

SUGGESTION FOR DISCUSSION

The following are proposals which came out of the committee discussions on Friday. These are by no means final; their purpose is solely to serve as a basis for Saturday's discussion. We hope that the entire range of student opinion is represented in these proposals. Saturday's agenda will revolve around discussion, amendment, and correction of the following propositions. During the plenary session of Saturday evening, we hope to have to entertain as little new business as possible; therefore, Saturday's discussions should concentrate on the formulation of specific proposals based on the following recommendations.

- I. We support a substantial increase in the number of students who are capable of contributing to the college and receiving from it, but whose potential is less easily measured by traditional measures. We therefore propose an acceptance of ten to twenty such students by Sept. 1969, including transfer students, especially students from junior colleges. We express our intention of finding out between now and Sept. what has happened in other schools which have tried this experiment, and exploring the opinions of Black educators.
- II. We propose that steps be immediately taken to hire a Black counselor, that elected representatives of the Black community participate in this choice, and that these representatives be empowered to veto the choices of the college administration with regard to this selection. The committee to select a Black counselor should be divided equally between faculty and Black student members. The Black student members should have a veto.
 - II.A. Alternative proposal:
We propose that the faculty appoint members of a committee to decide the type of qualifications required in a Black counselor and to decide the needs of the administration in selecting this counselor. In the implementation of this proposal, we suggest:
 - a. that students be included in the committee,
 - b. that SASS have a weighted vote on the committee,
 - c. that SASS have the final review of candidates.
- III. We realize that the aim of increasing Black enrollment at Swarthmore may necessitate the admission of significant numbers of so-called "risk" Black students. Objections to this proposal point out that such students may find particular difficulty, especially at first, in successfully dealing with the Swarthmore program. We believe these objections can be effectively dealt with by the following proposals:
 - a. that a program of extensive tutoring for those students who need it be organized,
 - b. that the flexibilities possible under the CEP proposals be used to help risk students experiencing difficulties work out programs to accommodate particular weaknesses in preparation,
 - c. that the option of a five year program, allowing ~~in~~ three courses a semester be established for students needing a reduced work load,
 - d. that petitions be circulated among majors, seniors in the area, and faculty wives, who would be willing to devote time to help risk students, and that these results be presented to faculty, administration, and SASS.
 - e. that a strenuous effort be made to secure additional funds and that these funds be applied to increasing risk student admissions.

- IV. We strongly recommend that the feasibility of establishing a permanent four-year accredited high school be considered by Swarthmore, perhaps in conjunction with other colleges, for underprivileged day students, and that steps be taken immediately to implement this proposal.
- V. The Admissions Office should hire currently enrolled Swarthmore Black students, and alumni to recruit ~~XXXXX~~ applicants from Black schools and neighborhoods.

VI. Swarthmore should create a viable Black community, which is socially and academically stimulating for the Black community. By "socially stimulating," we refer to increasing the number of Black students, and hiring Black counselors, according to SASS's demands; by "academically stimulating" we refer to the installation of Black studies, Black creative arts programs, and other Black oriented courses into the regular college curriculum, as well as the hiring of Black faculty members.

VII. We urge President Smith to implement immediately the recommendations endorsed by the faculty on the formation of a committee for selection of a Black counselor, and a committee to advise on problems connected with admission with Black students.

We urge President Smith to meet ~~by~~ ~~X~~ as soon as possible with appropriate students groups which we conceive to be Student Council and SASS members to work out the details concerning the make-up of the committees, their functions, and the method of selection and other relevant topics.

The Ad Hoc ~~XXXXXXXXXXXXXXXXXXXX~~ Black Admissions Committee will be empowered by students, faculty, and administration to implement proposals which have been approved by faculty and students, and to formulate further proposals for Black admissions policy.

We suggest that the Ad Hoc Black Admissions Committee adopt the following order of business:

First, coordination of the Black admissions policy based on the SASS recommendations and faculty resolutions.

Second, the AHBAC will formulate a new membership for the permanent Admissions Policy Committee. It is expected that this task will not be undertaken until implementation of the new Black admissions policy has begun.

We suggest that the relation of the AHBAC to the permanent APC be reviewed no later than one year from now. If it is felt at this time that the new structure of the APC guarantees adequate representation of Black interests in the area of Black admissions, it will be reasonable to disband the AHBAC.

It is understood that any decision of action of AHBAC will be subject to the review of SASS, SC, faculty, administration, or any other interested parties in the community as have legitimate concern in the ~~xxxxxx~~ future decision making processes of the college. Further changes in the decision making structure of the college may modify the particular functions and operations of the AHBAC, but it is deemed infeasible to specify the exact procedure for accountability at this time.

WHERE DO WE GO FROM HERE ?

Various positions emerging from Friday's workshops

- I. Resolved that the discussion of restructuring the university and student's assertion of their rights to participate on all levels ~~of~~ of decision-making which affect them be deferred to a later date, perhaps "Student Week", so that the immediate issue of the black students' demands will be our sole concern.
- II. Resolved that the above dichotomy is both unrealistic and unacceptable; that consideration of the four demands most recently issued by SASS (Thursday noon) necessarily entails a discussion of restructuring the decision-making process of the college.
- III. Resolved that there exist student participation, both black and white, in the decision-making processes, specifically but not exclusively in faculty meetings, at least within the current crisis.
- IV. Resolved that a new decision-making body composed of
 - A. 50% students and 50% faculty
 1. necessarily including the President of the college and the President of Student Council
 2. with necessary representation of black students
 - a. elected at large
 - b. appointed by SASS
 3. one figure of 20 students and 20 faculty has been proposed
 - B. 40% students, 40% faculty, and 40% administration
 - C. 1/3 students, 1/3 faculty, and 1/3 administrationbe immediately empowered to deal with the present crisis
- V. That the above body proceed to act as a constitutional convention to institute a permanent Senate.
(the composition of which would follow one of the above guidelines)
subject to a final referendum of the entire student body and faculty.
- VI. Resolved that this resultant permanent Senate submit its decisions to the Board of Managers
 - A. That the Senate may override a possible veto by the Board of Managers with a two-thirds vote.

Proposals Concerning The Actions of SASS
and the Course of College Life

I.

1. We do not support any personal attacks, including those on Mr. Hargadoh, which is to say we don't support the demand asking that he be fired if the demands aren't met.
2. A. We don't support SASS' confrontation tactics.
2. B. SASS' action, its condemnation of the administration as racist and totally unresponsive, its decision to make non-negotiable demands, is an unjustified action. Their refusal to leave the admissions office and threats concerning this as only the beginning are blackmail and in direct opposition to constructive community decision-making, which SASS has said is one of its goals.
3. We don't see any need to get SASS out of the Admissions Office if this means either immediately agreeing to their demands or the use of outside force.
4. We want to make sure that non-SASS Black students are represented or heard.
5. We support the refusal by the administration and the faculty to be moved by threats.

II. Pro and Con

1. We ask that there be no immediate disruption of college life, that classes and exams proceed. Discussion of the crucial issues should continue, with formal action to be taken soon but at a later time.
2. A continuation of discussions until the crisis situation has reached a working solution (postponement of all college business); that is, until the admissions office is vacated in accordance with SASS' present demands and that there exist black and white student participation in the decision-making process.