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The riverbank site for the festival has in the past been the scene of heavy flooding, and is relatively undeveloped. The Tulsa Jaycees, however, have recognized the new recreational potential of the once flood-prone area, and are working to draw community support for future development of the riverbank. Through the planning efforts of the jaycees, and the promotional attention created by KAKC, the River Parks Festival was able to draw over 150,000 Tulsa area residents during the 3-day celebration.

Without the tireless efforts of the Jaycees and KAKC, the festival could never have been so successful in drawing public attention to the river parks area, and generating community support for its future development. Countless members of the jaycees and employees of KAKC participated in the planning for the festival, but I would like to call particular attention, and offer my congratulations for a job well done, to the following individuals whose help made the festival such an overall success:

Fred Mendoza, Michael Wise, Terry Young, Carl Mark, Gary Stevens, Guy Brannon, Michael McCarthy and Charlie Derick. All of these men and many more persons made this first Tulsa River Parks Festival an exciting success.

A TRIBUTE TO BELEN ZAYAS

HON. MARIO BIAGGI

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 12, 1974

Mr. BIAGGI. Mr. Speaker, when she appeared at Radcliffe for an admissions interview, she was told she "had no business applying to a school like Radcliffe." Now, after maintaining an average high enough to remain on the dean's list every semester, Belen Zayas, is the first "working class, New York Puerto Rican" ever to complete the course of undergraduate studies at Harvard University.

Her obstacles were multifarious. A product of the overcrowded South Bronx public schools, she was grossly unprepared for college. She mothered a child at 14, which she is still raising. She enjoyed little encouragement from the professors and admissions officers at Harvard and Radcliffe. Yet despite the seemingly insurmountable difficulties she succeeded.

The article below, which appeared in the Harvard Crimson, details her difficulties and eventual triumph. The story seems almost to be a fairy tale, but it is a monument to Belen Zayas' determination and spirit. It points out the sometimes forgotten fact that given the opportunity to display and utilize their abilities, the disadvantaged can and do produce incredible results.

The article follows:

BELEN ZAYAS: HONORS WITH HONOR
(by Jo Ana Sanchez)

"But one day the smog lifted
The City and the Country smiled at each other
And so did we
The Mariachi met the Marabó

And so did we
And like the frozen snow in spring
We melted
And like the warm winds of summer
We were gentle And no matter how the main
falls

And if time steps dead in its tracks tomorrow
I will praise the gods for your existence
I will dance to your rhythms
Even as the sun grows cold
And I am not lonely anymore."

—AVOTCJA

In September 1971, I watched a documentary, "Salt of the Earth," about a successful mine workers' strike in New Mexico led by the miner's Chicana wives. Being Chicano myself and knowing the film is banned in my home state, New Mexico, I was profoundly affected. The impact of observing those women overcome their exploitative circumstances was enhanced by meeting, that same night, a woman possessing the same strengths and experiences of poor Chicanas in the Southwest. The only difference was that she was Puerto Rican and from New York City.

The woman I met that night is Belen Zayas, a "Newyorkican" from the South Bronx, whose mother had suffered the ultimate in women's exploitation; and whose father had been imprisoned for years. Zayas, who at 14 mothered a son, is a high school dropout who scored below the national average on her Scholastic Aptitude Tests. Thus, some would readily say that Zayas has the perfect criterion—economically, socially and academically—to ensure her rejection from Harvard University. But Belen Zayas is an honors candidate in the Radcliffe class of 1974.

Because of Zayas, my past three years at Radcliffe will always be treasured; not for our discovery that much of what was taught as "VERITAS" was revealed to be "mientiritas" (Chicano word: "lies"); nor for our feelings of existential isolation in the midst of thousands of brilliant minds. They will not be endeared for anger experienced while listening to wealthy students with patches on their jeans complaining about the variety of cafeteria food—as I envisioned my tired parents eating frijoles, chile, y tortillas as usual.

The treasure will be recollection of Belen in class, boldly contesting ideas about behavior and intelligence which so many have swallowed "cum laude"—because they have never seen; because they have never been "the studied." Radcliffe years will be remembered for knowledge we shared about fascinating linguistic and cultural similarities and differences about extended Spanish-speaking families on the east and west coasts.

But more significantly, Cambridge years will be valued for our laughter as we learned to do our people's dances; for what Belen taught me about Don Pedro Albizu Campos as I gave her my account of Emiliano Zapata; because she fed me "rice and beans" when I was home sick for "beans and chili"; and because Belen was the sister, 2500 miles from my home, who understood the dilemma of being born an American citizen yet experiencing the confusion of a recently arrived foreigner.

At 29, Zayas will be the first working-class New York Puerto Rican ever to complete an undergraduate program at Harvard. But her accomplishment has only been through arduous struggle against obstacles imposed by arrogant administrators, faculty and students. The first in a series of battles was admission to Radcliffe.

When Zayas sought admission to Radcliffe, there was no "Newyorkican" undergraduates. Belen recalls that, during the admissions interview, she was told she had "no business applying to a school like Radcliffe and was asked how she could dream of being admitted." Furthermore, she was refused an

application form by the interviewer, who is still an admissions officer.

Radcliffe made Zayas their one Newyorkican admittance for that year, but only provisionally—the provision being completion of two summer courses with honor grades. Although many were skeptical about how she would perform, Belen diligently worked to earn the honor marks. She has since been on the Dean's List every semester.

Zayas has often found herself spending much more time on assignments than others in her classes. Still, she has noted her own progress: "A question on my first assignment was 'Analyze the theoretical discrepancies of the following. . . . I started by getting my dictionary to find out what 'analyze' and 'discrepancies' mean. Now after three years, I can write a paper without going through 100 mental changes!'"

Although many helped and befriended Zayas, some instructors did little to encourage her. One faculty member, whom she sought to sponsor her honors thesis, cynically stated that she should not bother writing one, because he told her she would get into graduate school just as she had been admitted to Radcliffe—as a minority.

Zayas' fourteen-year-old son is an added responsibility which she takes very seriously. She spends much of her time with him at meals, studying, and parties if he chooses to go along. Few undergraduates have had to undertake the job of full-time parent in addition to full-time student.

Zayas has other involvements including dedicated recruitment of Puerto Ricans to come to Harvard. Her work has helped increase the numbers of New York Puerto Ricans from one to twelve (still a deplorable admissions figure). In the Boston Spanish-speaking community her application of clinical psychology skills has helped many families. Her dynamic input into the Jamaica Plain Community Mental Health Outreach Program resulted in several needed revisions.

In Harvard history, Zayas is unique. She is special to many who have grown to respect her disciplined and undaunted approach to an awesome task. She is loved by those who know her unrelenting humanitarianism. And justifiably, I could use more superlatives to describe her; however, an injustice would be to portray Zayas as a superhuman individual. There are thousands of potential Belen Zayas—if Harvard and similar institutions admit them.

In her struggle, Zayas represents many others: older persons seeking the dignity of being considered equally with younger people; members of oppressed minority groups; women who have endured sub-human exploitation; and masses who have experienced the atrocities of poverty. Her success clearly shows that given the opportunity and proper guidance, others who, like Belen, might appear to have "no business applying to a school like Radcliffe," can make it through with honors.

It is imperative for admissions personnel to understand that the single most important factor for determining the ability of any applicant to complete an academic program is character strength. No achievement surpasses the boldness of wanting to try "the impossible." No quality is more desirable than fortitude acquired by surmounting hardships far greater than the pressure of exams.

INTERNATIONAL POLICE ACADEMY

HON. ANTONIO BORJA WON PAT

OF GUAM

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 12, 1974

Mr. WON PAT. Mr. Speaker, I am deeply concerned over the proposed

amendment to the Foreign Assistance Act of 1974 which would in effect destroy the training program of law enforcement officers sponsored by the International Police Academy.

I am referring to Senate amendment No. 1511 to S. 3894, prohibiting police training in this country, under the Foreign Assistance Act of 1974 now being considered by our sister body, the U.S. Senate.

Notwithstanding the misgivings about the alleged activities of some of its graduates, the International Police Academy, IPA, under AID has performed some meaningful contributions toward projecting our national influence, particularly in the development of professional law enforcement officers in developing countries.

I am also aware of the significant assistance rendered by IPA to our offshore territories and possessions in the upgrading of their public safety programs and personnel. IPA graduates are now serving as responsible police officials in American Samoa, the Virgin Islands, the Trust Territory and Guam, and at the present time two AID police advisers are assisting the Department of Public Safety in Guam. It is in the area of training that IPA has performed an invaluable service to our territories whose limited resources would not otherwise permit the establishment of quality police training comparable to IPA.

While this attitude may appear to be local or provincial in outlook that are also the overpowering reasons of national prestige as well as valuable support to our foreign policy efforts. Besides the purely police assistance character of the International Police Academy, there is also the aspect of our national influence abroad. I cannot think of a better medium through which to protect our influence abroad than through the officials of developing nations entrusted with the protection of life and property of their respective countries. Moreover, in this era of international travel and adventure, many of our citizens are visiting unknown territories, and it is a wise investment for us to have some input in areas in which our citizenry will most likely have their initial encounter with foreigners—the police.

In this respect, international criminal activity such as hijacking of air carriers, drug abuse, and terrorism has become a common problem in the international community. It is in this area that IPA is making a substantial contribution to international public safety.

In a recent Washington Report of the American Security Council, dated August 20, 1974, Lorin J. Goin, Director of the Office of Public Safety, stated:

The problem with international criminality or terrorism, in this case, is one the solution for which must be shared by more than one nation. If the United States has the ability to assist a foreign nation deal with a problem, the impact of which rests on the United States' shoulders also, then the U.S. should be prepared to help it.

Mr. Goin in another Washington Report dated August 12, 1974, declared:

From its inception, the Office of Public Safety, or let's refer to it as Police Assistance

Programs of the United States, have attempted to develop a civil police institution in foreign countries which are initiated at their request, that can be responsive to the needs of the people for services—services in the way of protection of life and property, and the protection of individual freedoms. The doctrine of Police Assistance Programs has been effective in changing the way the policeman sees himself. We emphasize that the policeman becomes an asset to the community where he executes his responsibility in a way that is acceptable to the people.

It is important to note that the fundamental tenet of the Police Academy is to instill in the trainees a sense of respect for individual freedom, duty to the community, and, above all, that the *raison d'être* of a police organization is to serve the people and community and not vice versa.

Thus, it is readily apparent, Mr. Speaker, that the IPA sponsored training program does contribute significantly to the maintenance of law and order and it is to our best national interest that this program continue and not be interrupted by a misguided fear of alleged police abuses.

In this connection, the rationale or thrust of the arguments against AID's public safety assistance program activities and for the termination of the IPA was based on the mistaken belief that the International Police Academy is engaged in the training of police officers to overthrow legally established foreign governments. Nothing could be farther from the truth. The fact of the matter, Mr. Speaker, is that there has never been a single coup d'état planned, initiated, or perpetrated by police organizations. Invariably, and perhaps ironically, police organizations are summoned to reestablish law and order only after they have been presented with a fait accompli. Thus, the allegation that police departments are engaged in insurgent activities against legally constituted governments is without historic foundation.

The fact that the IPA program is an effective policy instrument is undeniable. For it is well known that no country can be secure, no political organization can be stable, and no economic progress can be achieved in an environment where law and order does not prevail. It is precisely in the area of training those responsible for the maintenance of law and order in their country and the respect for individual rights and responsibility toward the community that IPA has made its greatest contribution. The minimum we can give to IPA is our continued support and blessings in the interest of our country and its allies.

THE SOARING RATE OF INFLATION

HON. VICTOR V. VEYSEY

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 12, 1974

Mr. VEYSEY. Mr. Speaker, for the past few weeks the attention of the Nation has been directed to the soaring rate of inflation. Food and energy costs

have skyrocketed. Almost everyone is aware of the huge increases in these commodities, but there is another area in which the increases have been much greater. According to a recent television documentary, the cost of a college education has been increasing faster than food or any other single item.

While it may be true that a college degree has been overemphasized at the expense of vocational education, the fact remains that the middle income families that bear the lion's share of the tax burden find themselves the most disadvantaged in the pursuit of an education for their children.

In America today, the very rich can afford to pay the costs, and the children of the very poor as well as the very brilliant student can easily obtain financial aid. Students from middle income families are often caught in a squeeze. Their parents earn too much to qualify for financial aid based on need and make too little to simply absorb the enormous cost of an education.

In recognition of this situation, the United Bank of California has adopted a program which I believe has tremendous merit. It could serve as a guide for other firms and corporations that recognize the need to be involved in making their communities a better place to live.

UCB has established a scholarship and work-study program, SWAP. It is a pilot program of educational aid to students enrolled for the final 2 years of education in a private college or university. UCB will provide each student with a half-tuition scholarship grant, quarter-tuition loan, and an offer of part-time employment opportunities by which living expenses and the remaining portion of the tuition can be earned.

SWAP represents, to my knowledge, the first effort on the part of any American institution to provide a workable formula by which the financial aid needs of middle-income students can be met.

The work experience of the SWAP program is designed to give each student an indepth orientation to a full range of commercial banking. During the 2-year term much of the training received in the work-study program will parallel the program undertaken by bank management trainees. Following the completion of the program there are no obligations to be fulfilled by the student.

The program is operating on a pilot program basis for 1974 with three colleges, Merpark, Ventura County; Occidental, Los Angeles; and Stanford University, Palo Alto; selecting a student to participate.

Mr. Speaker, this program represents a pioneering effort on a new frontier. It is only the beginning. If the entire business community addresses itself to this problem many of the financial barriers to a college education will fall by the wayside. I personally feel that the directors of the United California Bank deserve our commendations for this outstanding program. We concur with their goals, and we wish them success in this venture. We hope that many other companies that have prospered under our free enterprise system will accept the same community