

THE CATALYST

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◆ ◆ EXTRA ◆ ◆

THE MASTER PLAN or PARANOIA REIGNS SUPREME

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The Master Plan of the State University College at Old Westbury has been, is now, and will be for time to come, the focal point of attention and in all too many cases paranoia in dealing with the issues it presents and represents. In trying to enlighten the community as to what is written in the plan, what is implied, and what power, if any, the student body may exercise in the formulating of either this or subsequent revisions of the plan, we at the Catalyst have embarked on our most challenging task in our short history. We intend to do justice to all concerned with particular attention given to the needs and wants of the students.

The explanation of the plan calls for a detailed breakdown and analysis of what is written, what was written in the former plans, and what is implied by the structuring of the new programs detailed in the growing concept of the college. In order to deal with implications, which can be subtle, I felt that an interview, or a series of interviews with Dr. John D. Maquire, President of the College was imperative. An analysis of the plan will start in this issue and continue in subsequent issues until all of the details have been satisfactorily explained and understood from all possible sides. This will be done in both our feature writing and news writing. For the contribution of the News Department in this issue, I will discuss my interview with John Maquire pertaining to the Master Plan and some of the explanations given as to the motivation behind the change.

First let me state to the community that our position in this, and indeed all matters, is that words do not make the measure of a man's worth but action in his deeds does. We believe in the words spoken by Dr. Maquire in our interview, for they seemed to represent the best interests of the students in relation to the new wave of pressure from Albany to modify the concept of this school. However, his words have now created for him perhaps the most difficult task of his career, and that is justification of his words by his action with students, faculty, and the su-

preme powers in Albany. While he continues to fight for us in what was ostensibly his brain-child, the students will be his staunchest supporters and allies. When he stops his fight, or without extremely good cause contradicts his intentions, we will systematically plan and organize and carry out his decline and fall.

There is no question that here has been a distinct deviation in the concept of the original experimental college at Planting Fields and the concept of the education of the "historically bypassed." This change however, reflects a definite change for the better as it does not confine the system of education of being one which caters only to the gifted student who is able to work in a "classroom without walls" which is the basic theory of Empire State College. The
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SLUG: "Master Plans" A Special Report.

by Frank Mortis

The College at Old Westbury to date has had two "Master Plans" for its growth. These plans are dated April '72 and August '73 with a further revision expected to be completed on or about November 1, '73. The projections in the plan of August '73 for the student of disadvantaged background has changed in critical areas of educational opportunity and in student enrollment capacity for minorities. These expansions in the basic policies involving the minority student are not all to the advantage of the colleges existing racial and economic composition... especially in the area of financial aid.

As of this writing, it is conceivable that the cost of education to the minority student will have to be a combination of public grants, personal funds, and the capacity to acquire a great deal of debt. Admittedly, this is nothing new. But we haven't always had the benefit of a Master Plan.

The author is reminded of an ambitious but poor black student who turned Mama's picture to the wall and ventured off to the "frozen north" to get some "education". Well our boy survived for three years on peanut butter, cold baloney, and a dishwashing job which he shared with his girlfriend, whose financial situation wasn't much

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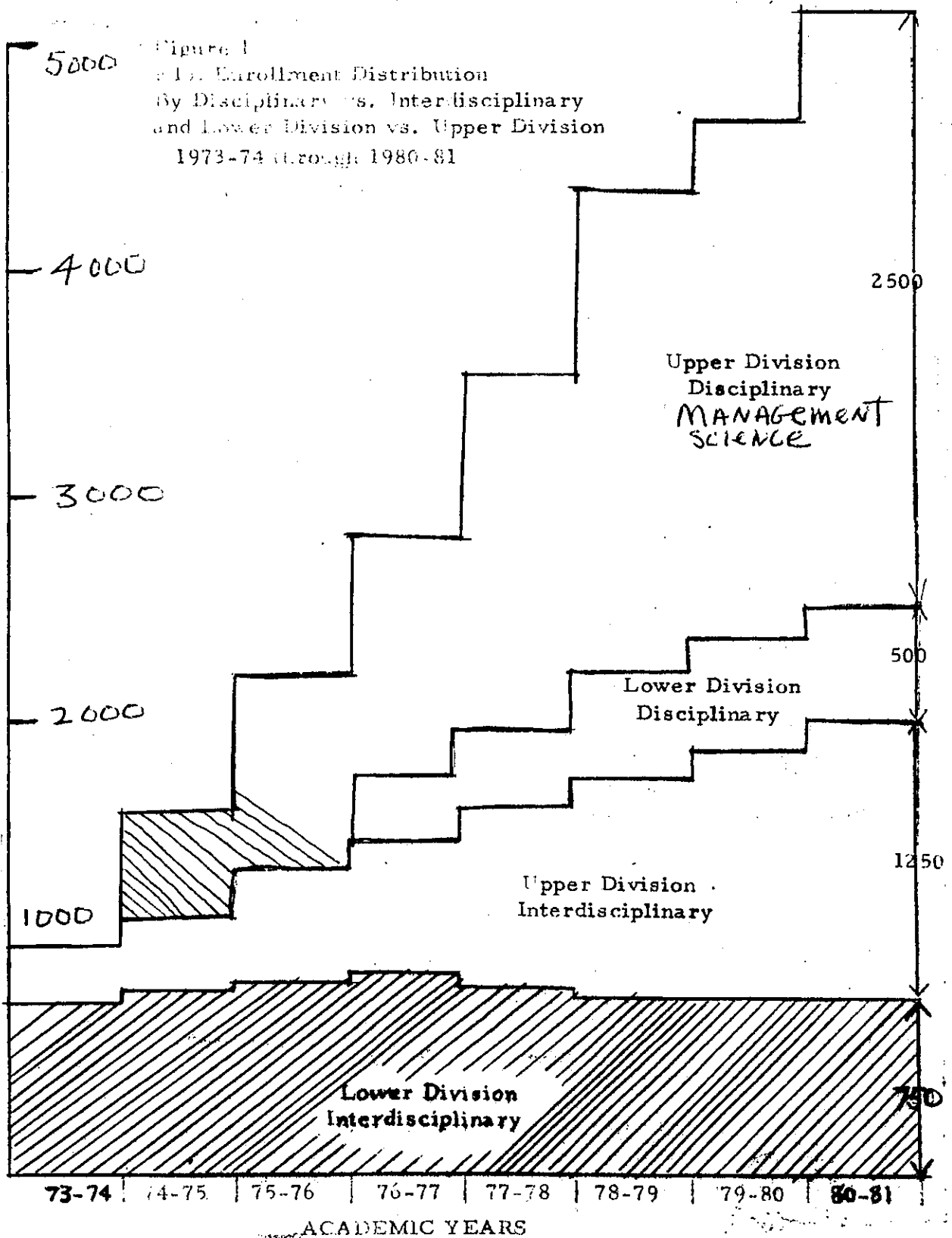
better than his. The dude managed though because the college had no tuition requirements, only a nominal fee which amounted to what some students pay to cover lab and activities fees.

Everything changed for our hero when a gray haired faculty friend told him that he was about to be rained on by some dudes from Albany. They had gray hair also, but they didn't particularly care whether or not clever little people like himself were able to acquire the magical state of becoming educated. "You see," the old gentleman explained, "these people thought that by adding tuition, they would bring prestige to their positions as Trustees and in addition raise the status of the college." Well, our boy felt that this was odd reasoning, especially in light of the fact that the school was part of the largest free university in the world. The old teacher agreed that this was indeed a unique status for the university, but our man, game as he was, conceded that such status means little in the real world of dollars and cents.

So, the rain that fell on our man's head turned to snow. The college band formed in the court under the big elm trees of the campus and began to play the Stars and Stripes Forever. The gray haired ones introduced the super powerful politicians who augment their positions with a deluge of words as the students, seekers of knowledge and truth, began to turn away to continue their search. The snow fell lightly at first. The band played faithfully to the approval of the Trustees who then applauded their powerful political friend as he spoke to an empty court yard.

Well, about the only thing that isn't still around from this little flashback is the band. As far as our boy is concerned, he has just acquired a whole lot of friends who are in the same snow storm. Today, however, unlike earlier times, the Master Plan for his future has been laid out for him to see, complete with pictures. How is he to achieve his educational goals under this plan?

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change has reflected the feeling that the student who has the desire to achieve his college level education but lacks the structured educational background due to the system's inability to cope with the problems of the Third World Community, and lacks the necessary funds to both finance his education and finance his existence while in school, will now have the facilities available to him or her in which to do so in a relatively comfortable setting. This is undoubtedly an ideal situation which was professed to many students upon the original recruitment program here at the college, and which, unfortunately, has not been totally followed upon, for several reasons.

Firstly, in terms of Financial Aid, it has been reported quite succinctly that the Federal Student Financial Aid Funds-- EOG, College Work Study, NDS Loans--have been reduced drastically from \$600,000 to \$175,000. Dr. Maquire stated that, "..... The reason for this was a policy decision at the regional HFW level 'to bring Old Westbury more nearly into line with other institutions and secondarily that insufficiently documented records had been kept prior to the arrival of the new Director of Financial Aid, Tom Russel'... Maquire also said, "... The records are being updated now in an extremely efficient manner, and we will prepare another request for an increase in our student funds which will be presented to Washington in December of this year. I feel quite strongly that with the updated records we have a good chance to be granted an increase."

In dealing with the new plan's concept of admissions pertaining to the requirements and needs of Long Island two-year college students, this pressure to make a proportion of 75% upper division students to 25% lower division students results from a year-long Albany study of Long Island. The Regional Master Plan places this distribution on the shoulders of the administration here without recourse. Circumstances being as they are, it would appear that our school has now the added responsibility of attempting to guarantee that the admissions policies pertaining to lower division students, which are controlled here, be structured to insure the influx of "historically bypassed" students as are now in attendance to achieve somewhat of a balance socially and academically, as well as the increase in financial aid to achieve a semblance of economic balance on campus. John Maguire maintained that, "... Our policy of admitting the student who has heretofore been neglected in our educational system will be maintained up to the limits permitted us under the guidelines created by the Central Administration in Albany, and up to our capability to support economically needy students through financial aid."

The specific numbers of new students admitted and the types of programs which will be available will be reported specifically in subsequent issues, initially being instituted in this issue, but now I can deal only with this substantiated statement of Dr. Maguire's. "To say that the concept of programs designed specifically for the bypassed, initially academically unprepared students are being phased out

is simply not true. We are, actually, adding new faculty members to the skills program in disproportionate numbers in comparison to the addition of new faculty positions in other areas. Specifically, we now have the equivalent of eight faculty members in the Skills area. In the 1974-75 budget we are requesting 33 new faculty positions, and 5 posts are in Skills. Would this addition indicate a phasing out of a program or suggest a marked decrease in the number of students we intend to admit who would require this type of assistance? I would insist not".

When confronted on the problem of the gymnasium, Dr. Maquire stated, "....."The original construction plan called for the Gym to be placed on what was, unfortunately, the biggest bog on the estate. The drainage was so poor that construction could not begin and therefore plans had to be revamped to move the Gym closer to the existing complex and to dryer ground. We feel that construction will be completed by 1976 and although this does not present a bright picture to the students now in attendance, the problem goes back to the initial planning stages in the late 60's and the consequences must now be dealt with by the administration and the student body in finding alternate temporary means to allay the situation.".....

As far as the student's role in formulation of a course of action for this college, we feel thusly. When all areas of conflict are somewhat settled, particularly faculty's grievances which will be covered specifically in other writings, it will be seen that a huge amount of power is wielded by the students in their academic performance here at school. If there is a particular program of study which is desirable to the students, but is conceivably slated for oblivion, the students' own record of achievement will speak quite strongly for the maintenance of this program, and Dr. Maquire will have the power behind him to support him as he deals with the other publics and political powers that be in enforcing our legitimate and just demands.

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First of all, he and his rained on buddies for the most part fall into the interdisciplinary programs where the design of the education is for Black and Puerto Rican minorities; They are in a "... Public Educational Institution... in an area which provides very little educational opportunity for exceptional students who are poor, representatives of racial minorities, older, and who are veterans." That was the old plan dated April 1972, and hereafter will be referred to as M. P. APRIL 72. The new deal, or plan, depending on your politics will continue to accommodate the above mentioned people, but our boy is going to get some additional friends with degrees from the two year colleges. These friends are from the surrounding community who will constitute the vast majority of the new enrollment. Why? Well, it seems that a clause on the original

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plan states, "The growth changes will depend on the changes and needs of the population surrounding the college." M. P. APRIL 72. This of course, does not include the people from New York City. This loophole has been acted upon with the full political force representing our Boy's new associates from Nassau and Suffolk Counties in Albany. What does all this mean to the future of the college which many people were led to believe would be primarily for Third World People?

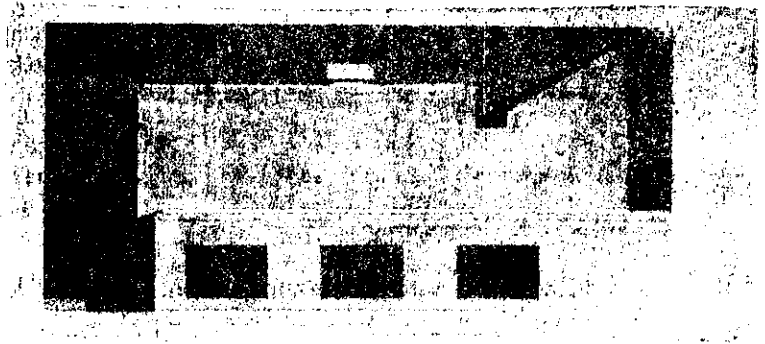
Simply stated, the number of slots that will be available will reflect the initial commitment of M. P. april 72, and in fact, that is all it will do. The growth projection in the picture that was drawn for us (note chart pg. 2) shows that between the years 1973-81 the growth in the number of slots made available to "us" is almost non-existent while at the same time the number of slots available to those with 2-year college degrees almost triples. It looks like the old guys think that our hero's friends are going to even off the number of babies they produce who will need some space in this college for their education.

Now let's take a closer look at our newly arriving 2-year college grads.

1. They will be coming from a relatively high level of affluence when compared to the folks from New York City, who are largely Black and Puerto Rican.
2. Our associates will have greater accessibility to the education, simply because there will be more seats available to them.
3. The composition of our student associates will not constitute a majority of Black or Puerto Rican students, because the colleges from which they were graduated were not of this ethnic makeup.
4. The politics that have pressured the administration to stretch the meaning of clauses in (MAPA 72). Relating to filling community needs, is in their favor because their parents are representative of the majority of the residence of this and neighboring Suffolk County--that means racially and politically they tend to that means racially and politically they are more powerful in Albany.
5. Last, but not least of this list of pluses is the fact that more likely than not they are going to have access to the Bread to get over at Old Westbury, because although there are some Blacks and Puerto Ricans in this body of new students they will be eligible for E.O.P. grants because they will be unable to state that they are educationally deprived.

While F.O.G. is based on need there is very little money left, certainly not enough to adequately accommodate the needs in terms of the number of students applying for grants nor in terms of the amounts that will be needed to cover the cost of expenses.

What about B.O.G.? F.O.G. is destined to be cut out completely with the trust axe of congress, and F.O.G. will be replaced by B.O.G., but with the capacity to provide far



less funding. Less than what will be required to fully meet the expense of the cost of education, due to the increase in the number of applicants.

It now appears that at this point, one thing is for sure, our boy and his runnin' buddies are going to have to hustle a lot harder to get through the maze.

For example, in the area of management Science, one of the new disciplinary areas to be added. This field covers the training for all those persons who now supervise employees who make up the lower echelon of the working force in business, government and social service agencies. (i. e. Who is going to be the boss, who determines the hiring and the firing and who runs the labor unions in all of the areas where working class Blacks and Puerto Ricans obtain their bread). This field of study will be dominated by the white two-year graduates whose programs were designed to fit right into this upper division discipline. (MP August 72)

And furthermore, it is practically insured that it will be predominately white because the new students will be able to pay for the training and they will have the specific backgrounds for the program obtained from the two-year colleges professional training programs.

Quote on Management Science, "The division is designed to be strictly for undergraduate juniors and seniors."

The first question is how is a student from this college eligible for this program for upper division students if it is made up of students who have associate degrees in professional training from two-year colleges that offer programs in, say for instance, "dental technology." Furthermore, how is it going to be possible for a student to take advantage of the ... "practical experience provided by a cooperative plan in which students go to school part of the time and work in a related area of training part of the time?" Old Westbury students have no such previous training in which management would fit. Management Science is the preparatory study for that class of Americans who control industry and government at the level that most Black and Puerto Ricans are employed.

General studies are an asset and not a threat to the existing studies available to Third World People. It is difficult, if not near impossible to obtain admission to a graduate school without them, yet there is no mention

in any of the new programs of the Master Plan that would enable bi-lingual students for example to obtain adequate training in general studies important for those seeking admission to medical schools, management science which is a program of training for leadership positions in government, business and industry and none in the arts and sciences, the essence of liberal arts degree requirements.

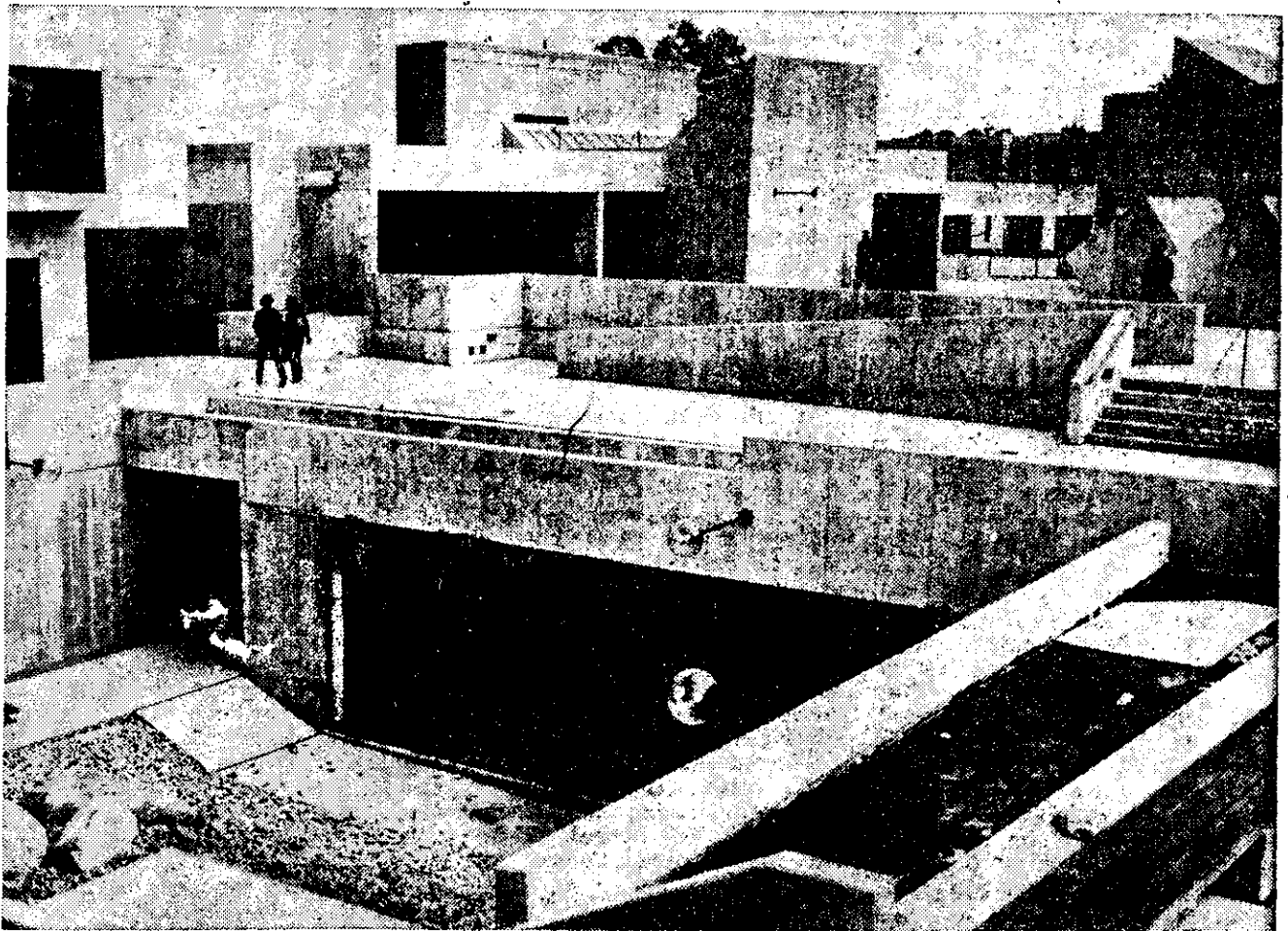
All mazes have possible solutions providing the creators of these plans play the game fairly. In the case of the final master plan, MP November 73, this remains to be seen. In the case of MP April 72, it was probably too beneficial to our boy and his friends to be allowed to exist intact and finally in the case of MP August 72, there is a way through the maze if you don't blow your cool by forgetting that politicians can't play fair, and that if

you're ready to get down to some for-real studying, you can raise your grades and get right-on-over on the whole deal.

Does that sound like the non-competitive atmosphere is changing if it hasn't already. You bet your a--! In fact it is going to be an out-an-out foot race that some of us have been set up not to be able to win because of the atmosphere of non-competitiveness that existed prior to MP August 72.

Forcing ones self to raise our overall academic performance is competitive, but so is the world in which we must work.

As for those of us who might not be so fast on our feet... well, no one has seen anybody just lay down and get left out, however, the farmers almanac does predict a hard winter with lots of snow.



FORUMS ON THE MASTER PLAN

The final revision of the Master Plan for the College at Old Westbury is due by Thanksgiving. To fully understand both the contents of the Plan and to participate in the final preparations, please make a special effort to attend the scheduled forums between Administration, Faculty and Students to be held starting on Tuesday, November 20, 1973, at 4:30 P.M. in B-100. The next meeting will be announced at that time, with notices posted throughout the school.

Stop hanging out and rapping waiting for the axe to fall. Exercise your rights and attend the meeting contributing your ideas and make yourselves heard!