dropped. At the meeting following with BSU, Dr. Donovan promised to continue this effort. On May 9, 1969, in response to a letter from Errol Crawford, BSU Co-Chairman, Dr. Donovan reiterated the promise to seek to have the charges dropped and to make this request personally before the court if charges are not dropped voluntarily by the District Attorney. See Attachment #1. On May 12, 1969, Dr. Donovan did not appear in court, although the ten students were required to appear on that day. In a phone conversation with Mrs. Eleanor H. Norton (See Document #2), who provided counsel to BSU during discussions, Dr. Donovan said that he had not been informed of the specific date and time of the court appearance by either BSU or by the District Attorney. Since the District Attorney had promised to inform

Dr. Donovan before the charges were formally pursued in court, he believes that he can fulfill his promise to BSU and intends to do so. See also Attachment #3. Since the date of the court appearances has now been postponed until June 3, 1969, Dr. Donovan is now fully aware of the next date presently scheduled for his appearance in court and intends to so appear.

2. Uniformed Police and Plainclothesmen on Campus

BSU reported that uniformed police and plainclothesmen on campus contributed to the overall tension of the situation now prevailing at Pratt and often constituted a provocation. Thus, BSU asked that Dr. Donovan request the removal of all uniformed and plainclothes policemen from campus. Dr. Donovan agreed and said he would make such a request of the Police Department, although he explained that police investigations of suspected criminal activity, especially investigations connected with the presence of non-Pratt students on campus, was not within his control. On May 8, 1969, Dr. Donovan issued a written memorandum to this effect. See Attachment #4.

3. Scholastic and Financial Punishment of BSU Members by Pratt Faculty and Administrators

BSU expressed concern that the educational process at Pratt not be made to serve punitive purposes but that BSU

members be allowed to make up work lost and classes missed without penalties. Dr. Donovan explained that matters pertaining to course work were entirely within the jurisdiction of the academic deans and the faculty, free from administrative encroachment. However, he agreed to do what was within his power, specifically to communicate to the relevant persons his concern that no scholastic punishment for classes or work missed be given BSU members but that the faculty aid BSU members in making up for time and work lost. On May 8, 1969, Dr. Donovan issued a memorandum to this effect to Academic Vice-President Sass, who was delegated the duty of seeing that the President's view on this matter reached the faculty. See Attachment #5.

Dr. Donovan further agreed that it was inappropriate to use financial aid punitively in this situation and agreed to convey that view to the appropriate Institute personnel.

#### 4. Withholding of BSU Funds

BSU had experienced some difficulty in getting its authorized funds from the treasurer of the Student Coordinate. Dr. Donovan explained that this difficulty was not at his direction, nor did he have knowledge of it. He agreed that he would communicate the view that it was not his desire to

see such funds withheld should BSU continue to experience such difficulties. However, it appeared that this matter had been largely worked out before the meeting between BSU and Dr. Donovan.

The additional point was raised at the meeting that black students were being stopped repeatedly and asked to show their identification cards while white students were not subjected to such inspection. Dr. Donovan agreed that there should be no discrimination in inspection of identification cards, saying that he intended to end the practice entirely as soon as the campus was back to normal. Further, if BSU desired, Mrs. Norton could draft a directive regarding discrimination in demanding identification cards and Dr. Donovan would sign and issue it to be presented to the appropriate personnel.

\* \* \*

It was agreed that Dr. Donovan and BSU would meet again on Friday, May 9, 1969 for the purpose of discussing the nine demands presented on April 29, 1969.

### III. Nine BSU Demands.

#### 1. Black and Latin American Studies Department\*\*

BSU requested the creation of a Black and Latin American Studies Department, of the kind many universities are initiating to fill the vacuum in knowledge and study of non-white people. BSU suggested that two faculty members, Professors Richard Mayhew and William Payne, be given primary responsibility for designing the program. Dr. Donovan agreed that such a department was appropriate and suggested that the School of Humanities would be the most appropriate place for such a program. He agreed that black and Puerto Rican students should have a voice in the selection of faculty and design of the program.

It was agreed that the non-Western point of view needs to be better represented in existing course work.

The matter of the budget for the program is to be worked out as soon as it is designed since the budget must be tailored to specific programatic needs. Dr. Donovan agreed that the

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\*\*\*Demands 1 - 5 were discussed on May 9th; demands 6 - 9 were discussed on May 10th.

program could commence in the fall if the appointed faculty and black students have it ready to go by that time.

2. Adjustment in Financial Aid in Light of Tuition Raises

BSU was concerned that many black students would be forced out of Pratt because of the financial strain caused by tuition raises. To alleviate this problem the following agreements were made.

a. Drs. Senour and Williams explained that Pratt is changing its scholarship policy, including the policy in effect for Dean's Scholarships, so that need rather than academic ability becomes the first and primary basis for the awarding of scholarships. To this end, the word "scholarship" is no longer to be used in connection with the awarding of financial aid but is to be replaced by the word: "grants-in-aid." This change in nomenclature, it was explained, will denote the change in policy, fixing financial need as the first and primary criterion for scholarship aid. Although academic performance will be considered, it will no longer be the determinative factor as in the past. Pratt grants-in-aid will replace Dean's Scholarships.

b. In order to offset the specific financial

difficulties that will be caused by the tuition raise, Dr. Donovan will speak with both Mr. Vincent E. Lind (Vice-President for Business and Finance) and Dr. Senour about making available more scholarships and scholarships of greater amounts to aid disadvantaged students.

c. Mr. David D. Shobe (Governmental Programs  
\*\*\*\*  
Coordinator) promised a preliminary report next week on plans and search now underway for new sources of funds for disadvantaged students, <sup>especially</sup> including black students. Mr. Richard A. Zinn (Director of Development) is specifically looking for corporate funds for this purpose.

d. Since not all students have received satisfaction in the Office of Financial Aid, Drs. Senour and Williams made known their availability to aid students in approaching the Office of Financial Aid. Drs. Senour and Williams will convey directly any problems students feel in this area to Mr. Gerard T. Williams (Director of Financial Air).

3. Purchase of Willoughby 1 and Willoughby 2 by Pratt

BSU students were concerned with community displacement resulting from Pratt's purchase of two large apartment buildings.

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\*\*\*\* Because of the delay in drafting this Memorandum of Understanding, time limits referred to herein shall run from the date of the signing of this Memorandum.

Dr. Donovan explained that the buildings had been purchased because they were available at an extremely low purchasing price. Dr. Donovan has proposed <sup>and</sup> the Pratt Board has accepted the policy that the two buildings shall not be used exclusively as college dormitories but rather are to be used as housing for a cross-section of the community. This means that Pratt will offer space in the buildings not only to its own students but to families in the community. To this end Pratt has asked the present owners of the buildings to renew all leases. Meanwhile, Dr. Donovan asked BSU to arrange meetings with various tenant groups, but he was especially interested in meeting with a delegation of black tenants. Dr. Donovan is willing to meet anywhere, either on campus or on the premises of the apartment buildings. BSU will approach Mr. Parker Jones to arrange a meeting with concerned tenants. When the purchase deal is completely closed and Pratt becomes the owner of the buildings, Pratt will be in a position to implement these and other policies safeguarding the interests of the community. At that time Dr. Donovan will meet with BSU and other interested groups to determine the composition of the buildings. All parties will be consulted before ratios as between student tenants and community tenants are worked out.

Dr. Donovan said that Pratt is not expanding but, if <sup>will improve</sup> anything, may ~~shrink~~ its physical plant <sup>but not increase to</sup> and student population. In this regard reported interests by the Engineering School in expansion have not yet been approved.

#### 4. Black Administrative Staff

BSU intended Demand #4 to relate to professional administrators. BSU was concerned for the need for more black counselors, e.g., financial and administrative counselors in a policy-making capacity.

There was discussion of two black companies who recruit black executives. It was agreed that the administration would seek out such black policy-making personnel and that Earl Kelly and Darnley Beckles would work closely with Drs. Senour and Williams to this end.

#### 5. Pratt Master Plan

BSU has been concerned that it has never had an opportunity to look at the Master Plan in any detail or to influence its development. BSU wished to see the plan because of its concern, among other things, with Pratt's relationship to the community and with opening the gym, fields and library to the community.

ADDITION TO #5, on page 11

5. Pratt Master Plan

It should be emphasized that though generally known as the Master Plan, that the document is merely the proposal of Edward Barnes and Associates, an independent Architectural firm. Neither the Administration, nor the Board of Trustees has approved the Barnes Proposal. Therefore B.S.U. and other groups still have an opportunity to influence and participate in the development of the final plan.

Dr. Senour explained that since November 1968, there has been a committee of three students (appointed by the President of the Student Coordinate) and three faculty members concerned with the Master Plan. At the request of BSU it was agreed that four BSU students would work with two administrators, Dr. Senour and Mr. Wronsky to (a) look at the Master Plan and reevaluate it; (b) look at what the appointed committee has done since 1968; and (c) make recommendations concerning the committee's work and its composition. Three architectural students were appointed by BSU, Julius Perry, Harold Francis and Jim Strouder. An additional planning student will be appointed by BSU.

6. Participation on the Board of Trustees

a. The Board has unanimously approved student and faculty representation on the Board. The student body and faculty have not as yet selected procedures for selecting their representatives. Dr. Donovan explained that he could not designate that the student to be approved had to be a black student, although he agreed that there should be student representation.

b. BSU's primary concern was with getting community representation on the Board. Dr. Donovan reported

that a black educator from Brooklyn had been approached and had accepted Board membership, although considering recent events at Pratt, Dr. Donovan did not know whether the acceptance was still good. Dr. Donovan was not at liberty to reveal the name of the educator without his permission.

The question arose that the faculty and students were to be able to choose their representative for the Board (subject under law to approval by the Board), but that it appeared as if the community member had already been chosen. Dr. Donovan agreed that he would accept names of community candidates from BSU, which he would submit to the Board nominating committee. Dr. Donovan also agreed that if BSU desired it, he would ask the chairman of the Board to meet with BSU after nominations were submitted by BSU.

c. It was agreed that it was difficult to draw up a fair procedure for choosing the community member of the Board, without discussion and study of the viable alternatives. Dr. Donovan agreed that BSU may submit a plan for how the community Board member shall be chosen. If BSU desires, it may appear before the Board itself to present a plan for how a community member of the Board shall be chosen.

#### 7. Enrollment of More Black and Puerto Rican Students

There was a discussion of the paucity of black and Puerto Rican students at Pratt, there being only 216 black students out of a total enrollment of 3,014, according to the April 1969 statistics of The Chronicle of Higher Education. Considering that Pratt trains people in highly technical and sought after fields, such as architecture, engineering, designing and planning, it was agreed that Pratt has a very special social responsibility and can perform a service beyond that of many larger universities, because it can provide education in those fields where black people have found few opportunities and have great need.

BSU was dissatisfied with the STEP program now in operation in the Engineering Department, because it included only a very small number of minority group students and because no financial aid was necessarily attached to the program. BSU called for (a) an improved STEP-type program, but one which would gear itself toward admissions of disadvantaged students, especially minority group students, with scholarships and with programs to make up for the educational deficiency under which they suffer because of poor public school preparation. Such programs should be implemented in

the various departments. Dr. Donovan agreed to convene the Administrative Council early next week and to recommend to all the deans that they undertake such programs in their schools. Mr. Schobe and Mr. Zinn were delegated the duty of finding special money for such programs when they are submitted by the various departments.

#### 8. Campaign Culture

BSU has lost confidence entirely in Campaign Culture because of the way it has been run and received. It was agreed that BSU will meet at the earliest possible date with Youth in Action officials to discuss the possibility of implementing a new program for Campaign Culture.

#### 9. Punitive Measures

As a consequence of these discussions and these agreements, BSU wished to be assured that there were no outstanding punitive measures of any kind pending against its members in connection with demonstrations and other tension on campus. Dr. Donovan gave this assurance.

## PRATT INSTITUTE

### RESOLUTIONS PASSED AT THE FACULTY MEETING OF MAY 8, 1969

1. Approved AAUP Resolution on "Law Enforcement and Academic Order" (from 55th Annual Meeting of the American Association of University Professors, May 2, 3, 1969)
2. Approved formation by the Faculty Council of an Executive Committee on the basis of President Donovan's expressed desire to share some responsibilities of his office with representative bodies of faculty and students. This executive committee should assist the President in the execution of his duties.
3. Commended Dr. Donovan for requesting the removal of plain-clothes policemen from the Pratt campus, and requested that he state publicly his opposition to their continued presence.
4. Voted that the Institute Committee on Student Discipline and Students' Rights be solely responsible for adjudicating all cases involving student discipline and rights, until an Institute Senate is elected.

NOTICE

AT THE REQUEST OF REPRESENTATIVES OF THE STUDENT  
BODY, THE ADMINISTRATION AND FACULTY OF THE  
GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE  
HAVE AGREED TO SUSPEND ALL CLASSES THROUGH THIS  
WEEK, APRIL 8 TO 11.

**PRATT INSTITUTE**

**Vice President for  
Academic Affairs**

**To:** All Students and Faculty  
**From:** Louis D. Sass  
**Date:** April 8, 1969  
**Subject:** Suspension of Classes

RECEIVED

APR 8 1969

PRATT LIBRARY SCHOOL

President Donovan has authorized that day classes be suspended from Tuesday, April 8 through Friday, April 11 to permit full discussion of the critical issues on campus by all faculty and students.

Students and faculty are encouraged to participate fully in the discussion and the formulation of recommendations.

LDS:ls

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PRATT STUDENTS ARE ON  
**STRIKE**  
WHY?

1. On March 26th 1969, Pratt Students voted to initiate the first general strike in Pratt's History. They decided upon this course of action because they realized that the Pratt administration had lost the last shred of credibility.

2. After stating on January 10th 1968 that "The Institute will make no policy decisions directly affecting the student body without prior consultation with duly elected student representation". President Donovan arrogantly violated that promise by:

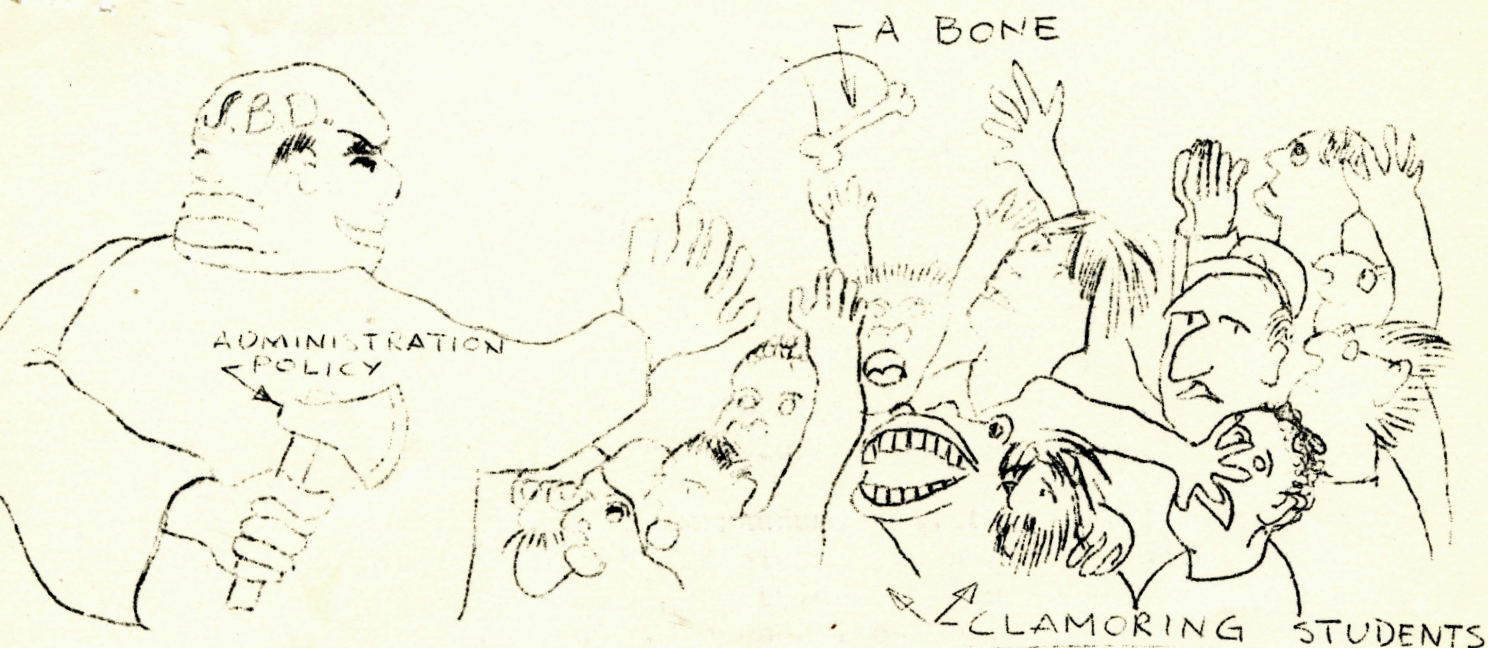
1. Hiking the tuition by \$300 on March 13th, 1969.
2. Announcing the taking of the option to purchase the Willoughby Walk property on March 13th, 1969.
3. Permitting the administration to fire valued members of the Pratt staff without prior student or faculty consultation.
4. These and other breaches of trust and general unresponsiveness of the administration have led Pratt students and faculty to recognise that they must take the right to make for themselves the crucial decisions which affect their lives as members of the Institute.
5. President Donovan's recent proposal in response to the student strike is irrelevant to the demands of students for genuine decision-making power. This proposal would serve to preserve student impotence by creating a powerless advisory committee.

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\* ACTIONS FOR TUESDAY, APRIL 8th, 1969, TO BE TAKEN  
\* BY STRIKING STUDENTS AND FACULTY

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10:00 a.m.	Mass Meeting, Memorial Hall
1:00 p.m.	See Strike Bulletin Board



AN OPEN LETTER TO THE STUDENTS AND FACULTY OF PRATT  
Donovan Throws Students a Bone

President Donovan's proposed Memorandum Committee (Institute Policy Committee) is totally empty of meaning. It has no decision-making power. It is only a form of lip service to faculty and students, as follows: it can only make recommendations and, of course, this recommendation power is only the power to make recommendations to Donovan and the Board of Trustees. Obviously, we have always had this power, only it was never formalized. As if this were not bad enough, one-half of this board are Donovan's cohorts, i.e., three administrators and three trustees. Quite apparently such a memorandum committee (Institute Policy Committee) would have no concrete decision-making role. Anyone familiar with such high-sounding recommendation committees is fully aware their influence is almost non-existent. Again, Donovan's proposed Memorandum Committee (with memorandum-making powers) is a token lip service to students and faculty. Of course the Community is not included.

The striking students and faculty appeal to the rest of Pratt not to render themselves powerless through acceptance of Donovan's first proposal. We urge participation in this most crucial strike.

## Immediate Student Demands

-1-

A tentative statement subject to revision by the students after hearing from the Pratt community at large.

1. We want a reorganization of the Board of Trustees to provide full representation of students, faculty, and community with no less than one half the members being students.
2. This means also a reorganization of the following trustees committees to provide full representation of students, faculty, and community with no less than one half the members being students.
  - A. Executive Committee
  - B. Investment Committee
  - C. Education Committee
  - D. Nominating Committee
  - E. Building and Grounds Committee
  - F. Committee on Student Personnel
  - G. Committee on Honorary Degrees
  - H. Planning and Development Committee
  - I. Audit and Budget Committee
3. We want four student observers at meetings of the following:
  - A. Administration Council
  - B. Faculty Council
  - C. Graduate Council
4. We want a reorganization of the Institute committees to provide full representation of students, faculty, and community, with no less than one half the members being students.
  - A. Committee on Academic Standing
  - B. Athletic Committee
  - C. Calendar Committee
  - D. Central Scheduling Committee
  - E. Committee on Ceremonial Occasions
  - F. Committee on Student Activities
  - G. Committee on Student Discipline and Rights
  - H. Summer Program Committee
  - I. Committee on Publications
5. We want a reorganization of the governing bodies concerned with curriculum decision making of each department and/or school to provide full representation of students with no less than one half the number being students.
6. We want a reorganization of the governing bodies concerned with decisions affecting faculty of each department and/or school to provide full representation of students with no less than one half the numbers being students.
7. The strike shall end when the Trustees sign a public, written agreement which meets the demands of the negotiating committee.

## New Committee Structure

### A. Committee for Community Involvement

1. Structure to provide full representation of students, faculty, community and administration in equal number.
2. Purpose
  - a. to initiate and supervise immediate and projected programs involving the community cooperatively.
  - b. to initiate and supervise a mechanism of handling admissions of community residents.

### B. Committee for Financial Consultation of Students

1. Structure to provide full representation of students, faculty, community and administration in equal numbers.
2. Purpose
  - a. to initiate and supervise programs and methods for providing financial aid to students.
  - b. to initiate and supervise programs by which students having financial difficulties can be consulted.
  - c. reinstatement of tuition deferment policy

### C. Committee for the Purpose of Educational Programming

1. Structure to provide full representation of students, faculty, community and administration in equal numbers.
2. Purpose
  - a. to initiate and supervise an investigation of present curricular structures.
  - b. to initiate and supervise an investigation of possible inter-departmental activities.
  - c. to initiate programs on current and projected direction in education

### D. Committee on Grievances

1. Structure to provide full representation of students, faculty, community and administration in equal numbers.
2. Purpose
  - a. to initiate and supervise a program which would be receptive to all grievances.
  - b. to initiate and supervise a mechanism through which grievances could be channelled to their respective areas of concern.

E. Committee on Student Service

4.

1. Structure to provide full representation of students, faculty, community and administration in equal numbers.
2. Purpose
  - a. to initiate and supervise an investigation of present structure, and operation of student services.
  - b. to initiate and supervise programs on current and projected direction in student services.

## AN OPEN LETTER TO JAMES DONOVAN

Dear James,

You've probably noted some alteration in the traditional student-institute relationship these past days. Before you become disconcerted or alarmed, we students want to convey to you that it is merely a touch of Spring, only a process of questioning. Perhaps you might peruse a few of the questions and relate them to friends around the Montauk Club.

- Why aren't there interdisciplinary studies at Pratt?
- Why doesn't the Institute get more funding?
- Why is the library inadequate?
- Why don't engineers sit with fashion students?
- Why is there no psychological therapy service?
- Why don't neighborhood kids play on campus?
- Why is every dollar paid to faculty matched with one for service (administration, maintenance, etc.)?
- Why are shop facilities poor and hours inadequate?
- Why are students forced to live in the dorm?
- Why no grievance procedure at Pratt?
- Why are faculty and administrators known as Mr. or Mrs.--can't respect be grounded on some other basis?
- Why doesn't Pratt affect the community positively?
- Why do young faculty leave and old ones stay forever?
- Why are so many faculty stifled by department heads?
- Why no student evaluation of faculty each term?
- Why do some faculty rush off after each class?
- How does an "A" differ from a "B"?
- Why does Pratt have a fence?
- Why do classrooms have authoritarian seating arrangements?
- When will we attain the wisdom of the administration? (i.e., the ability that enables one to act infallibly in making decisions for others)
- How can part-time teachers teach as much as full-time teachers and still be called part-time teachers--is it that full time teachers are actually part-time teachers, or that part-time teachers are really full time teachers?
- Why do you have to be fifty to be a full professor?
- Why does the Institute gloss over meager salaries by quoting only full time figures?
- How does a place on the Board of Trustees qualify one as an educator?
- How come we go to school in Bedford-Stuyvesant and never see black people?
- Why are the maintenance crew all white?
- If the administration isn't racist, why are less than 5% of the students black?
- Why do you think the school belongs to you?
- Why do you fear student power--we aren't vindictive.

While you ponder these questions, we remain,

ON STRIKE

P.S. Will you be my pen pal?

PRATT INSTITUTE  
Office of the President

To: All Students and Faculty  
From: James B. Donovan  
Date: April 11, 1969  
Subject: Resumption of Classes on Monday, April 14

Classes will resume at 9 A.M. on Monday, April 14 and will meet in their regularly assigned classrooms.

Some of the classes formerly held in East Hall will be reassigned. Their new locations will be available in the offices of the Schools concerned.

It is of the greatest importance that all members of the faculty be present in their classrooms and that they offer instruction to all students who attend class.

May 7, 1969

TO: Students, Faculty, and Staff

FROM: Institute Committee on Student Discipline and Students' Rights  
Rodney H. Williams, Chairman

- (1) The Institute Committee on Student Discipline and Students' Rights resolves that we will do everything in our power to assure all members of the Pratt community that no Pratt student will be summarily expelled from this Institute without due process.
- (2) Until such time as a student review court can be approved and elected, we offer our services as a review body to any student who feels himself unjustly disciplined by existing adjudicating procedures.

To: All Students and Faculty  
From: Louis D. Sass  
Date: April 8, 1969  
Subject: Suspension of Classes

APR 8 1969  
PRATT LIBRARY SCHOOL

President Donovan has authorized that day classes be suspended from Tuesday, April 8 through Friday, April 11 to permit full discussion of the critical issues on campus by all faculty and students.

Students and faculty are encouraged to participate fully in the discussion and the formulation of recommendations.

LDS:ls



PRATT INSTITUTE

Vice President for  
Academic Affairs

To: Dean Abercrombie, Professor Belle, Dean Noble, Dean Sharify ✓  
Dean Thatcher and Dean Whiteman

From: Louis D. Sass

Date: April 3, 1969

Subject: Resumption of Classes on Tuesday, April 8

Please announce to your students and faculty that classes will resume at 9 A. M. on Tuesday, April 8 and will meet in their regularly assigned classrooms.

It is of the greatest importance that all members of the faculty be present in their classrooms and that they offer instruction to all students who attend class.

Keep a record of the faculty members who do not meet their classes.

LDS:ls

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RECEIVED  
APR 7 1969  
PRATT LIBRARY SCHOOL

PRATT INSTITUTE  
GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE  
Office of the Dean

To: All Faculty

Date: April 7, 1969

From: Nasser Sharify, Dean

Subject: Resumption of Classes on Tuesday, April 8, 1969

There have been discussions among some of the students, basically the under-graduates, about a possible strike at Pratt.

This is to inform you that all classes of the Graduate School of Library & Information Science will resume on Tuesday, April 9, 1969, and will meet in their regularly assigned classrooms.

NS:jds

**PRATT INSTITUTE**  
**GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE**  
**Office of the Dean**

**To:** All Students

**Date:** April 7, 1969

**From:** Nasser Sharify, Dean

**Subject:** Resumption of Classes on Tuesday, April 8, 1969

**NOTICE**

CLASSES OF THE GRADUATE SCHOOL OF LIBRARY AND INFORMATION  
SCIENCE WILL RESUME AT 9:00 A.M. ON TUESDAY, APRIL 8, AND  
WILL MEET IN THEIR REGULARLY ASSIGNED CLASSROOMS.

NS:jds

PRATT INSTITUTE  
GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE  
Office of the Dean

To: All Students

Date: April 7, 1969

From: Nasser Sharify, Dean

Subject: Resumption of Classes on Tuesday, April 8, 1969

NOTICE

CLASSES OF THE GRADUATE SCHOOL OF LIBRARY AND INFORMATION  
SCIENCE WILL RESUME AT 9:00 A.M. ON TUESDAY, APRIL 8, AND  
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NS:jds

C. B. POWELL

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## Editorials

### "So Long, Jim"

This week a tough iron-jawed Irishman who says what he means and means what he says will step down from the hot tin roof which the City of New York calls chairman of its Board of Education.

We expect to hear a lot more of him in the future and we wish him well in all of his undertakings.

For James B. Donovan was a pillar of strength for the Board of Education when sheer strength was the most important thing that was needed.

Anyone who recalls the great first and second school boycotts in this city must now realize that Jim Donovan was a lion in the fight.

Shackled with internal bickering and a school superintendent who at times didn't seem to know which end was up, and faced with a morally correct resourceful adversary in the person of the Rev. Milton Galamison and hundreds of thousands of irate parents, Jim Donovan waded into the fray on the side of the children of the city of New York.

We fought him at times and we certainly know that at times the odds were heavily against him.

But he asked no odds for himself and the absence of strife which we find in our schools today testifies to the tenacity and determination of Jim Donovan to provide a tranquility in which our children could be educated.

He fought the fight and he kept faith with the children of New York City.

And, as he rides off to other service, he is a warrior, tall in the saddle.

Good luck, Jim!

BLACK STUDENTS UNION DEMANDS

RECEIVED  
PRATT INSTITUTE

APR 29 1969

OFFICE OF THE  
PRESIDENT

We, as the Black Students Union of Pratt Institute, set forth the following NON-NEGOTIABLE DEMANDS, to be met by the Administration. Evidence of concrete beginnings expected by April 30th 1969.

1. That Pratt Institute implement and maintain a Black and Latin American Studies Department, to make higher education relevant to Black students. We demand that instructors of our choosing be in charge of the committee to draw up the program for Black Studies. We demand that they in conjunction with Black Students Union have a voice in the hiring of MORE Black instructors. PERIOD NON-NEGOTIABLE.
2. Inherent in these demands is the realization that Black people are being systematically excluded and literally murdered in every phase of life. The proposed tuition hike by the Administration will take this exclusion and denial of education one step further. It is an established fact that the present tuition is causing an unbelievable financial strain and barrier to Black Students. With the coming of the tuition hike Black students now in attendance along with the students hoping to attend Pratt Institute, will be eliminated. In summation, it is demanded that Black students be excluded from the present tuition raise. PERIOD. NON-NEGOTIABLE.
3. It is inconceivable that the Administration will demand money from Black students, money that will be utilized to buy buildings in turn will be utilized to buy buildings in turn which will dislocate Black families. It is equally inconceivable that the same administration, has the "temerity" to declare themselves an agent for the community that understands community needs. It is therefore further demanded by the Black Students Union, that the Administration cease and desist any and all negotiations towards the purchase of Willoughby's 1 & 2. PERIOD NON-NEGOTIABLE
4. It is demanded that a re-evaluation, with the assistance of the Black Students Union, on the hiring of clerical personnel in the offices of the deans, financial department, counselors, ect. to be implemented. PERIOD NON-NEGOTIABLE.
5. Master Plan it's out !! It is demanded that all documents and records in relationship to Pratt expansion be opened up to the community and to the Student Body. PERIOD. NON-NEGOTIABLE
6. Black community and students representation on the Board of Trustees, being no less than 20%. PERIOD NON-NEGOTIABLE.
7. We propose that this agent that understands community needs and has a deep abiding concern for the welfare of the community

make available through open enrollment, higher education to Black Students within their community. To wit: Pratt Institute. It is further proposed that this interested agent make financial arrangements e.g. scholarships, loans, reduced tuitions, available to Black Students of the community. This is not to be construed as to incoincidence with President Donovan's plan to comb the nation for worthy home NEGROES. This open enrollment is to be for the use of Black people within the community. PERIOD NON-NEGOTIABLE

8. AS WE SEE IT AFTER THE MEETING ON THE 28th OF APRIL THERE IS NO VALID ROLE FOR THE BLACK STUDENTS UNION IN CAMPAIGN CULTURE!!!
9. In order to implement our demands we are taking the course of a Black Student Strike deemed necessary. Therefore that all students participating, be given full amnesty.

#### CONCLUSION

This list of demands is not to be looked upon as a point of alienation from the rest of the student body, but in reality a definitive statement as to how we're being affected. The Black Students Union is totally, and this must be emphasized..... TOTALLT committed to the foregoing demands. We are giving full support to the tennants of Willoughby Walk, and are in turn asking for your IMPLEMENTATION of OUR DEMANDS. PERIOD UN-CO-OPTED.

Submitted April 28th, 1969

## WHAT HAPPENED?

As nearly as can be established these are the events of the last week affecting the Pratt Institute Graduate School of Library and Information Science:

## TUESDAY, APRIL 8

1. Institute President Donovan suspended undergraduate classes for the week "to permit full discussion of the critical issues on campus by all faculty and students" and gave the dean of each graduate school option to do the same.

2. Dean Sharify queried the Student Association officers about the opinion of the students.

3. Since only a few officers of the association were available, they said they felt they could not represent the entire student body.

4. A meeting of as many students as were available was called to discuss the situation on campus with the dean.

5. At the meeting Dean Sharify announced that he had the option to suspend classes in the library school and that students should vote on the question.

6. The vote (approximately 25 to suspend classes, 10 to continue classes, and 5 abstentions) was reported to the faculty.

(Minority Report below; Another Viewpoint below)

7. The faculty announced suspension of classes.

8. Students planned discussion groups for Wednesday and Thursday and a faculty-student meeting Thursday.

9. As many students as possible were telephoned by the Student Association about the schedule for the rest of the week. Many were not reached.

## WEDNESDAY, APRIL 9

Students met morning and afternoon in informal discussion of matters of interest in the library school.

## THURSDAY, APRIL 10

1. Students met at 10 a.m. to discuss the scheduled faculty-student meeting. A vote to record opinion of those present about suspension of classes was taken with 25 opposed to suspension, 23 in favor and 9 abstentions. Mimeographed sheets, prepared after Wednesday's meetings, were proposed for discussion at the student-faculty meeting and a few speakers were selected.

(Items for Student Faculty Discussion below)

2. Faculty and students met for two hours in DeKalb Lounge to discuss matters of mutual interest.

(Meeting Summary below)

## THE MINORITY VIEW

The decision to suspend classes on the graduate level in Pratt Institute was left to the individual schools. This decision to suspend classes had its ultimate roots in the student protest against what some believe to be the immense ethical insensitivity of recent administrative actions at Pratt.

The very problems involved and the subsequent reaction of the students showed without any doubt that the protest was basically ethical.

It was not a legal protest; as far as I know, lawyers were not called in by the students, and no suits were filed. It was not a power protest; there was no question of violence. It was an ethical protest.

Because of this ethical quality of the protest, the decision to participate in the protest and the means of participation ought to have remained in the area of individual choice. I

believe that neither the Student Association, nor the faculty, nor the Dean had any right at all to make this choice for the students. As long as the choice was given, it ought to have been preserved where it belonged--in the realm of personal option.

The choice was not primarily the acceptance of President Donovan's recommendation that classes be suspended; it was a choice for or against elements of the student protest. This point is crucial. As such, it was essentially a decision for each individual to make for himself.

Based on this principle, it was recommended that if the individual faculty members thought it their responsibility to hold classes, then each student should take the opportunity to decide for himself whether to choose the proposed means of protest--a strike--or some other means, or to attend classes.

This proposal did not in any way imply the refusal of support for the protesting students, for it was precisely their own plan: those who wished to strike would; those who wished to attend classes could; there would be no violence. This is apart from the fact that every student at Pratt had a right to attend his classes.

Perhaps students should have asked themselves whether or not to object to the denial of this right, for it is certainly questionable whether the active protesting of a minority of students demands that all students be penalized.

In regard to penalties, the fear was expressed among the library students that the individuals who wished to strike the library school might suffer the usual results of missing class. In response to this I can only say that an ethical protest without the risk of personal detriment is an absolute sham.

I also believe that those who

decided for the suspension of classes and for the establishment of dialogue among students and faculty should consider the ethics of exploiting the emotional tension presently dominating Pratt for their own purposes, no matter how valid and urgent these ends may be, and effectively minimizing in their discussions the very issues on which the student protest was originally based.

I believe that the question should also be asked whether or not these conferences, even if they achieve tangible results, may have done disservice to the Student Library Association in not trying to strengthen the formal channels of communication by working through them.

I do not think that the ideas expressed here can be simply dismissed as grandiose and abstract theorizing about a situation in which pragmatics seemed to be dominant. These ideas are not merely theoretical principles, but emerge from a way of life which holds as supremely important the quality of human actions and not only their visible results.

Actions receive their value through personal decisions and fidelity to the demands of moral insight. The ethical decisions of the majority may be perfectly acceptable and beautiful as free decisions, but never as the plan of action for all.

--Paul Schuchman

#### ANOTHER VIEWPOINT

On March 26 Pratt undergraduate students voted to go on a general strike because, according to literature they issued, they "realized that the Pratt administration had lost the last shred of credibility."

President Donovan stated on Jan. 10, that "The Institute will make no policy decision directly affecting the student body without prior consultation with duly elected student representation."

Students believed he violated that promise by increasing the tuition,

announcing to purchase the Willoughby Walks property, and permitting the administration to fire members of the Pratt staff without prior student or faculty consultation. These, and what the students feel to be other "breaches of trust and general unresponsiveness of the administration...led Pratt students and faculty to recognize that they must take the right to make for themselves the crucial decision which affect their lives as members of the Institute."

The Library School cannot exist in a vacuum apart from the rest of the Institute. A charge often brought against librarians is that they are out of touch with what is happening around them. Do we want to perpetuate that image? Do library school students feel they should acquiesce to the Institute's intention to buy two integrated middle income apartment houses in an area of the city where this kind of housing is sorely needed? Why doesn't Pratt spend money instead on badly needed equipment and renovation?

President Donovan had cited in the March 25 issue of the Prattler the success of the Library School in its own evaluation with full student participation, but who among us participated? Why are Library School students still concerned with such severe and pressing issues as irrevelancy of courses, inadequacy of facilities, and effective communication with Library School faculty and administration?

On April 7, the Pratt Faculty Council voted to suspend undergraduate classes for that week. The Library School did not participate in this decision since Miss Frank, the school representative, was not informed of the council meeting.

As one of the officers of the Library School Student Association, I was asked by Dean Sharify on Tuesday morning, April 8, to round up as many of the officers as I could find in school to meet with him that afternoon to discuss student feeling about the events on campus. Since so few officers were present and since we felt inadequate to represent the attitudes of the student body, we thought it best to open

this meeting to all Library School students. Announcements were made in as many classes as we knew to be in session that morning and at 1 p.m. about 40 students collected outside Dean Sharify's office.

Meeting in Room 301, Dean Sharify informed us that President Donovan had given deans of individual graduate schools the option of continuing or suspending classes. Dean Sharify's announcement came as a complete surprise to all of us and we did not know that he had initiated the meeting for this purpose. It was suggested that Dean Sharify leave the room to allow us to discuss suspension.

Majority opinion among the students was that by maintaining the Library School schedule it would further separate the Library School from the rest of the Institute and affirm that there were no significant problems in the library school itself. Suspension of classes was advocated if the resultant free time were to be used for meaningful discussion between students and faculty.

Dean Sharify was holding a previously scheduled meeting with full-time faculty and said he would take their sentiments into consideration along with the students' vote when he decided the suspension question. Students asked that pro and con representatives be allowed to address the faculty meeting and this request was granted. Some time later Mr. Mann informed the remaining students that classes would be suspended for the rest of the week. Students then held discussions as the best use of suspended class time.

--Edith Coar

## ITEMS FOR STUDENT FACULTY DISCUSSION

1. Lack of relevance of library school curriculum
  - a. External imposition of curriculum without consultation with students regarding their interests and needs
  - b. Lack of courses which Pratt library students are interested in taking; i. e. Urban Libraries, Business and Economics, Medical Librarianship
  - c. Staff and students should be used to develop and run a pilot project, a demonstration library for the local community
  - d. Re-evaluation and restructuring of the present curriculum
2. Faculty-student communication
  - a. Faculty advisors
  - b. Consultation time with faculty-- both full and part-time
3. Grading
  - a. Pass-fail
  - b. Feedback from faculty
4. Formal and regular student evaluation of courses
5. Placement services
  - a. Individual career guidance
  - b. Library school placement office
6. Inadequacy of the library science library
7. Availability of scholarship information
8. Relationship with the Institute at large
  - a. Fees
  - b. Graduate council
  - c. Faculty council
  - d. Community involvement

## MEETING SUMMARY

(Ed. Note: I do not feel able to summarize satisfactorily the many subjects discussed at the faculty-student meeting Thursday, April 10. Nor is my shorthand accurate or fast enough to give a word-by-word account. Therefore, the following is a paraphrase, with occasional quotes, of the discussion as it took place--Ellen Barata)

ROBERTA COSGROVE, informal spokesman for the students, reported the vote of the earlier meeting to the faculty. She then introduced speakers chosen at the meeting.

RITA POSNER: The students are making suggestions, not demands.

DEAN SHARIFY: The past two days have been good for discussions.

COSGROVE: We invite faculty comments.

MARGOT KARP felt the courses should have more relevance and asked if courses in international studies really are of significant value with the urban situation around us. She suggested courses with business and economics emphasis might be more relevant. And perhaps medical librarianship.

KATHARINE MCNEIL: In schools for students of other professions, there are internships. Why not here?

VIRGINIA CHRISTOPHER expressed a protest to protesting. She lauded the Student Association for its good work with comparatively little support. She suggested that expansion of the curriculum be implemented carefully with consideration for the financial limits of the school. Again with the question of relevancy. Specialized education will come.

ELLEN BARATA: I'm back on my favorite subject--extension courses. I would like the faculty to reconsider continuing the extension program for its highly motivated extension students,

20 of whom cared enough to come in today from Westchester and Connecticut.

COSGROVE presented Items for Student Faculty Discussion compiled at earlier student meetings.

SHARIFY: "There is never enough communication." He enumerated his efforts to achieve it: general meeting early in the year; encouraging the Student Association; two reports to the student body at colloquia; instituting advisory system with much feedback from individual conferences with the dean, Mr. Hulton, and Mrs. Parr; developing colloquia (he said individual students have written to him in support of the colloquia which he feels are a change from individual conferences.)

Establishing the new advisory system; supporting Student Association Newsletter; establishing the Educational Planning Committee which has already met three times; supporting the colloquia, five of which have been arranged by the students; supporting interest group luncheons with faculty guests; setting up the bulletin board; inviting graduating students to the dean's home for dinner. "All these are in the area of communication."

LEE ALBRIGHT: Most of the communication channels are coming out one way.

PATRICIA BREIVIK: This has been one of the big frustrations for officers of the Student Association. Next to nothing comes from the bottom up. We can't guess what students are thinking. Also, we are not fronts or pawns.

KAREN JAMES: Don't say we are not interested because we have so many other responsibilities we can't stretch ourselves farther--communicate with us.

COSGROVE: We feel we should meet with the faculty once a semester as a group. We would like a pilot project and a demonstration library.

RAISSA FOMERAND: Couldn't we set up a community library?

JULIA MALLACH: Add to Book Selection and Function to include urban libraries,

KARP: The quality of communication changes with circumstances.

ROSE SELLEW: I came to study Cataloging and History of Libraries, not political action. Why were they cancelled?

FOMERAND: We need an urban library course. It would be more relevant. We're irrelevant.

RUTH BERNER: The dean has spoken of the size and structure of the school which make changes more possible. We should discuss the direction of the changes. I feel the school is at a crossroads. We now have four or five courses in information science.

DR. BUCHANAN: Three.

UNIDENTIFIED: For summer. How about fall?

BERNER: This is a "whopping investment" compared to not even one new course in urban libraries. "Lopsided, misplacement of values." We should think twice. We feel this is a very valid requirement.

BUCHANAN: Bring these to committee. (Educational Planning Committee--ed.)

CLARICE BERMAN: We're here now.

COSGROVE: We want these through the committee.

LOUISE STEELE: The school is changing underneath us. Am I wasting my time? Where am I going?

SARAH ADLERSTEIN: We want Adult Services. What about College and Research Libraries? Do we want so much information science?

UNIDENTIFIED (from Scarsdale): The committee doesn't meet often enough. The meetings are closed. This one is better. You tell us where we're going--you don't ask us.

ALBRIGHT: Information science is a good idea, but for the three courses offered, are there enough library books to support it? Do we have access to a computer? Do we have enough advanced students?

DR. BUCHANAN: We're working on this..

ALBRIGHT: Can you put your money on information science?

SHARIFY: Yes.

ALBRIGHT: Students want this kind of communication.

ARTHUR TANNENBAUM: I want to talk about ghettos. Why not have internship for credit in the ghettos. We have three information science courses and no ghetto training program.

BREIVIK: The association has wanted this.

HARRIETTE B. BROWN: As for "ghetto interneship", if you want to start an interneship any time, just telephone me. My name is Harriett Brown, Brooklyn District 32.

(Mrs. Harriett B. Brown, Supervisor of Libraries, District 32, Brooklyn--ed.)

MRS. PARR: And may I add that District 32 has an excellent librarian.

SHARON WEINSCHL: Students who are part-time because they have jobs are penalized in their choice of courses. We would like credit for work time.

COSGROVE: "Are there any faculty comments?"

MR. MANN: "I think you're doing very well."

FOMERAND: Planning Libraries for Developing Communities is a good idea, but it is not yet well put together. Two faculty members are needed, one with overseas and one with home experience.

DEAN SHARIFY: We're not opening our eyes to the needs of society. This is one reason for change. In information science we're not trying to lead-- We're trying to catch up with the rest of the country.

In this school five courses are required and seven can be selected. Of the seven, sometimes four can be in one field. Now information science is being added as another one of these fields.

The international dimension is not foreign. It is dealing with you as you are now. You're dealing with foreign material now. Even kids want to know about Viet Nam. And in college and research libraries if you want to understand your own society, you must understand the societies around you. In Oklahoma there is an Institute on International Librarianship for library school faculties. Only another dimension is being added.

BERMAN: We don't mind the additions. But we do mind the losses.

COSGROVE: Why half the world when we can't even handle our own urban problems?

PHYLLIS WOJAN: We now have no Special Libraries, No Business Libraries, no courses in upper echelon management and none in business administration. We have all the tool courses good for these but no more.

DEAN SHARIFY: As for tool courses, there can be functional courses taught at all levels or there can be institutional courses such as Special Libraries including cataloging and reference. The feedback to the dean has shown discontent with repetition, so the functional courses have been developed. Then the speakers on public, special and school libraries are selected for colloquium. Trust these teachers and myself in the totality of the situation.

MRS. PARR: There are two things I want to say. Someone has mentioned the team-taught course. This takes

time and planning.

Also, what do you wish to do? Do you know without guidance? On the new forms "advisement" is included.

KARP: Perhaps written communication, maybe anonymous, would give a more realistic feedback.

PATRICIA WALSH: We're a small school. Do we survey all these areas or concentrate in depth on a few? We're too small to do both.

HELEN BEATTIE: Many of us take more than a year to get our degree and we would like to know what courses are coming up in the long range. Courses disappear out from under us.

MR. HULTON: We hope to project a full year's schedule and can possibly do a full schedule.

MRS. HARDENDORFF cautioned against the attitude "nothing ever changes." "If we limit your concept to the immediate New York area, in five years you may have moved out of the greater New York area. There's another part of the United States as great as the New York area."

DEAN SHARIFY: We would be delighted with an urban course.

MALLACH: What is the faculty feeling on a pilot project?

MRS. HARDENDORFF: When you get a grant, there is a real commitment as to who, where, how it is to be run.

MRS. PARR: I would suggest interested persons might benefit from reading accounts of the trials and errors of the project at the University of Maryland.

MR. HULTON: This is not a simple thing. But the faculty shares the concern.

FRANCES LANDAU: We could substitute work in a neighborhood library.

JOAN SCHAEFFER: I would like to talk about pass-fail.

## SECTION II

FOMERAND: Before we do, I would like to speak for Dr. Aman who could not be here but who has given us some figures on his Library Science Library budget. The annual Library Science book budget for 1968-1969 is \$4,490. The approximate budgets for other libraries at Pratt for the same year are \$22,000--reference; \$18,000--Science; and \$20,000--Art. Library Science buys about 70 books a month of the 300 available. Also, there is a suggestion box in the LS Library although it moves around a bit, and there is a new area for placement material.

(The suggestion box is now on the card catalog; and the placement material is on the carrells.--ed.)

DR. BUCHANAN: Coming from a business world after some absence from the education field, I was amazed at the library and am now building up the LS Library in information science.

BEATTY suggested rental books.

OTHERS: Dr. Aman needs more money. The Library Science Library is a research, not a textbook, library.

BERNER: I am shocked at the lopsided library budget. There's also a credibility gap about scholarships available. As for scholarships, there is no system, no equitable method of distribution, and no good way of distributing information.

DEAN SHARIFY: I am also shocked at the library. Dr. Aman is doing his best. He is under Dr. Estes, not the Library School. The dean can only express his influence in short notes to Dr. Estes and the Vice-Presidents of Business and Academic Affairs. "We do lobby. We do anything we can." It might help to have a strong letter about this written to the dean from the Student Association.

COSGROVE: Would student signatures help?

DEAN SHARIFY: Yes.

As for scholarships. We have some

SECTION II

under the Higher Education Act. In fact, we got extra money this way the day I arrived at Pratt and I had to look quickly to see who best qualified. We had to hurry or lose the money. There were 12 scholarships. There are only 7 this year--less money for scholarships and more for the Institute. I have tried to make a shift.

There are also Dean's Scholarships when a student is taking more courses than he can afford. For example, if the student is taking four courses, the school pays for two.

There is also state and city money for scholarships, all in cataloging, and one scholarship for one foreign student.

These are listed in the catalog.

MCNEIL: I feel it was the dean's job to announce the closing of classes on the radio.

DR. BUCHANAN: The Student Association offered to call and took the responsibility.

SCHAEFFER: Could we discuss pass-fail and also attendance and cuts?

DR. HULTON: There is no policy on cuts.

MRS. QUIER: This is an individual thing. As for pass-fail, how many of you would be actually happy if you got a pass or a fail grade?

ALBRIGHT: Mrs. Quier, can you say you really need a final examination to determine a student's grade?

MRS. QUIER: I can't grade without an exam. We take regular work and written assignments into consideration, but an exam is needed and even then a lot of thought is required.

DEAN SHARIFY: The pass-fail system was tried for one course at Pittsburgh but it wasn't a success. The students wanted more.

EDITH COAR: The work you do in a course is what counts. Possibly with recommendations to honor society. I favor pass-fail.

JILL FISCHMAN: I'm against pass-fail.

BEATTY: How does pass-fail affect transfers?

DEAN SHARIFY: One school at Pratt considered it, but this was not too well received. Transfers are a difficulty.

DR. BUCHANAN: In business I conducted many interviews. And they definitely look at grades. All A's are worth more than all passes.

COAR: What about faculty comments?

DEAN SHARIFY: All schools have remarks, and they are almost always favorable. "No comment" would be less work for the faculty, but comments are needed.

LIES, LIES AND MORE LIES!

DR. J.B. DONOVAN HAS DONE IT AGAIN!

PRESIDENT DONOVAN OF PRATT INSTITUTE HAS DELIBERATELY BROKEN ONE OF THE PRELIMINARY AGREEMENTS REACHED IN A MEETING WITH PRATT'S BLACK STUDENTS UNION ON MAY 9th AND 10th. THE MEET-  
ING HAD RESULTED IN THE OPENING OF NEGOTIATIONS DEALING WITH THE DEMANDS OF THE BLACK STUDENTS. YES, HE LIED!

THURSDAY, MAY 8th, DR. J.B. DONOVAN PROMISED "IN GOOD FAITH" THAT HE HAD SPOKEN WITH THE DISTRICT ATTORNEY, ASKING THAT THE CHARGES AGAINST THE TEN STUDENTS ARRESTED ON MONDAY, MAY 5th, BE DROPPED. HE FURTHER STATED THAT IF CHARGES WERE NOT DROPPED HE WOULD APPEAR IN COURT PERSONALLY, AS PRESIDENT AND ATTORNEY, TO RESTATE HIS REQUEST OF THE D.A.'S OFFICE.

MONDAY, MAY 12th, THE TEN STUDENTS WHO HAD BEEN ARRESTED APPEARED IN BROOKLYN CRIMINAL COURT, AWAITING THE ENACTMENT OF PRESIDENT DONOVAN'S PREVIOUS COMMITMENT. DONOVAN DID NOT APPEAR IN COURT. DUE TO DR. DONOVAN'S ABSCENCE IN COURT, CHARGES WERE NOT DROPPED AND A NEW TRIAL DATE WAS SET FOR JUNE 3rd, 1969.

DR. DONOVAN DID NOT KEEP HIS PROMISE!!!

THIS CAN ONLY BE LOOKED UPON AS AN ADDITIONAL BREACH OF FAITH ON DR. DONOVAN'S PART AND IS A CLEAR EXAMPLE OF THE GAME HE IS PLAYING.

BLACK STUDENTS UNION  
PRATT INSTITUTE

PLATT INSTITUTE BROOKLYN - NEW YORK 711

OFFICE OF THE PRESIDENT

May 8, 1969

To: Academic Vice President Sass

From: President Donovan

As a result of a conference with the Black Students Union on Wednesday, May 8th, I wish you to communicate with the Dean or other governing authority in every school on campus and request that they confer with their faculties as soon as possible on what is a currently urgent problem.

Because of various campus disorders a great many instruction hours have been lost. Notwithstanding their position on other matters, the students (white and black) would like special efforts by the faculty to enable them to make up lost time and not suffer academic setbacks because of class absence.

I would appreciate your communicating to the Deans my personal urging that all faculty cooperate to this end.

## STATEMENT FROM BLACK STUDENTS UNION

We the Black Students Union of Pratt Institute, find it necessary for the following assertions to be met prior to any meaningful discourse between representatives of BLACK STUDENTS of the Union and Dr. James B. Donovan, concerning the demands presented on April 29, 1969:

1. Pratt Institute refrain from pressing charges against the ten persons arrested in the demonstration on the morning of May 5, 1969, and see to it that all charges are dropped. This would include refraining from pressing charges against these persons, retrieving and destroying "mug shots," finger prints, etc., held by the Police Department and incur all costs and expenses related to the above mentioned incidents.
2. The Administration refrain from scholastic harassments, including harassment on final grades, threats to rescind scholarship agreements and all forms of financial aid, threats of disciplinary action for involvement in student demonstrations, disciplinary action via subjective class attendance policies, as well as singling out of concerned Black Students for disciplinary action.
3. Pratt Institute remove all uniformed and plainclothed policemen from campus, as well as cease all institutional support for police harassment of Black Students in the dormitories and in the institutions' vicinity.
4. The Institute discontinue its blatant repressive powers toward the Black Students Union, including the release of all funds endowed to this campus organization.

Signed:

BLACK STUDENTS UNION  
Pratt Institute  
Brooklyn, New York

Vice-President Roy Senour

June 4, 1969

Nasser Sharify

"STEP" Program

I assume the "STEP" Program as formulated is directed toward the under-graduate program, therefore, we at the Graduate School of Library and Information Science do not have any suggestions for a formalized program at this time.

NS:jds

cc: Vice-President Sass

OFFICE OF  
VICE PRESIDENT  
ADMINISTRATIVE AFFAIRS

To: Administrative Officers  
From: Roy R. Senour, Jr.  
Date: June 20, 1969  
Re: Search for Black Administrators

You are aware of the item in the Memorandum of Understanding reached with the Black Students Union during the Spring Semester which indicated that we would make every effort to identify and attract well-qualified Black administrators whenever possible. I quote the following:

Black Administrative Staff: BSU intended Demand #4 to relate to professional administrators. BSU was concerned for the need for more Black counselors, e. g., financial and administrative counselors in a policy-making capacity.

There was discussion of two Black companies who recruit Black executives. It was agreed that the administration would seek out such Black policy-making personnel and that Earl Kelly and Darnely Beckles would work closely with Drs. Senour and Williams to this end.

In order to facilitate your search for qualified Black administrators and personnel on all levels the Black Students Union has provided us with the following list of employment agencies which specialize in identifying Black candidates for administrative positions:

Boone & Young Associates  
5th Avenue at 45th Street  
New York, New York 661-3044 :

Richard Clarke Associates, Inc.  
1270 Sixth Avenue  
New York, New York LT 1-3400

RAN Associates, Inc.  
2090 7th Avenue  
New York, New York 866-7000

I hope that the above information will be of assistance.