

some evidence of intellectual potential but have not done so in conventional ways that can be measured by scholastic aptitude tests or school records. In other words, their previous academic achievements have not been commensurate with their abilities because they have suffered from economic, racial, and cultural disadvantages. These students will reside in The Claremont Colleges and carry so far as possible regular courses offered by the Colleges. They will also, as necessary, be given supplemental work in special seminars and individual tutorial sessions. They will be eligible to participate in this program for up to two years. At the end of that time, or earlier if the Director and the Faculty Governing Committee of the program so determine, they will, if they have successfully fulfilled the promise they had shown, be transferred to regular degree programs at The Claremont Colleges and placed at the point in those programs which they have attained through their studies in the transitional months. Those who do not develop according to expectation will be counseled to terminate their educational experience by transferring to some other institution — perhaps a junior college.

This fall Scripps College will enroll six students who have been admitted under this program. They will live in the residence halls and will participate in the regular life of the College.

The other two programs, conducted under the auspices of the Center for Educational Opportunity at The Claremont Colleges, will not have such an immediate connection to Scripps College. The first of these is an Upward Bound program, another summer project chiefly for high school students. The other is a High School Equivalency Program for children of migrant farm workers. Students participating in this program will be housed on the Pitzer campus. The program is financed by a grant from the Office of Economic Opportunity.

In addition to these programs, Scripps and the other Claremont Colleges have been attempting for some years to admit in regular status students from the minority communities who are fully qualified to carry on the academic programs of the colleges. In the time I have been here the experience of Scripps in admitting such students has varied widely from year to year. Two years ago this fall we were able to admit two Negro girls. A year later we offered admission to four

but none accepted. This spring we admitted and received acceptances from four Negro girls who will enter as freshmen in September, 1968. The results this year may in part be owing to the work of a black graduate student who last fall and winter assisted the admissions officers in The Claremont Colleges, including Miss Marilyn Blum of Scripps, in recruiting likely black students for admission.

It was against the background of such slowly evolving policies and practices that the Black Students Union of The Claremont Colleges, established last fall, submitted a set of demands for further and more rapid changes in the procedures of the six colleges. These were similar to demands made of Stanford and other American colleges and universities. The presidents of the six Claremont Colleges without hesitation met with the members of the B.S.U. and worked out arrangements for a joint committee to draft an agreement on those issues.

This agreement, which in its final form was accepted both by the presidents and the B.S.U. on May 30th, opens with this statement: "We, the presidents of The Claremont Colleges, are aware of the evils of racial prejudice and discrimination and of the responsibility that educators and educational institutions have to share knowledge about these evils and about ways to eliminate them." The remainder of the statement contains nine points.

"The colleges will seek to build student bodies which will reflect the ethnic distribution within the nation. They will try to find and offer admission to a minimum of 10% black students beginning in 1969. They will make a more extensive recruitment effort in junior colleges as well as in high schools.

"The colleges will try to hire a black admissions officer to assist in this recruitment, by September, 1968. (In July the colleges appointed Mr. Bert Hammond, who was the first administrator of Project Open Future, to be the black admissions officer who will assist directors of admission of the various colleges in recruiting minority students.)

"For the 1969-70 academic year, five marginal or 'high-risk' undergraduates from minority groups from a list submitted by the Union will be admitted among the colleges.

"The presidents will urge their boards of trustees to provide additional scholarship funds so that needy first-year students will not have to work during the school year.

"Students of The Claremont Colleges will not be allowed to live in local housing in which the practice of racial discrimination has been proved.

"The presidents will urge the Honnold Library Council to provide ample funds for books and magazines dealing with black literature, black history and Africa.

"The present policy of equal-opportunity employment was reaffirmed.

"The colleges will seek to recruit and appoint additional faculty members from minority groups, especially black.

"The presidents will propose to their faculties that they introduce new courses dealing with

American racial problems, examine present courses to see that proper attention is paid to these problems and consider intercollegiate courses in Afro-American studies which might lead to a major."

Finally I am pleased to report that the Scripps student body and faculty have expressed their overwhelming approval of these developments. This spring the student body presented me with a statement of their concern about how few Negro and Mexican-American students were enrolled in the College. It was signed by 73% of the student body. The faculty has time and again, through its committees and through actions in faculty meetings, shown its willingness to undertake the additional tasks these policies and activities will entail. With such a spirit to guide and sustain the College, Scripps can only grow stronger than ever in squarely facing one of the fundamental challenges of our day.

Faithfully yours,
MARK H. CURTIS

Entering Students

The 153 freshmen and 5 transfer students who will enroll in Scripps this fall have such diversified interests as building pipe organs, excavating Maidu villages in French Polynesia, dancing at Radio City Music Hall, or branding cattle at round-ups. Coming from 24 states and 7 countries, they represent 127 different high schools. The four foreign students come from Greece, Hong Kong, Japan, and Switzerland. Widely traveled, a quarter of the class has been abroad with many participating in foreign study programs.

As a group they present a mean high school grade point average of 3.4 with most standing in the top 20% of their high school graduating class.

Their SAT verbal score average is in the low 600's and their math score average is in the high 500's. Several have achieved recognition individually by being awarded the National Forensic League Degree of Excellence or by participating in Girls' State, the Model United Nations, the American Field Service, or the Junior Statesmen of American programs. Four music students have been teaching the piano, clarinet, and flute. One student has authored and published a literary magazine while another has organized her own nursery school. A class with such diversity and talent promises to make this an exciting year.

THE ADMISSIONS OFFICE