

ADAPTATION TO CRISIS: BLENDED METHODOLOGIES IN A DIGITAL HUMANITIES PROJECT

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Rebecca Krucoff

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November 5th, 2020

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INSTITUTIONAL HISTORIES THROUGH THE DIGITAL HUMANITIES: BY DESIGN AND BY DEFAULT

DISCUSSANT:

Steven Brier, Professor, Urban Education, The Graduate School and University Center, CUNY

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Rebecca Krucoff, Visiting Assistant Professor, Art and Design Education and Historic Preservation

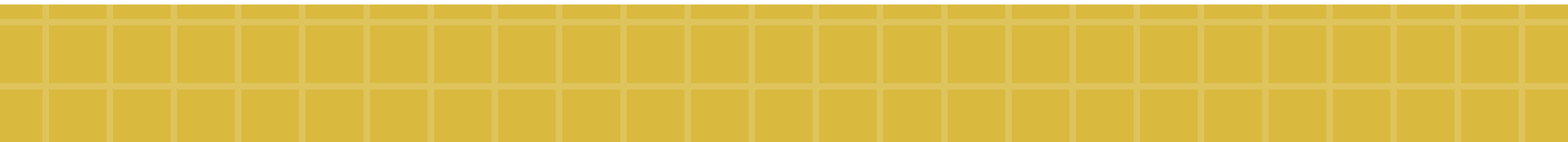
Heather Lewis, Professor, Art and Design Education

Cristina Fontáñez Rodríguez, Virginia Thoren and Institute Archivist, Visiting Assistant Professor

PLEASE OBSERVE THE FOLLOWING PROTOCOLS

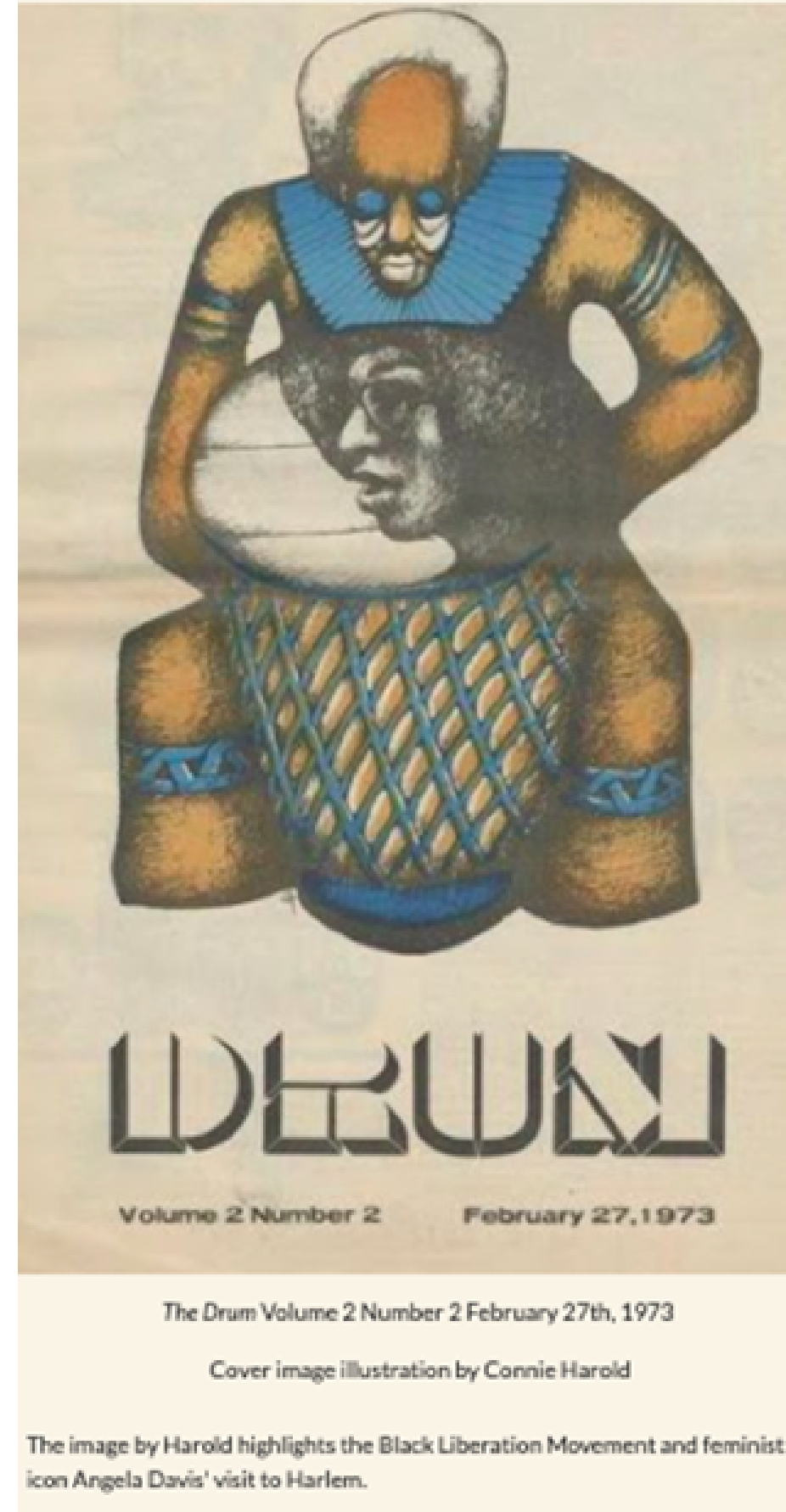
- Your microphone will be muted by the Host at all times.
- We'll be using the Chat to field your questions about the content presented by our speakers.
- Feel free to pose questions throughout the session using the Chat.
- The moderator will refer to your questions during a Q&A session toward the end of the program.

THANK YOU!



PRESERVING ACTIVISM BETWEEN AND BEYOND PRATT'S GATES

The course is part of a broader initiative to uncover and make publicly accessible the history of activism on campus through related courses and the collection of additional oral histories, texts, and ephemera to be deposited in the Pratt Institute Archives.



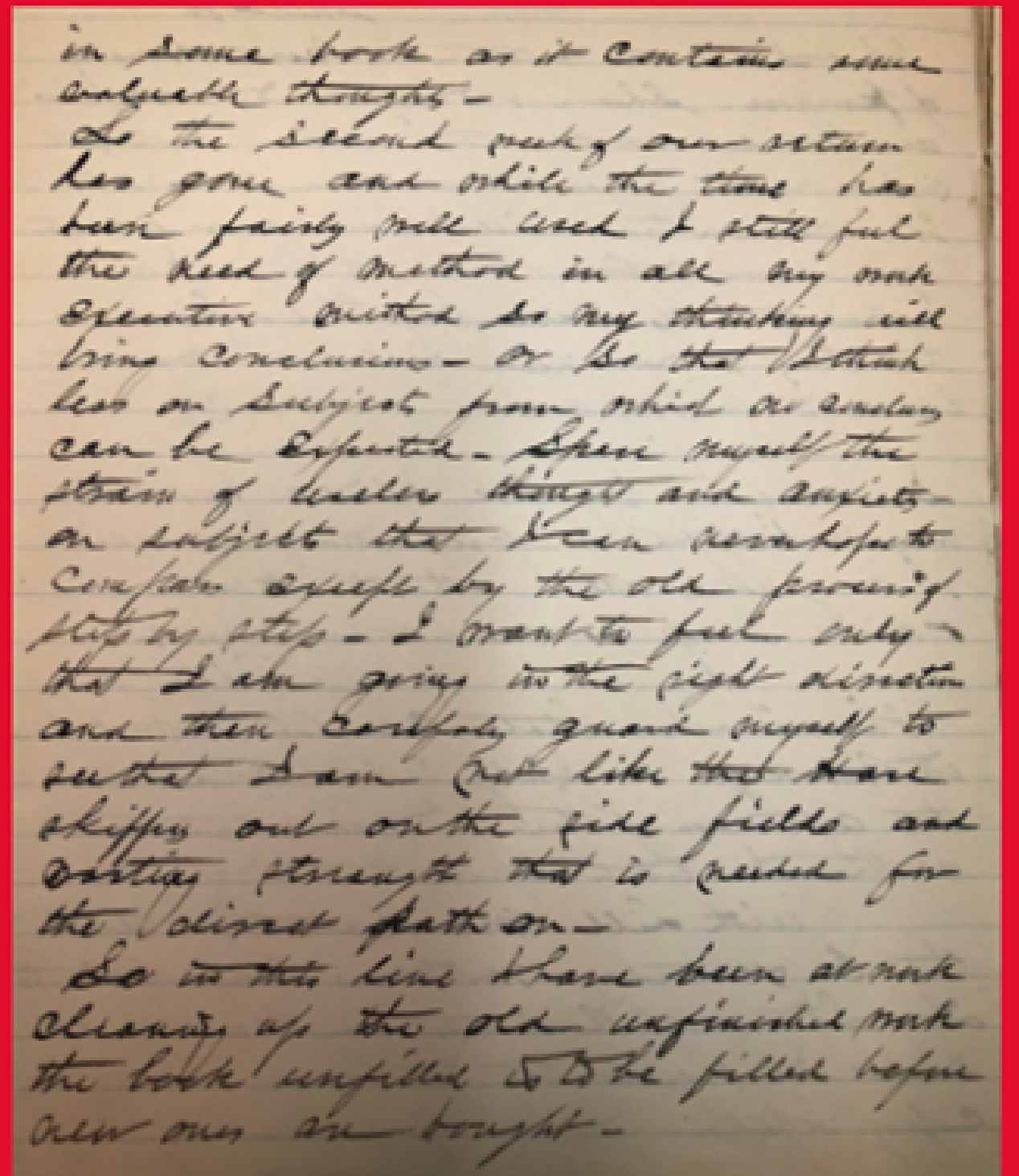
Because the course is open to graduate students in all disciplines, this may be the first time they have been exposed to an archive. Students are asked to constantly consider who made choices about what aspects of Pratt's history should be preserved and to look for the silences in the archives (Truillot, 1995 ; Erickson, 2020).

We will share a brief example of student work that exemplifies this deliberative process later in the presentation. However, because this was the first time we taught the course, the main focus of the presentation will be on the dynamic relationship between the virtual learning environment and digital humanities.



WE ANALYZE THIS CLAIM THROUGH:

- 1)An analysis of the archival process
- 2)An analysis of student work
- 3)An analysis of the pedagogical process



Pages taken from the Diary of Charles Pratt, 1889

Source: Pratt Institute Archive

LEARNING OUTCOME

While historical records are fixed in their medium, these records are dynamic representations of campus and community life and as such are “always in a process of becoming” through continuous and critical historical interpretation. (McKemmish, 1994)

FINDINGS

We found that digital media, combined with revised and sometimes spontaneous pedagogical interventions, contributed to students experience of the historical records as always evolving and strengthened their interpretive skills.



BEYOND AND B'TWEEN PRATT'S GATES

ADE 634P | 3 CREDIT

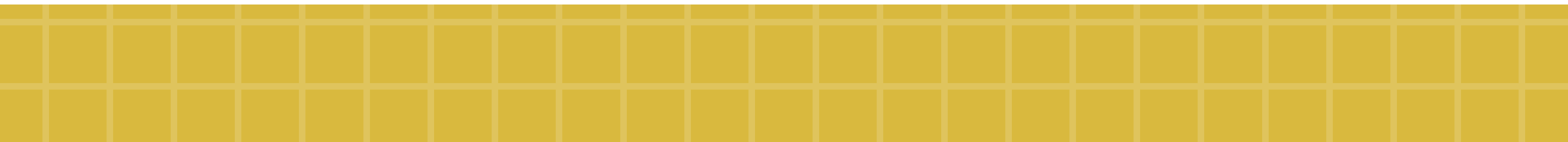
FALL 2019 | 9:30-12:20
SOUTH HALL 205
HEATHER LEWIS
REBECCA KRUCOFF

This course explores how social reformers and activists addressed racial, economic and social inequalities beyond and between Pratt's gates across the 20th century through fieldtrips to historical sites, guest speakers and archival research. You will explore why, and how—those with power and those with little power—encouraged, or discouraged, community partnerships for equitable access to the benefits of education for politically and economically disenfranchised communities. The course does this through several disciplinary lenses including social and urban history, cultural landscape theory, and historic preservation

Pratt Institute, 300 Willoughby Ave Brooklyn, 11205
Main Building, NY 11205
718.636.5637 | adinfo@pratt.edu

OVERARCHING COURSE CONTEXT

- Interdisciplinary
- Close collaboration with institutional archivist
- Pilot course in unusual semester (COVID)—partially in person and partially on-line
- Move from a final project focused on physical exhibition to a digital humanities project with a website



Course Goals and Methodologies

GOAL 1

Uncover and make accessible silenced institutional history related to grassroots activism.

GOAL 2

Revisiting Institutional Historical Narratives: Questioning the Making of History (Truillot, 1995)

METHODOLOGIES

Oral Histories, archival research and public engagement (public history, current student activism, institutional archives).

MY ROLE AS THE INSTITUTE ARCHIVIST

Curate, preserve, and outreach of the history
of Pratt Institute.

Articulate a vision for the Pratt Institute
Archives.



THE INSTITUTIONAL ARCHIVE



Archives have historically contributed to a feeling of otherness.

Our records and archival structure are focused on the administration and faculty. What about the students?

The concept of the Institutional Archives does not accurately reflect the history of an institution.

←Pratt Institute Archives

THE INSTITUTIONAL ARCHIVES 2.0

Has written policies focused on access and transparency.

Welcomes participatory and non-hierarchical knowledge building and seeking processes.

Understands that records are not static.



Yearbook staff researching past works. Fall 2019.

**Amplifying activism records housed in
the Archives through instruction.**



FIRST VISIT

Archives instruction session and presentation of materials.

SECOND VISIT

Students engage in archival research at the same time as their professors.

INDIVIDUAL APPOINTMENTS

Students request specific materials and visit the Archives on their own.

Heather Lewis with Beyond and Between Pratt's Gates students, Spring 2020.

**Teaching students about archival
theory and practice from the
perspective of the archivist**

ARCHIVAL LITERACY GOES BEYOND LOCATING AND ACCESSING PRIMARY SOURCES

STUDENTS LEARN TO:

- Take into account the inherent biases of the institutions and people that have selected and described a collection.
- Become aware of how these biases influence access and interpretation.
- Question why certain information is available while other is not.
- Interpret silences in the historical record.
- Avoid biases in their research products.
- Cite sources ethically and equitably.
- Feel more comfortable requesting research services from other archives.

HINDSIGHT:

Teach them to take notes.

Statement of the Faculty Council
March 27, 1969

of the current crisis of the Institute, the Faculty Council
to convey to the academic community its position on the fol-
lowing issues:

1. We reaffirm our long standing position that faculty, students and
community must be given meaningful representation on the Board of
Trustees.

2. We continue to adhere to the principle of full financial account-
ability of the Institute to the faculty and students. For this
reason, meaningful representation of faculty and students on the
Institute Finance Committee.

3. Had these demands of the faculty been met
in the past the current crisis could very
well have been averted.

4. We insist that no housing policy for Willoughby Walks I & II be
defined without the active participation of the Willoughby Walk
Tenant's Association.

5. We condemn the manner in which the tuition increase was arrived
at and announced without prior consultation with students and
Faculty.

6. We insist upon satisfaction of the faculty's reasonable and mod-
erate salary demands. We call to the attention of the academic
community that, despite allegations to the contrary, less than
20% of the tuition increases would be consumed by the amount
requested.

7. We are in complete agreement with President Donovan's oft re-
peated declaration that the administration exists to serve the
faculty and the students in the educational process. We anx-
iously await the realization of this principle.

8. The Faculty Council wholeheartedly supports our students' search
for a more creative involvement in structuring the future of
Frost Institute.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

FIFTY-FIFTH

April

We feel that the strike

To whom it
concerns

PRATT
THE CO
FRATT ST
STUDENTS
TURMOIL.

WE PROPOSE the formation of an Evaluation Committee, composed
of 10 faculty members chosen by the faculty, excluding administrative
(Gross, Brager, Salzman, Rudolph, Wadsworth, Hack, Shiff)
10 students representing the student body; and
Bill Birnbaum (former provost of I. I. U.) or
Henry Hsiao (of the Ford Foundation) or
Kenneth Clark (former President of the Ford Foundation) or
as equal representation of the faculty and student representatives; and
President and approved by the faculty and student representatives;
a non-voting representative of the President's office
to evaluate the existing administrative and curriculum structure, formulate
objectives, and direct the formation of a Committee composed of students and
those from the faculty, profession, arts and sciences, and community whose
involvement in the formation of a new school of architecture
would be relevant.

This Evaluation Committee's recommendations are to be implemented, and
agreements to this effect will be forthcoming in writing from the faculty,
School of Architecture administration, students, and Office of the President.
This Committee will then be formed and operating officially by Thursday,
May 2nd, and will report its objectives and operating schedule to the faculty
and student body by the following Thursday, May 8th.

Adopted by voice vote at 1 p.m. Friday, April 26th.

DEMANDS OF PRATT INSTITUTE'S
BLACK STUDENTS UNION

1. Open enrollment for Black people in the community.
2. (a) The implementation of a continual Black and Latin American Studies Department.
(b) Hiring of More Black Faculty.
3. Hiring of Black clerical personnel in offices of the Deans, financial department, counselors, etc, be implemented.
4. The administration stop any and all negotiations towards the purchase of more homes in the Black Community.
5. Black Representation on the Board of Trustees no less than 20%.

SALTZMAN MUST GO!

The Faculty, the Black Students' Union, the entire Engineering School, and the Student Coordinate have united in demanding that Henry Saltzman be removed from office. Saltzman has repeatedly demonstrated his incompetence as a fiscal manager and administrator of an educational institution. His arrogant non-cooperation and lack of communication with anyone outside of his Administration has destroyed all confidence in him.

Saltzman has:

1. not printed or made available an institute catalogue for the last two years, thus making the recruiting of new students an impossible task.
2. wasted \$100,000 on the Open School experiment, while conditions at the Brooklyn Campus have continued to deteriorate.
3. fired the Dean of the Humanities School without consulting students and faculty.
4. moved to phase out departments in Engineering and Science without consulting students and faculty.
5. issued a "Delegation of Authority" manifesto which created a military hierarchy on campus, destroying any semblance of democratic procedure.
6. failed to keep signed commitments made to the Black Students Union in 1969.

**Faculty, BSU, Engineering School & Student Coordinate against
Pratt President Saltzman, c. 1972.**

The PRATTIER

PRATT INSTITUTE (BROOKLYN)

VOLUME 30

APRIL 8, 1969

NUMBER 18

STRIKE

The students are on strike as a culmination of years of abuse of power on the part of the Pratt administration. The indifference of the Administration and the Board of Trustees to the legitimate use of power has led to the disenfranchisement of students and faculty in the decision making process and in an exploitative policy toward the community which is called upon to furnish the "raw materials" for Pratt's unjustified demand for expansion. In addition to the recent tuition increase, Pratt has begun the process of taking over adjacent integrated middle class housing projects on Willoughby Ave. and has engaged in arbitrary and unjust firing of concerned faculty. These recent decisions were made not only with absolute arrogance and indifference to the Pratt Community, but also were in direct violation of an explicit understanding between the Administration and the community that students, faculty and local community members would be consulted before such decisions were made. Why do we reject Pratt?

Pratt is a corporation operated to provide vocationally trained personnel to business. The Board of Trustees acts in self-interest, not in the interest of our education. What should Pratt be?

Faculty, students and the community working together to establish a meaningful educative structure in which real and relevant experiences take place.



The PRATTIER

PRATT INSTITUTE (BROOKLYN)

BSU VOICES DEMANDS

Open enrollment — More Black students enrolled into Pratt Institute — from "culturally" deprived areas.

Black Studies Department developed — in relationship to already established schools.

School of Humanities — to develop a basic Black awareness through understanding.

School of Architecture — to develop an awareness of the physical environment (Black community).

School of Fashion — to develop an awareness of cultural costumes and its influence upon the society.

School of Art & Design — to develop exposure by this means of expression and the artistic influence upon culture within our society.

More Black professors enlisted to teach.

More Blacks on the personnel staff of Pratt Institute.

Master Plan. — Black architects to come in and look over the Master Plan and re-evaluate.

a. Coordination of similar needs of the community as well as those needs of Pratt.

1. Housing — dorm facilities.

2. Educational facilities Library — Gym.

Black scholarship fund for undergraduates based on needs and potential.

Campaign Culture

Written evaluation of Campaign Culture from those that participated last year.

Faculty, students, aides enrollees.

Evaluation by an outside independent organization.

This issue of *The Prattier* is put out by Nancy Hom, Editor-in-Chief; Vernon Dais, Assistant News Editor; Dave Ottiger, Reporter; Peter Bartzak, Assistant Art Editor; David Ng, Photographer; and Robert Koo, Assistant Photographer; with help from Peter Farley, Penny Bornstein, Stuart Sparber, and the Communications Committee.

Layout design by Nancy Hom.

CALENDAR OF EVENTS

TUESDAY

10:00 a.m. General meeting. Memorial Hall information on the activities of vacation week and future plans.

General Meeting of the faculty. Afternoon Lawn seminars concerning issues of the morning meeting. Time to be announced.

WEDNESDAY

Lawn seminars to continue discussion of Tuesday's issues.

THURSDAY

Lawn seminars on broad issues of the strike, education, and society.

FRIDAY

Morning — Lawn Seminars

2:00 p.m. — Mass meeting, Memorial Hall.

STUDENT MANIFESTO

STUDENT MANIFESTO:

As students we cannot and will not stand by refusing to acknowledge the situation which has arisen here at Pratt Institute.

In a time when communications between administration and students, college and community, are at a premium, we have suffered only tokenism and falseness. When the word of the administrators is no longer credible because of so many inconsistencies from day to day to day, then who are we to believe? What can be expected in an inter-communal relationship?

For the students to further subsidize this school's financial mismanagement would be poor business on our own part. The tuition raise has been suggested without full financial knowledge within the school, without any attempts to see that there will be funds available to the students who cannot afford the hike, and without even enough time for any students to research other schools.

The Pratt student body demands a stronger voice in the areas which effect us: policy making, hiring and firing of faculty and administrators.

We are decidedly opposed to the residence policy that has been adopted by Pratt Institute concerning the Willoughby I and II buildings; as well as the manner in which this was developed, which reflects a clear violation of the attitudes presented by the existing administration at an earlier date.

In conclusion we charge the board of Trustees to carry out our suggestions to improve our school, Pratt Institute.

STUDENT DEMANDS

"THE PRATT STUDENT BODY DEMANDS A STRONGER VOICE IN THE AREAS WHICH AFFECT US: POLICY MAKING, HIRING AND FIRING OF FACULTY AND ADMINISTRATION" STUDENT MANIFESTO.

ADMINISTRATION

1. A student and faculty auditing of financial statements and records. Total examination of financial structure — allocation of funds;
 - a. Debts
 - b. Groups approached for funds
 - c. Breakdown of each school's budget
 - d. Better division of financial burden
2. Administrative and Board of Trustees Salaries
 - a. Salaries
 - b. Functions
 - c. Administrative Titles
3. The Administration and Board of Trustees. Administration begin working more diligently for the aims of the student body and faculty.
 - a. These dealings constitute a greater commitment by the Board of Trustees, and should not be executed merely in terms of Administrative convenience.

STUDENT AID

1. There must be increased subsidy to students on the basis of financial need and merit.
 - a. More scholarships and grants
 - b. A student and faculty review of the current breakdown and distribution of all student aid funds, for future action.
 - c. A comprehensive inquiry into the effect of increased loans on student body pending tuition increases.

SUPPLIES AND OTHER OPERATING EXPENSES AND EQUIPMENT, BOOKS, ALTERATION

1. Improving the standards at Pratt.
 - a. Improvement and expansion of existing facilities.
 - b. Pooling of workshop facilities
 - c. More equipment, based on assessment after pooling of shops.
 - d. Opening of workshops, with technicians 24 hours a day.
 1. Overhauling of protection service and burglary system.
 2. Overhauling of efficiency of custodial system.
- c. The Pratt bookstore becoming a student operated organization business for a reduction of spending costs.
 1. Health Service — Full time doctor better qualified nurses.
 2. **Employment of Efficiency Expert Team:** To deal with office operations.

STAFF BENEFITS

1. Statement of what is constituted under "Staff Benefits."
 - a. How "Staff Benefits" are distributed.

CLERICAL AND NON-ACADEMIC SALARIES

1. Areas to be reviewed by EFFICIENCY EXPERT TEAM: action taken on their findings.
 - a. Expansion of neglected areas.
 1. Placement Service — More staff
 2. Guidance facilities and staff for all student problems.

INSTRUCTIONAL SALARIES

1. Administration and Trustees meet with the entire Faculty and/or a body of representatives chosen with the consent of the entire faculty to examine issues of "Instructional Salaries."
 - a. Proceedings of all meetings should be published to the entire school.
 - b. Final decision for the actions of the Board of Trustees on the spending of funds and all pertinent matters thereof will be made by a committee of Administrators, Faculty, and Students.

CONCLUSIONS:

1. All findings on the above points will be published by the Student Coordinate.
2. A progress report of all findings and tentative solutions must be published on April 15th, 1969.
3. All final reports of findings and tentative decisions made by the Board of Trustees on the above demands must be in to the Student Coordinate by April 30th, 1969 for publication.
4. No decision pertaining to these matters shall be acted upon before April 30th, 1969 without publication by the Student Coordinate for one week before enactment of decision.
5. All **future** decisions made by the Board of Trustees must be published by the Student Coordinate at least two weeks before enactment of decision, making the decision tentative.

FUTURE GOALS

1. The relationship of Pratt and the community. We, the student body of Pratt Institute, being one of the major bodies of the school, no longer accept the administrative attitude defining our relationship toward the community. We will define, rather than the Institute administration, our relationship to the community and reject the paternalistic attitude adopted by the administration in describing our (students) position relative to the community.

A statement from the Board of Trustees specifying their ideas and their views dealing with the nature of Pratt Institute.

Prattler,
April 8th,
1969.

BORINQUEN

WE WERE HAPPY ONCE
GROWING OUR YUCA AND MAIZ
WE THE TAINOS OF OUR BORINQUEN
NATION.

WE WERE PEACEFUL ONCE
BEFORE YOU CAME.
OH!
CHRISTOPHER AND YOUR
CONQUISTADORS.

WE THOUGHT YOU WERE GODS SO WE
LET YOU STAY. BUT YET YOU TOOK
OUR LIVES AWAY.

YOU MADE US SLAVES IN OUR OWN
LAND.
WORKING FROM MORNING TILL NIGHT.

AS YEARS WENT BY AND WE GREW OLD, WE
FOUND OUT WHERE THE TRUTH WAS TOLD.
YOU WERE NOT GODS WE FOUND OUT
YOU SEE.

BY DROWNING

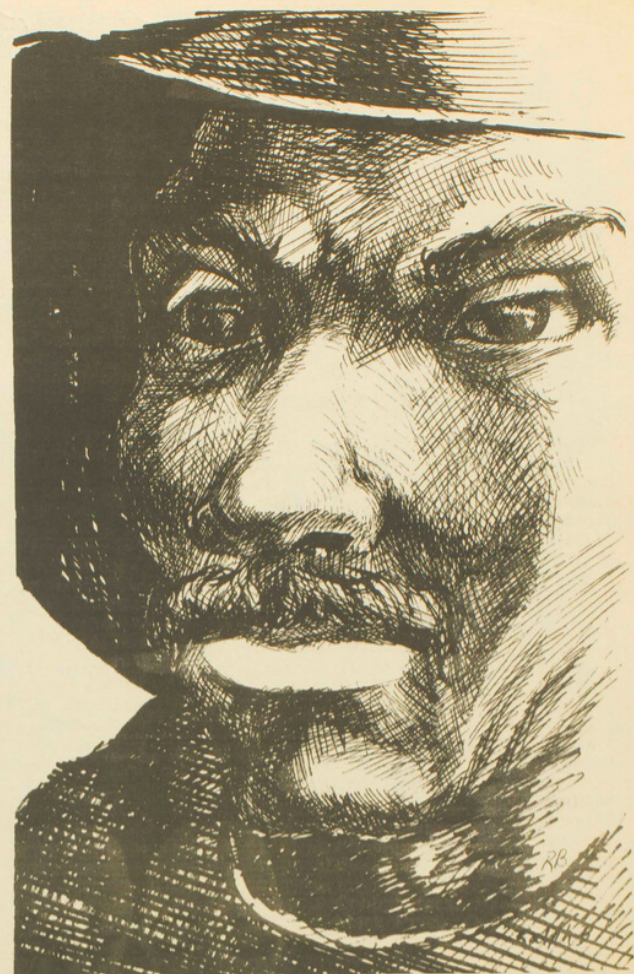
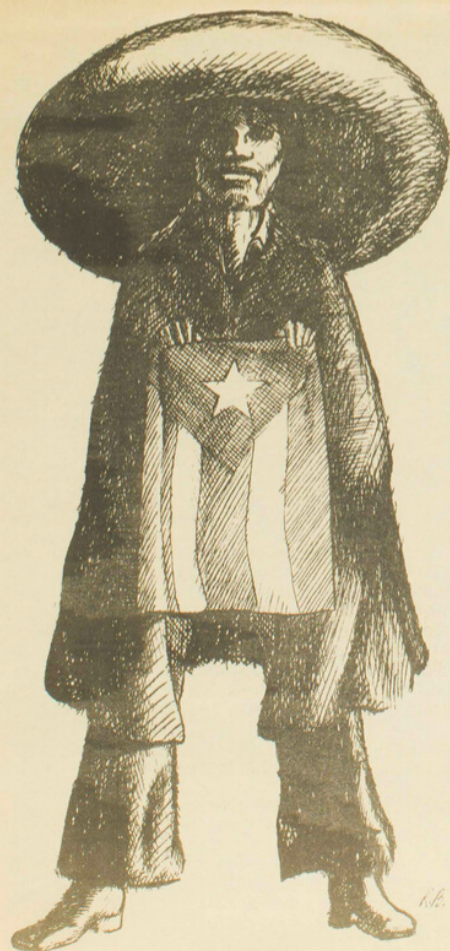
BY DROWNING ONE OF YOUR MEN TO SEE . . .
IF HE LIVED OR DIED OR CAME BACK TO LIFE.
SO WE GATHERED TOGETHER AS A NATION AND AS
A PEOPLE AND FORCED YOU OUT.

BUT YOU CAME BACK WITH MEN AND ARMS
TO CONTROL OUR LIVES AND RUN OUR FARMS
WE WERE SLAVES ONCE AGAIN BUT COULD NOT
BEAR. . .
THE CHAINS OF BONDAGE AND GREAT DESPAIR.

THE WORK WAS HARD AND WE WERE FEW BUT MANY OF
US KNEW WHAT TO DO. WE FLED TO THE HILLS
WHERE WE WERE ALONE. WE LEFT OUR LOVED ONES
AND LEFT OUR HOMES

BUT NOW A NEW PEOPLE CAME TO SHARE THE
CHAINS OF BONDAGE AND GREAT DESPAIR
THEY WERE THE AFRICANS BROUGHT BY THE DUTCH
TO HELP THE SPANISH SECURE THEIR
LUST.

THEY ALSO CAME AND FLED TO THE HILLS
TO FIND A LIFE WHERE NO MAN KILLS
SOME SPANISH TO COME THIS WAY TO THE
HILLS AND MOUNTAINS TO MAKE THEIR
STAY.



Ralph Barnette

WE INTER-MARRIED WITH THE SPANISH AND
THE AFRICANS AND FROM THIS WAS BORN A
NEW BREED OF PEOPLE.

WE WERE ONCE CALLED SAN JUAN BAUTISTA
BUT GOLD WAS FOUND AND THINGS OF SORT
AND FROM THEN ON WE WERE KNOWN AS THE
"RICH PORT".

THERE WERE MANY OF US WHO THOUGHT THAT WE
AS A NATION AND AS A PEOPLE SHOULD BE
FREE.

RAMON EMETERIO BETANCES WAS HE WHO
FOUGHT FOR FREEDOM AND LIBERTY.

EL GRITO DE LARES WAS A CRY TO LET IT
BE KNOWN OF OUR PLEA. BUT! YOU CAME AGAIN
WITH MEN AND ARMS TO PUT DOWN THE DREAMS
OF A THOUSAND STRONG.

AS TIME WENT BY AND AS WE FOUGHT THE
SPANISH RULED IN THEIR GREAT COURT
THAT WE WOULD BE GIVEN SOME FORM OF
AUTONOMY.

WE HAD IT FOR ONLY A MONTH BUT THEN
THE YANQUIS CAME AND
FOUGHT ON OUR SHORES.

THE BATTLE WAS SHORT JUST SEVENTEEN
DAYS WHEN GEN. MILES DECLARED THEIR
WAYS OF JUSTICE AND OF LIBERTY FOR ALL OF
PUERTO RICO TO SEE.

DON PEDRO ALBIZU CAMPOS KNEW JUST
WHAT THE YANQUIS WANTED TO DO. SO HE
LIVED, STRUGGLED, FOUGHT AND DIED
BECAUSE OF WHAT HE KNEW. BUT THE
STRUGGLES NOT OVER JUST WAIT AND SEE
WE'LL BE SURE TO GAIN OUR LIBERTY.

MANY OF US HAVE OPENED OUR EYES TO
SEE WHAT THE YANQUIS HAVE DONE WITH
OUR LIVES.

THE TIME IS NOW SO LET'S NOT WAIT
"DESPIERTA BORICUA AND OPEN THE GATES."

Quintana

PROPOSAL FOR A RESEARCH AND PLANNING GRANT TO DEVELOP THE CENTER FOR BLACK AND LATIN AMERICAN STUDIES AT PRATT INSTITUTE

JUNE, 1972

Left: "Borinquen", Quintana. DRUM, 1973.
Right: Proposal for a Research and Planning Proposal
for a Research and Planning Grant to to Develop the
Center for Black and Latin American Studies at Pratt
Institute, BSU & Boricuas Unidos, 1972.

KING'S DEATH: Do We Really Care?

On April 4th a world tragedy occurred with the assassination of Dr. Martin Luther King Jr., winner of the Nobel Peace Prize, organizer of the first civil rights organization in the South, and the symbolic leader of the oppressed in this country and the world. His death was mourned by many, BUT NOT ALL.

On Monday, April 7th, a student asked me why there was no school. Such unawareness of social as well as political events, is typical of most (supposedly hip) white Pratt students. And when it comes to Civil Rights, Joe Pratt couldn't care less. Everybody con-

demns the war, and is pro-McCarthy, but who condemns White Racism and is pro-integration? Everybody talks about the oppression of the peasants in Vietnam, but who speaks of the oppression of the black man in our own backyard? Everybody on campus is aware of the "Peace Corps," but who has heard of "Vista"?

To my surprise, Memorial Hall was full at the service on April 7th. About half of those present were faculty members or people from the neighborhood, and about half were Pratt students. (Yes, 300 out of 4000, the majority of whom were there out of

sympathy? Guilt complex?)

People say: well look at the "Pratt Youth Corps," and I say: look at their \$500 budget.

A change has to come, and it is the responsibility of Pratt students to become leaders in that change. It is unfortunate that it takes violence to awaken people to the ugliness around them. But let us rid ourselves of the phoniness and tokenism that lingers in the air, and attempt to remedy the injustices done to our brother, The Black American.

Michael DeCerbo
A White Student

It's the Same War

A lot of people are mad about what's been going down in the last week. The invasion of Cambodia, the renewed bombing of North Vietnam, the murder of striking students in Ohio. A lot of us understand that right in front of our eyes more Vietnams are being created. But a lot of us haven't understood that there's a Vietnam right at home.

Vietnam: 400,000 Amerikkkan troops

Cambodia: 80,000 Amerikkkan troops

Amerikkka: Pigs and National Guards occupying Watts, Harlem, Detroit, Newark and hundreds of other black communities.

----- 21 Panthers facing life imprisonment

----- 9 Panthers facing death in New Haven, including Bobby Seale, chairman of the Party

----- Ahmed Evans facing death in Cleveland

----- Robert Williams facing life imprisonment

----- Hundreds of Panthers, and other Third World freedom fighters facing similar charges across the country.

Letter to the Editor. Prattler, April 30th, 1968.

Right: "It's the Same War", 1970.



WALL STREET: Construction workers stage anti-demonstration protesting strike groups previous marches in that area. (Photo by Ken Levine, Seawanhaka)

'hard hats' march

by Alan Weisman
Pace Press

May 12th
Demonstrations against student protests and Mayor John Lindsay continued here today as a parade of construction workers and sympathizers marched down Park Row chanting, "We want Lindsay" and carrying signs reading, "Impeach the Red Mayor."

The contingent of "hard hats" was much smaller than yesterday, with about 150 to 200 workers leaving their jobs to demonstrate. However, they were joined by a large group of office workers who had apparently organized on their lunch hours to join the demonstration.

About 500 policemen, some mounted and some on motor scooters, kept the parade on the sidewalk, to avoid disruption of traffic and a possible confrontation with anti-war office workers who stood on the opposite corner with their hands raised in peace.

The construction workers made several weak attempts at crossing police barricades leading to City Hall, but were turned away by police.

The marchers circled the block once and proceeded up Broadway, where the construction men returned to work.

All day classes at Pace have been cancelled for the remainder of the week to protect students and campus property from any future demonstrations of organized construction men and office workers.

sit-in at Wagner

At 12:30 Wednesday afternoon, about 30 Wagner College students marched into President Arthur Davidson's office to stage a sit-in in support of the 28 black students expelled April 24. The students had been expelled for sitting in at the office of the Dean of the College in support of their demands.

The group was gathered at the oval for the daily rally and moved over to the union office after hearing speeches in support of the second

national strike demand — ending political repression — by the student government president.

The students crowded into the fourth floor office area, filling the office, hallway, and reception room. Students are still visiting the office area. No statements have yet been made by the administration. The protest against the expulsion will last until charges are dropped.

A strike center was officially set up on the campus Tuesday to keep students and faculty aware of programs and developments in the nationwide strike.

The center is arranging teach-ins and workshops as well as a day care center. Committees are meeting daily to organize action in the community, at shopping centers, PTA meetings, schools, and theaters.

In a bid for the support of campus workers, a joint student-worker meeting was called.

Members of the Young Lords and Black Panthers from the Inner-city addressed the students on Tuesday. They called for an increased commitment to revolution in this country. Later that evening, the students performed three war plays to raise money for the strike effort.

Dual Crises at Kingsborough

by Joan Schneider
Kingsborough Sceptre

May 12th
The anti-war strike was only one of two crises at Kingsborough Community College. Black students barricaded themselves in the administration building on the Manhattan Beach Campus Thursday at 12:30 p.m. in a demand for the immediate dismissal of Mr. Sheldon Aptekar, a professor. They charged him with being a racist because of a statement made at one of his evening classes.

After a late Saturday evening discussion with Dr. William Lyles, college discovery coordinator, the students decided to vacate the building.

This decision came after President Theodore Powell met with

several members of the staff and drew up various resolutions pertaining to black studies and instructors.

According to the black students questioned, "Mr. Aptekar made the following derogatory, slanderous and intimidating remark: 'If the abortion laws were passed, it would make women on welfare more promiscuous, especially black women.'"

The statement continues that Helene Robinson, a black student in the class, asked Aptekar to repeat his statement. The instructor did repeat his statement, but omitted the reference to black women. He then said, "Well, isn't that what they're known for, banging away all day."

Initially, Miss Robinson attempted to voice her grievance through KCC's administrative channels, but received little response. The students claim that the A Building takeover was a planned activity and did not come as a result of the already tense campus situation.

Aptekar explained that the statement was taken out of context and was extremely misunderstood. He has been active in civil rights and anti-poverty movements for the past several years. In 1965, he worked in the anti-poverty program in Newark, New Jersey, and he marched in the '67-'68 open housing demonstration in Evanston, Illinois.

Miss Robinson has placed a formal charge against Aptekar and a college personnel and budget meeting will be the next step. At this time, it is not known whether the case will be decided at KCC or if a hearing at the Board of Education will be necessary.

"It's an unfortunate situation and it would be unwise to judge Aptekar on this one incident," stated Andrew Drummond, assistant professor of speech.

Pratt Students Invade NYCCC

by Pat Vickery
Arts and Sciences

May 12th
NYCCC received "active support" from a small group of Pratt students when they vandalized the

STRIKE SPREADS!

meeting adjourned, the college administration met with various faculty members to immediately initiate workshops and teach-ins.

Black and Puerto Rican leaders spoke before the council in favor of closing the school. They did so in protest of the current fee increases.

Poly Lie-In To Protest ROTC

by the Strike Committee
Polytechnic Institute

A lie-in planned for the main lobby of Polytechnic Institute of Brooklyn at 11 a.m. today to focus attention on removing ROTC from campus and protest the conducting of classes by some faculty members while the student strike continues.

Each participant is expected to bear a sign with the name of a victim of the war or political prisoner.

The Polytechnic faculty voted overwhelmingly yesterday to resume regular but non-mandatory classes and to make final exams optional, the strike committee reported.

Grades will be determined on the basis of work due before May 6. Theses and major class projects are still due on scheduled dates.

The committee also reported the following developments:

A sit-in was in progress yesterday afternoon in the main lobby of Pratt Hall; a mid-morning bomb

cafeteria of Namm Hall at noon yesterday. Tables, trays, and trash disposals were overturned. Vending machines were broken and two windows were shattered when a Pratt student heaved a chair out onto the sidewalk. Students standing outside the building were startled by the hurled furniture, but no casualties occurred.

When confronted by irate students who demanded an explanation, an unidentified Pratt student said, "this is the only college in the area not doing anything positive about the current issues at Kent State and Cambodia."

Several arguments took place and the Pratt students left the campus. Although reluctant to go, they changed their minds after several of them spoke with an employee of the college who is a graduate of Pratt. Miss Thomas works on the Planning Committee and has been instrumental in the development of the present cafeteria.

"It took years to get a cafeteria at this college and you students come

12-6 p.m. Rally at Vanderbilt Hall, 40 Washington Square.

scare caused the evacuation of the main building; and someone set fire to Poly's ROTC building, causing light damage.

St. John's: 4 OPTIONS

Hundreds of St. John's University students in Brooklyn and over 2000 in Jamaica successfully petitioned for optional final examinations Tuesday as demonstrations against the war continued on both campuses.

The university announced Tuesday that students have four options with regard to final examination;

- 1) They may take finals, complete all course requirements and receive a letter grade.
- 2) They may accept a pass-fail option based on work done in courses as of May 6.
- 3) They may accept a letter grade based on work done in courses as of May 6.
- 4) They may withdraw, without penalty, from any course up to May 16.

The third option, however, is not open to students enrolled in or taking courses in the two liberal arts colleges (University college in Brooklyn

and St. John's College in Jamaica).

Classes resumed Tuesday and will continue to be held through Friday, the last day of the semester.

No penalties, however, will be given to students who choose not to attend class.

Strike leaders at St. John's plan demonstrations until school closes.

A memorial mass for the students killed at Kent State was held yesterday at the Jamaica campus.

Bronx Suspends Classes

207 members of the Bronx Community College faculty voted the other day to suspend regular academic classes and participate in special teaching sessions and forums.

The decision, an affirmation of a May 7th referendum, was passed 118 in favor to 38 against and 51 abstentions.

The group also voted in favor of suspending final exams, 90 for, 32 opposed with 37 abstentions.

On Monday, May 11th, the faculty once again in special session, reaffirmed their support of the referendum in light of the decision that none of the results violate the Board of Higher Education's policy.

BCP Boycott

At the Brooklyn College of Pharmacy, students and faculty have decided to participate actively in the nationwide student movement to end the Cambodian-Vietnam War.

Besides cancelling mandatory classes, the Student Mobilization Committee and the Student Governing Board are jointly drawing plans to utilize the economic power of the pharmacy and medical students of this country.

Initial contact with the student councils of pharmacy colleges across the country has been made. Committees are doing research into the various companies in the pharmaceutical and related industries for targets against which to wield an economic boycott. Although other universities are planning boycotts against various industries, all of which are receiving support from BCP, the college feels that no other group can exercise greater powers against drug companies involved in research for Biological and Chemical warfare.

The efforts for sanity in governmental policy are not proceeding simply along one line. Plans are being made to invite all voters, starting with student-parent forums at BCP, to discuss governmental policy. A meeting with parents is slated for Tuesday evening.

VF. ROTC

Pratt Institute boasts long history of military training through ROTC



PRATT INSTITUTE

BROOKLYN, N.Y.

Bedford-Stuyvesant

Pratt serves community

The campus of Pratt Institute located in the Bedford-Stuyvesant section of Brooklyn (the largest in Brooklyn) is an integral member of the New York Community and is very much concerned with helping its neighbors as well as training its students. All of New York City, rich in culture, business and a wealth of opportunities for educational enrichment, is within the grasp of Pratt students and is a necessary part of each students' life here.

The opportunities for learning at an institution located in the midst of the trade and business capital of the world is a feature which lures many of the best students of science and engineering, fashion, art, architecture and food science to Pratt.

As an example, field trips, which are unique at most other schools, are a basic and frequent experience to students of all the academic departments at Pratt. These include such visits as gallery trips for art students, fashion shows for student designers, architectural trips, etc.

Pratt Institute has one of the most comprehensive programs for developing good relationship with

the people of the surrounding community. Among the programs designed to develop the ever increasing need for identification of the academic community with the surrounding populace are Saturday art schools for children and the highly successful Pratt Youth Corps. These programs and others like them allow Pratt students to have a vital and close link with the people of the community.

Perhaps the most successful program ever has been "Campaign Culture" which took place on Pratt's campus during the summer of 1968. For nine weeks, teen-aged high school students from the Bedford-Stuyvesant area used the facilities of the Pratt campus during an educational cultural enrichment program. The teachers were recruited by the community leaders who coordinated with Pratt officials for the use of the facilities of the Institute.

The voluntary ROTC at Pratt follows the modified curricula and offers both the regular four year program and the two year program. The ROTC Program has drawn students from all of the various academic departments and

has several cross-enrolled students from Long Island University, Pace College, and Brooklyn Law School.

Many of the ROTC students are among the most important at Pratt. Several are members of the Student Coordinate and the Student Government, both of which amply represent the entire student body. The final review at the end of the school year, the "President's Review" is the culmination of ROTC activity and continues to be the thrilling and inspiring highlight of the year.



The Pratt Institute ROTC Corps of Cadets stand proudly on the beautiful Pratt campus.

Pratt Institute has a long military history characterized by devotion to patriotism. In October of 1918 the Students Army Training Corps was established at Pratt and was active for the duration of World War I. This began a period of service to the US Army which has endured for the better part of three wars and most recently, the conflict in Vietnam.

During the period between the two World Wars, Pratt returned to its original task of producing highly trained professional people for industry. In December of 1941, Pratt again responded to the call for training of highly technical personnel for the Army. All engineering and architecture graduations were accelerated in order to allow the graduates to attend OCS. Students of the Institute also participated in weekend training.

The ROTC program was instituted at Pratt in 1951. Although some transfer students were commissioned in the years immediately following, the first entirely Pratt trained group of officers were commissioned in 1955. Since then an average of twenty-five annually have received commissions as Second Lieutenants in the United States Army Reserve with at least one

becoming a member of the Regular Army each year.

The Cadet Brigade at Pratt follows its motto "Be True To Your Work" which is especially fitting at a time when many disillusioned young men are searching for something to believe in. The mission of the ROTC at Pratt is to produce well rounded young men who have found values which are required in officers of the US Army: leadership, loyalty, concern for the welfare of their subordinates, and compassion, to name only a few. The course is a voluntary, General Military Science program offering both the two and four year programs.

The professor of military science at Pratt is Lt. Col. Donal R. Miller, Field Artillery. Lt. Col. Miller is a graduate of OCS at Fort Sill, Okla., and is the recipient of the Bronze Star with V-device, the Army Commendation Medal, and the Purple Heart for wounds received in Korea in 1952. He left active duty in 1953 but was recalled from the Reserves in 1961. During his second tour of active duty, he has served in Germany and Fort Jackson, S.C. He came to Pratt in September of 1967.

Among the highlights of activity for the Cadet Corps are the annual intersession bivouac at Fort Dix, N.J., the Military Ball, and the final review in May (the President's Review).

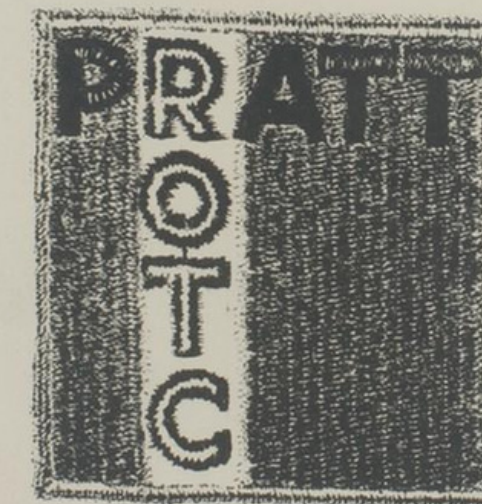
VF R.O.T.C.

PRATT INSTITUTE

Department of Military Science
Division of General Studies

SEP 7 1960

Pratt Institute Library
Historical Collection



R. O. T. C. HANDBOOK

Left: ROTC in Review, 1969-1970

Right: ROTC Handbook, 1960

REACTIONS TO THE MALCOLM X MEMORIAL SERVICE

WHY CONSTERNATION? MISUNDERSTANDING THE INHERITANCE

TO: The Prattler, the majority of white Pratt students, and the minority of black students who are anything but "au fait"

(pronounced O-FAY)
As a result of a certain statement that was made at a memorial held on February 21st, at Memorial Hall in honor of the late Malcolm X much of the white populace at Pratt Institute has entered a state of consternation. A state brought on by a lack of understanding, emotionalism, naivete, shallowness, or whatever you wish to call it. But nonetheless it

is an unnecessary state. It is not my intention to condone or condemn the remarks that were made, but rather to motivate those who were disturbed to look into the situation a little deeper, to try to understand why such a remark was made.

The statement in question was made by a black man. A black man whose feelings of hate and contempt have been for so long nourished and fed by that very same white society that is now appalled by his behavior. It was the God who created all men equal who gave this black man eyes to see with, and a brain to think and evaluate with. And it is the white society that wrote the Declaration of Independence that

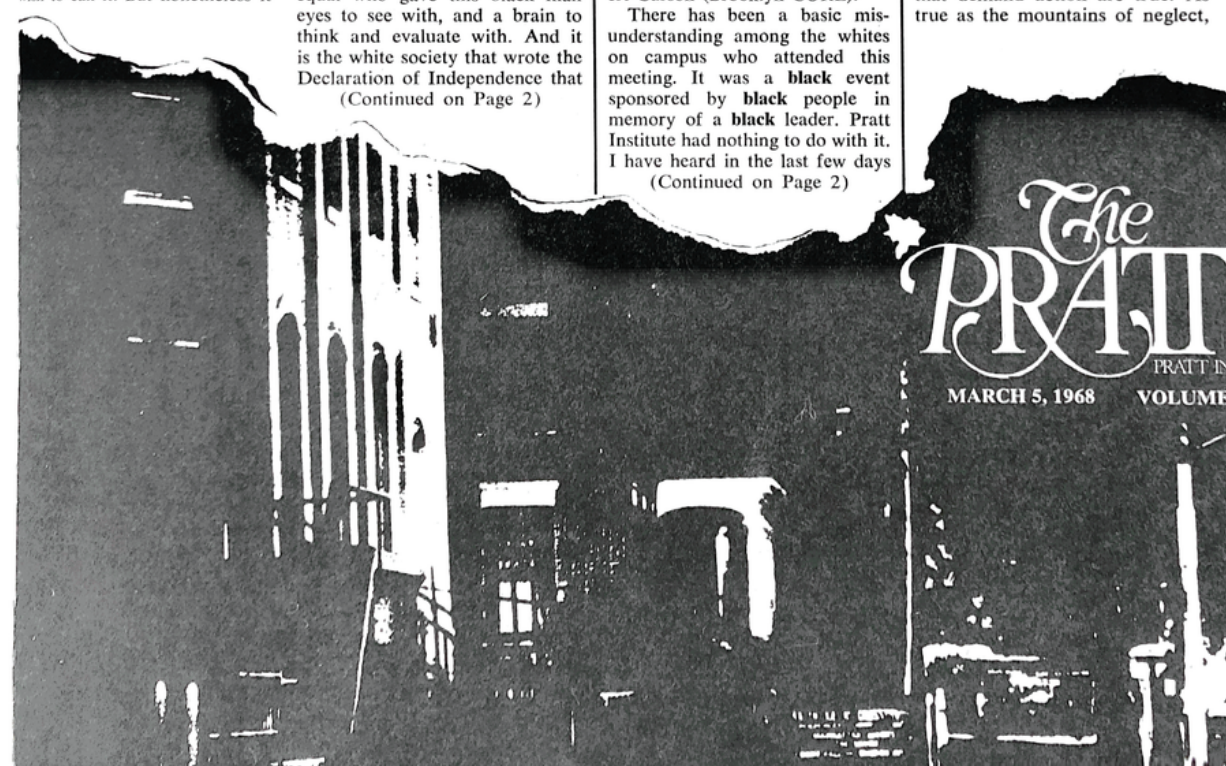
(Continued on Page 2)

There has been a good deal of discussion and an equal amount of consternation about the social-political event of the past Wednesday, the Memorial to the late El Hajj Malik Shabazz sponsored by the African-American Teachers Association. This "call to all black people" filled Memorial Hall beyond capacity with black men, women and children from the entire city along with a handful of white curiosity seekers and "sympathizers." Included among the speakers were James Baldwin, James Forman (SNCC) and Robert Carson (Brooklyn CORE).

There has been a basic misunderstanding among the whites on campus who attended this meeting. It was a black event sponsored by black people in memory of a black leader. Pratt Institute had nothing to do with it. I have heard in the last few days

(Continued on Page 2)

The PRATT
MARCH 5, 1968 VOLUME



I write for the purpose of justifying something inevitable, something which of necessity will shortly come to pass. I realize that nothing could be more absurd than commentary, than addressing myself to the proliferation of complacency and spiritual decay. I and many other Blacks are bound to an inherited set of responsibilities rooted in a historical malignancy, a historical immorality and an inhumanity that Black people must respond to beyond choice. Absurd, our providence is absurd; but the premises that demand action are true. As true as the mountains of neglect,

abuse, and destruction heaped upon the souls and backs of a proud people, my people. As true as a majority of the citizens of the country luxuriating in their hypocrisy and fear of the consequences of moral truths. Strange

MISUNDERSTANDING

(Continued from Page 1)

many comments by whites to the effect that they were "considerably disturbed" over some of the things said at this meeting, in particular a statement by Mr. Carson in which he wondered what all the whites (or 'honkies' as he phrased it) were doing there. The whites I have heard mention it said variously that they were "hurt," "offended," "puzzled," etc. by this remark.

My question is simply why? What right have you or anybody else to be offended? Why were you there in the first place? Certainly you have a right to go wherever you wish but that does not presuppose that you will be accepted. At the very best, you will merely be tolerated. One young man, after the remark was made, saw fit to vocalize his feelings by demanding that he be thrown out. I, for one, would have been willing to oblige him.

Everything concerning this event stressed the words "black

people" and it was made abundantly clear that any whites who attended would do so strictly as outsiders. Since this was the case, since there was no misconception as to the nature of this meeting, Carson's remark was not inappropriate.

The majority of the whites at this meeting attended from sheer curiosity. Their presence in this case was not only unwanted but completely intolerable. This meeting was not held as a show for whitey's entertainment nor was its purpose to scare whites. Any whites who attended and did get "upset" should not have been there in the first place.

I am aware that it was an unforgettable shock to those naive Pratt students, many of whom fancy themselves "liberals" or sympathizers with the "Negro cause," that they could have been rejected by blacks at their own school, this so-called "white enclave in the midst of a black

community" where the only black outsiders allowed on campus are brought by whites for their own entertainment. The recent Richie Havens concert sponsored by Tau Delta Phi fraternity filled Memorial Hall with white faces listening appreciatively as a Negro, a black man, filled their heads with harmless songs and told nothing of what he felt. Negroes on campus in this capacity are perfectly acceptable.

The meeting on Wednesday was a revelation. It was an expression of a feeling dominant in many black minds and if you as whites came seeking to be pacified and reassured in your ideas about "colored people," then your presence there was necessary. If this meeting served to make you more aware of the way things really are, if it showed you a new point of view or even if it shook you up, then you needed it.

Jo Lynne Spears
Black Students Union

"Reactions to the Malcolm X Memorial Service",
Jo Lynne Spears & BSU. The Prattler, March 5th,
1968.

How do you work with archivists and students to interpret silences in the historical record and question the making of history?

STUDENT WORK: COURSE GOAL 1

Uncover and make accessible silenced institutional history related to grassroots activism.

WHAT IF THE STUDENTS ARE RIGHT?

The Pratt Institute Black Student Union and Student Activism on Campus in the 1960's & 1970's

Kaitlin Millen, K-12 Art and Design Educator

Kaitlin Millen, Graduate Student in Art and Design Education.

STUDENT WORK: COURSE GOAL 2

Revisiting institutional historical narratives to uncover silences.



Makayla Ndu, Graduate Student in Art and Design Education.



Building of Pratt

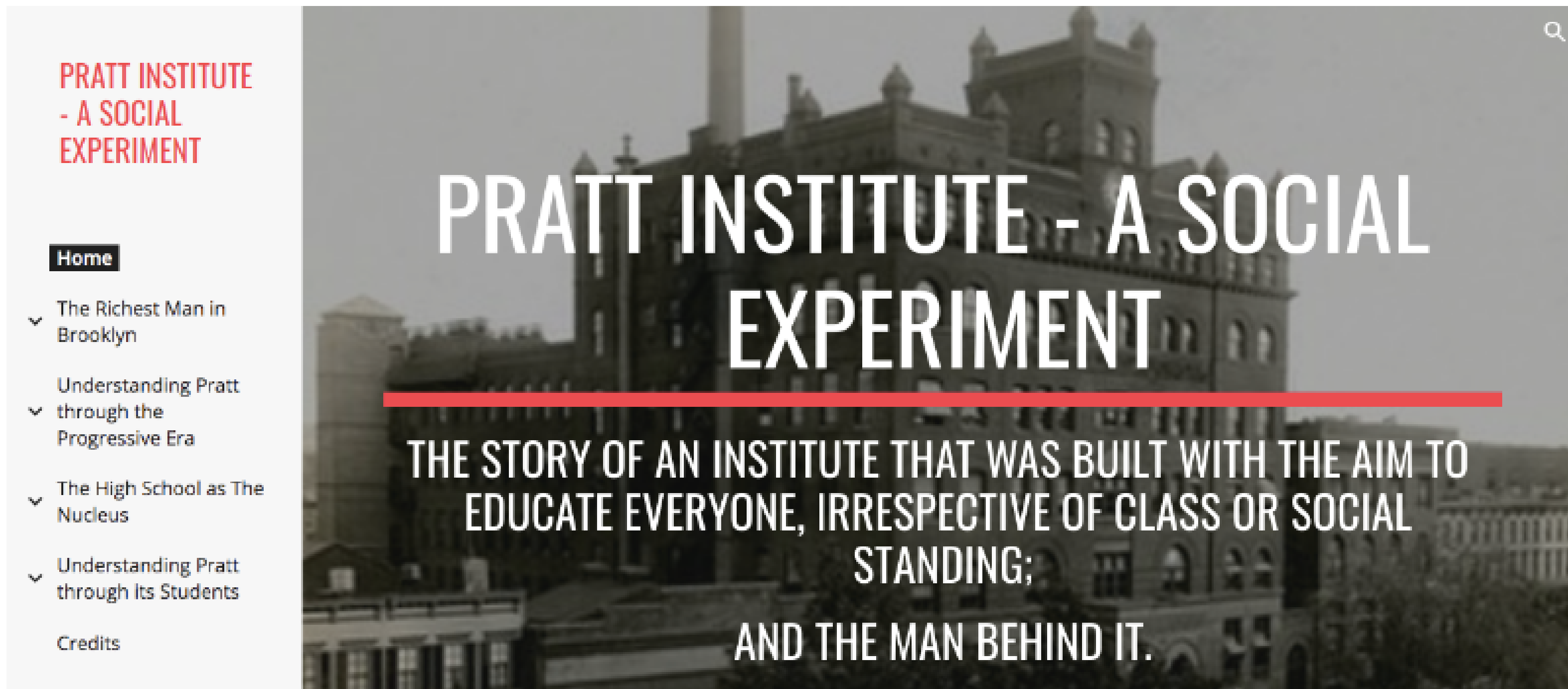
Late - 1800's to Late - 1900's



Higgins Hall

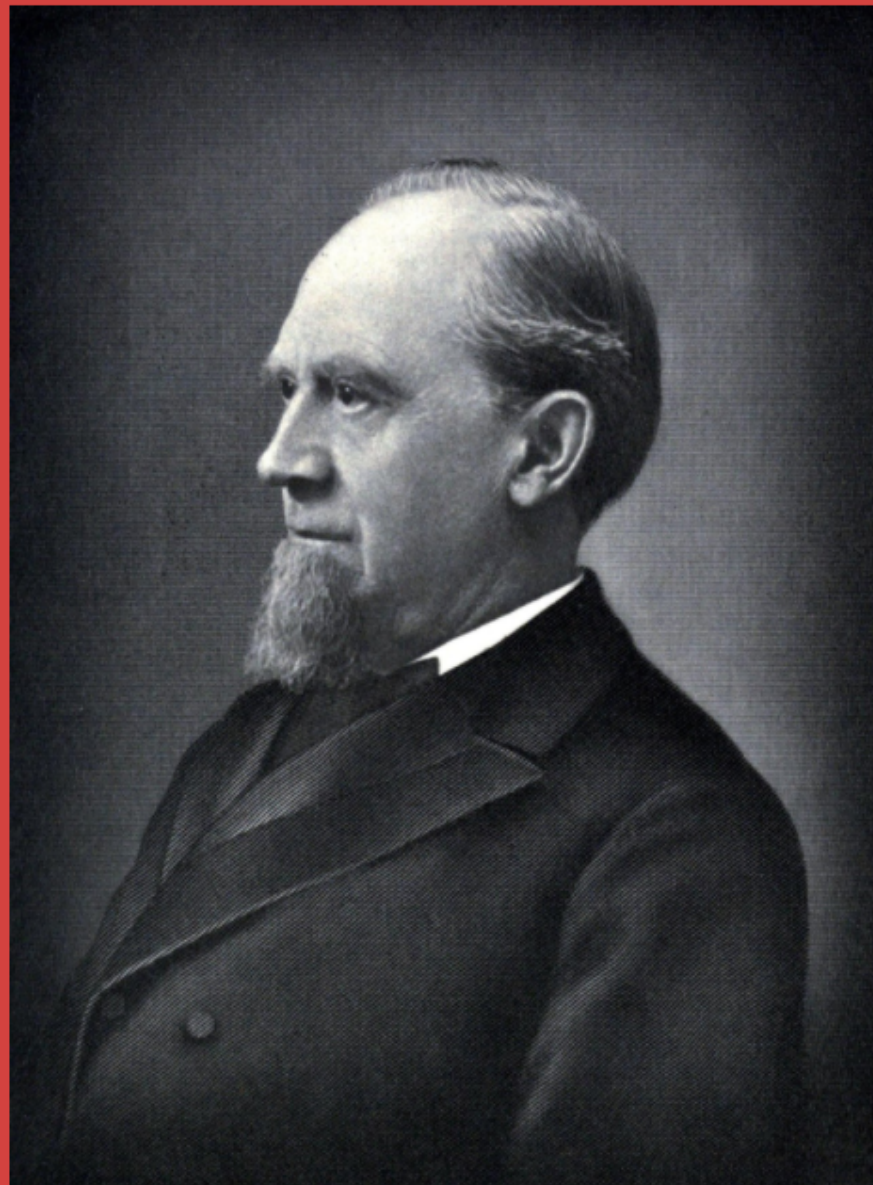
STUDENT WORK: COURSE GOAL 2

Revisiting institutional historical narratives to uncover silences.



Anisha Karr, Graduate Student in Historic Preservation.

THE RICHEST MAN IN BROOKLYN



Charles Pratt (1830-1891)
Source: Pratt Digital Archives

WHO WAS CHARLES PRATT?

"It is a good thing to be famous, provided that the fame has been honestly won. It is a good thing to be rich when the image and superscription of God is recognized on every coin. But the sweetest thing in the world is to be *loved*. The tears that were shed over the coffin of Charles Pratt welled up out of loving hearts."

Dr. Theodore L. Cuyler, during Charles Pratt's funeral

Charles Pratt was a man well-loved. His death inspired poetry and songs, and more than a few tears were shed over his coffin. As our distance from him grows with each passing year, the memories of this man that Pratt Institute carried with it has become an achingly silent whisper.

Charles Pratt's biography is a classic rags to riches story, something akin to a Charles Dickens novel. Our protagonist was the seventh son in a family of eleven; his family the very definition of poor. Yet, he eventually became the 'Richest Man in Brooklyn'. His journey was defined through his philosophies, and his philosophies defined an Institute and thousands of lives.



High School Class Photo, n.d (c.1892 - 1902)

Source: Pratt Digital Archive

THE HIGH SCHOOL IN THE TENTATIVE PLAN

When Charles Pratt formulated the tentative plan for Pratt Institute, he wanted to develop a Secondary School, one that would allow for the education of students in two phases - one that began from 11-13, and another from 17-19. He recognized that subjects like the ones he wanted to teach at Pratt Institute would prove a difficult transition from classical education; children taught in the nucleus of the institute would be better able to adapt to the manual training subjects taught here.



High School Manual Training Class, 1897

Source: Pratt Digital Archive

PEDAGOGICAL APPROACH

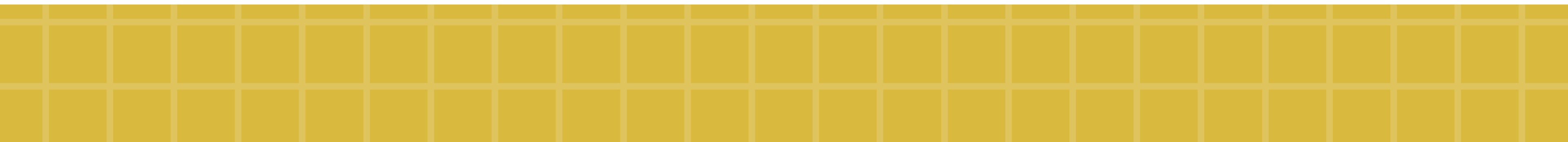
WHAT WAS MISSING FROM OUR COURSE DESIGN?

- We did not start out with a digital vision for our course other than to provide a brief introduction to digital humanities and its potential for designing, integrating, and sharing historical narrative.
- We did not have an opportunity to do “rapid” prototyping to test our digital curriculum.
- We did not think about our new, digital learning environment as a “place” (Jacqueline Simmons, 2020).

WHAT DID WE DO BY DEFAULT?

IN RETROSPECT, WE CREATED A "PLACE" OF LEARNING IN THE VIRTUAL ENVIRONMENT THAT WAS:

- More informal (multiple physical sites in bedrooms, countries, time zones)
- More interactive
- More responsive AND more critical
- More open to external voices
- More integrative



HOW?

INVOLVEMENT OF EXPERTS

The degree and range of involvement of experts in archival research, oral history methodology, storytelling and digital humanities increased because of the flexibility of the virtual environment. We shared a more interactive and non-hierarchical common space.

WEBSITE AS AN ITERATIVE TOOL

Using a website as a platform for public history as an iterative tool rather than a final product encouraged reexamination of evidence and refinement of historical arguments.

PARTICIPATION OF INSTITUTE ARCHIVIST

Increasing participation by institutional archivist in the historical narrative helped create a holistic connection between “where we find knowledge” and “how we produce it” (Huda Tayob, 2020)

WEBSITE AS AN ITERATIVE TOOL

ONLINE DRAFT WEBSITE WENT THROUGH MULTIPLE ITERATIONS BASED ON:

- Frequent and cumulative feedback from external critics, co-teachers, and peers.
- Fluid reinterpretation of digital sources.
- Student understanding that the website was a work in progress that would be assessed as such rather than a final product.
- Archival sources available digitally and frequently updated by the archivist in response to students' historical narratives and external feedback.
- Oral histories more interactive and iterative- continuing the conversation past the interview via email.

WHAT DO WE NEED TO DO TO IMPROVE OUR PEDAGOGY IN DIGITAL HUMANITIES ?

LINCOLN MULLEN ARGUES THAT, ON ONE HAND, DIGITAL HISTORY TENDS TO “TRADE IN METHODS” RATHER THAN ARGUMENT-DRIVEN SCHOLARSHIP. BUT ON THE OTHER, THERE IS “A DEFICIENCY IN EXPLICIT METHODOLOGICAL DISCUSSION IN HISTORY GENERALLY”.

Despite students' iterative process informed by frequent, rich, and nuanced feedback from external experts, their argumentative narratives were weak. This may have been partially because of the unplanned transition to digital media but it may also be a result of working with digital media and focusing on “telling a story” with images and sound.



WHAT DO WE NEED TO DO TO IMPROVE OUR PEDAGOGY IN DIGITAL HUMANITIES ?

STEVEN BRIER ARGUES THAT THERE IS A PRESSING
NEED TO EXAMINE THE PEDAGOGICAL
IMPLICATIONS OF THE DIGITAL HUMANITIES
THROUGH THE SCHOLARSHIP OF TEACHING AND
LEARNING.

Although we conducted a student focus group to elicit student experiences of their on-line learning experiences , we need to do further research on our teaching to make any definitive claims or identify patterns.

- Mid-semester focus group
- Involvement of students as partners in the research of teaching and learning.

**WHAT DOES ARGUMENTATION LOOK
LIKE IN WEBSITE DESIGN?**

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