

THE PAPER

So we stand here
On the edge of Hell
In Harlem
And Look out on the world
And Wonder
What we're gonna do
In the face of
What we remember
Langston Hughes.

CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK IN HARLEM

Volume L No. 4

A Medium For All People Of African Descent

October 28, 1994

bell hooks: New Critical Perspectives at CCNY

By DAWN L. PALMORE

In the wake of signifying social and cultural order and change, the Black community seeks out insurgent Black intellectual figures within our community, for ongoing dialogue and discussion about the future of social life.

When most of us consider contemporary Black intellectual figures, usually names like Cornel West, or Henry Louis Gates come to mind. The works of contemporary Black women intellectual figures such as Angela Davis, Mary Helen Washington, or Audre Lorde, are rarely mentioned. Although Black women are producing some of the most powerful, challenging, and innovative concepts today, just as their male counterparts, Black women continue to be subjugated within the margins and the peripherals of Black intellectual interaction and thought. Their work is not only de-emphasized within a racist structure that prioritizes



Photo Courtesy Essence Magazine

bell hooks

white intellectual thought, but as well as the within a sexist structure which values work by and about men more demanding. Ultimately leaving our important voices, and messages de-emphasized, hence de-valued.

This semester City College has the privilege of welcoming one of today's

most pioneering intellectuals, Gloria Watkins, who most of us know as bell hooks (her grandmother's name) to our English Department. bell hooks introduced two new elective in the department: James Baldwin, an undergraduate elective, as well as Zora Neale Hurston, a graduate elective. Recognizing the need to support critical thought within Black women, bell hooks immediately became involved with the mentor programs on campus and currently has two mentees.

When thinking about bell hooks' work, I find it difficult to accurately characterize. For instance, I find it nearly impossible to characterize her work as feminist theory, without characterizing it as cultural or critical intellectual theory. bell hooks' work is innovative and insurgent, in that it crosses boundaries, and challenges the status quo. The best way to grasp a firmer understanding of her work, is to actually experience it by reading her

literature. For the meantime, however, bell hooks accepted our offer for an interview. The following is the result.

DP: Can you begin by telling us what factors influenced your decision to come teach here at City College?

bell hooks: One the incredible diversity here, the fact that more students tend to be predominantly non-white. Previous to coming here, I taught first at Yale, and then at Oberlin, where the students are predominately white. So it's exciting for me, (who came out of a predominately Black classroom situation in my grade school, and high school) to be returning to that situation. I find it just exciting to be sharing what it means to be an insurgent intellectual with so many non-white students.

DP: How are you finding the bell hooks, continued on page 3

From the Desk of Your Day Student Government

On October 20, 1994, the Student Services Corporation, which is the College Association that is responsible for the spending of the \$47.50 student activity fee that each student pays at the time of registration, met to approve the budgets of its allocating bodies for the Fall 1994 semester. The allocating bodies include Athletics, Health Services, Safety Services, Media Board, NYPIRG, Day Student Government, Evening Student Government, and the Graduate Student Council.

After each allocating body gets the appropriate amount of the student activity fees that they are entitled to, the balance of the money is in the hands of the Student Services Corporation to do as they see fit for the benefit of students. The SSC gives the balance of the student activity fees for the operation of the Finley Student Center and the Business Office. These two entities therefore report directly to the SSC Board.

On October 20, 1994 the SSC Budget was presented to the board along with the budgets of the other allocating bodies, but the meeting ended without its being approved. The student representatives from the Day

and Evening Student Governments (Malik Small-President, Day Student Government, Margurite Pollard-Vice President Academic Affairs DSG, Bolanle Olagundoye-Treasurer DSG and Diane Francis-President Evening Student Government) presented a grievance with the process in which the SSC budget was prepared and presented to the SSC board. The steps taken to prepare the SSC budget violated page 15 of the Fiscal Accountability Handbook that sets the guidelines for the spending of student activity fees as well as Article VI Section 3 of the SSC By-Laws which states "There shall be a five member Budget Committee, three of whom will be student government presidents. The other members of the Budget Committee shall be an Administrative Board member appointed to the Committee by the President of the College and the Treasurer of the Corporation...The Committee will work with the Secretary and Executive Director of the Corporation and the Manager for the Student Center in the preparation of the annual budget request for the Student Center to be

submitted to the Board." The students presented their concerns to the board and Nathan Dickmeyer, V.P. of Finance and Management, reiterated that the board was acting in violation of the laws. A vote was taken to send the budget back to the SSC budget committee for review to amend the inadequacies, so that the board will be in accordance with its By-Laws.

Historically, whatever money was available to the SSC was the money set aside for the operation of the Finley Student Center. Because the money belongs to the SSC, it is the responsibility of the board to see that Finley spends the money it is allocated according to the guidelines set for student activity fees. A major concern of the student representatives is that the current Acting Director of Co-Curricular Life, Carmelo Rodriguez, has been assuming the responsibility of the SSC Budget Committee by preparing the SSC Budget of \$324,000 without input from the members of the Budget Committee (which consists of a student majority - 3 Students, 2 Administrators). Because the Acting Director is allowed **DSG, continued on page 2**

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Editorial

Lets Curve the Standard

For a two-day stretch last week, it seemed that every major organization in the various media addressed the recently published book, *The Bell Curve*, by Charles Murray and Richard Herrnstein.

The book makes the argument, among other things, that a score attained on the IQ test determines whether or not the person being tested will be successful. The IQ test is purported, by its advocates, to be an accurate assessment of intelligence. The argument put forth is simple: IQ is largely inherited; a low IQ predetermines crime, welfare dependence and poverty; Blacks have low IQs; therefore, Blacks are less apt to overcome these social pathologies. The various news reports varied from implicit support to outright denunciation.

The implications of the book are obvious. It explicitly states that Blacks are fundamentally intellectually inferior, thus are destined to fail.

This conclusion however, is not generally recognized as valid. Its first fallacy is the claim that it makes about IQ tests, and subsequently that its whole argument is dependent on the validity of this claim: that IQ tests are the total measure of human intelligence. There are a number of recognized kinds of intelligence, IQ tests discern but one. And not even the most important one. More importantly, its

principal fallacy is the proposition that success is fated to anyone who attains a high IQ score. This is not necessarily the case. True, there have been many successful bright people who have scored high on IQ tests, but the determinant is usually the motivation and hard work that they employed in their task.

Nonetheless, I am not writing this to rip away at these claims - at their ideological underpinnings and their narrowmindedness. I am writing to express my anger at what seems to be a double standard with the press.

When an issue along such sensitive lines enters the marketplace of ideas the author is usually granted a forum to argue his case. Thus Charles Murray was on national morning television explaining his work and debating his case. But there have been many other writers who have argued implicitly similar views on social advancement. Yet they don't get this kind of exposure. The exposure granted, more often than not, amounts to exercises in polemics and unfair criticism. What is the standard?

I cite the case of Professor Lani Guinier. (I am in no way equating Mr. Murray's stretch to Professor Guinier's work.) The Clinton administration nominated Professor Guinier to be the director of the Justice Department's Civil Rights section.

Senate approval was poisoned by allegations that views expressed in her book (her theory of how those in the minority population could reciprocate electoral weakness by employing provisions within the Civil Rights Act of 1964 and Voting Rights Act) bordered on racism.

Her nomination was summarily withdrawn despite her pleas that she be heard; she wanted to endure the notorious nomination gauntlet, just to be heard. The major media flooded the public with disparaging criticism of her work, without affording her the opportunity to be heard. However the Lani Guinier fiasco is viewed, it is indisputable that she was not treated fairly by the standards of the debate over *The Bell Curve*.

Ideally, a debate involves two sides; it also requires parity. One claim is that hearing Mr. Murray out is justified because he addresses the issues that are important today: crime, welfare dependency and illegitimacy. Ascribing these issues solely to race is not only invalid, but unconscionable and shocking. I am fed up with this lack of parity and fairness. This sort of cynicism by those accorded the mandate to inform, is antithetical to the spirit of decency.

Curtis LeBlanc,
Assistant Editor

DSG, continued from page 1

to prepare the budget alone, student input in the selection of the programs that are listed in the budget is nonexistent.

Other factors that contribute to the students' concerns are the intentional exclusion of Microcosm (the Yearbook staff); the "tunnel vision" effect of programming provided by one individual's perspective; and the past spending practices of the Acting Director of Co-curricular Life.

Microcosm, the group that provides the yearbook, gets its funding from the money that is given to Finley by the SSC Board. Should a group of students who are trying to preserve the memories of the graduating class of City College be at the mercy of one person? Especially someone that is not a student? The preparation of the SSC Budget by one individual gives the programming emanating out of this center a "tunnel vision" effect that can in no way accommodate the ideas that may evolve from the diverse group of students that we have here on our campus. In the past, the spending practices of the Acting Director of Co-Curricular Life (Carmelo Rodriguez) have been questionable. In

the 1993/1994 academic year, he spent a total of \$3,428 on Plants and Plant Maintenance in a matter of six months (January 1994 through June 1994); he spent a total of \$6,055.10 on Travel and Conferences in a matter of two months (May 1994 through June 1994); he paid vendors \$75 each during Homecoming to sell their ware on campus instead of having the vendors pay for their spaces, as is the policy of the center.

If we sit back and continue to allow the administrators of this school to dictate what should come out of our student center, not only will students lose the power to choose the type of programming that is promoted by the center, but programming that will be provided will continue in the restrictive mode of "Go to Class, participate in a club during Club Hours or catch the Film at Finley."

As your representatives at Day Student Government, we invite you to come and meet with us and bring your ideas with you. If you have any questions about this article, we can be reached at 650-8176 or 650-5021.

We at the student government are always working for you and we invite you to come work with us because there is power in masses. Let us know what

your concerns are and what you expect from us as your student representatives. Hold us accountable to you as we hold administration accountable to us and together, we can make a difference on this campus.

The following is a list of the current projects we are working on:

1. Formulation of an SSC Budget that reflects the following:
 - a. A combination of Typing room and DSG Computer Center
 - b. Inclusion of Student Government Stipends
 - c. Start a copy center in conjunction with the Information Desk and the Business Office to generate funds.
2. Include Microcosm in the 1994/1995 SSC Budget so that the graduating class of 1995 will have a yearbook.
3. Show the Finley Film series at better times so it does not interfere with club hours and class times.
4. Ensure the functioning of the Finley Advice Committee for student input in programming executed by the Student Center.

THE PAPER

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Role Model Program, 1995: Giving Insight to the Professional World to African American Women

BY SANDRA A. JEFFREY

If you were working, sleeping, or relaxing last spring break and you're now feeling that you should have made your break more productive, you can make 1995 different by participating in CCNY's Role Model Program. The New York Coalition of 100 Black Women and the City College of New York have sponsored the Role Model Program for college women since 1982.

The format used for the current program was first implemented at Spelman College, in Atlanta, Georgia, in 1979. For Role Model 1994, participants flew to New York to attend career workshops and to meet professionals in their fields. Their aim - to gain insight into their perspective professional careers as well as to capitalize on the opportunity

to understand the necessities of their professional worlds.

Mrs. Claudia Burghardt Morgan, coordinator of the program, says that the program was founded "to provide young women the opportunity to meet eminent professional women and to spend time in their world of work." The program begins by introducing students to professional women in their career fields. For example, as a participant in year's program, my mentor was the Honorable Judith Miller. Under her advisement, the members of our pre-law group had the opportunity to meet with some of the many judges and lawyers working in the numerous domains of the city. Judge Miller emphasized the diverse opportunities that are afforded with a law degree.

The program is not limited to

pre-law students. Students are divided up in their respective groups according to their majors, which include, Business & Management, Engineering, Pre-Medicine, Communications, Higher Education, Social Work, Psychology, and the list goes on. All majors are welcome to apply. Every student is given the opportunity to NETWORK NETWORK, NETWORK as much as possible during the program.

The program begins with an opening reception in midtown Manhattan. At the reception, students are introduced to their mentors, the members of the Coalition Board, members of the Advisory committee, and members of the City College administration, including President Moses. During the week over which the program extends, you will also

spend time attending career workshops and participating in a number of different activities with members of the Coalition.

I strongly believe that the Role Model Program is a wonderful opportunity for African-American college students to network with professionals. Some of the relationships formed during that week may create lifelong friendships. This is one of the best chances to begin to meet professionals in your career. The program will run from April 17, 1995 to April 20, 1995 (during spring break). The deadline for applications was Thursday, October 27, 1994 but extensions are frequently given. To apply to the program contact Mrs. Morgan in Finley Student Center - NAC 1/210 J Ext. 5005. □

Immigration Help Center To Open at CCNY

BY CURTIS LEBLANC

The Urban Legal Studies program in association with Harvard Law School will soon open an Immigration Help Center on campus and in the Flatbush section of Brooklyn. Professor Roy Smith, the coordinator of the effort, sees the idea of the center as vitally important in light of the dilemma faced by refugees from both Cuba and Haiti.

The centers will provide counseling on the gamut of the immigration and naturalization process. Immigration law is one of the least complicated aspects of law. It nonetheless is complex and for the ill-

informed, it often turns into a bewildering and harrowing experience. The center's trained counselors, primarily from ULS, will try to steer their clients clear of such problems. Their training will consist of immigration law and counseling workshops, culminating in an immigration law class, taught in the Spring of 1995 by Professor Smith.

The model that the CCNY center will follow is one that Harvard Law School has developed. Such centers are common at law schools all over the country. However, this will be the first one established at the undergraduate level. According to Professor Smith, "the sites were to target the most ill-

served immigrant groups: the West Indians and Hispanics."

The centers are opened to all who need assistance with the nuances of the immigration process. Problems ranging from illegal immigration and refugee status to political asylum status, will be competently addressed. Potential students who have questions about student visas and particularly how to obtain one, can have them answered at the center.

Moreover, not only are the centers important because of their mission, they are also aimed at providing the counselors and volunteers with the opportunity to serve a community in

need. Professor Smith's concept is that by placing the college students in a role interposing between the behemoth bureaucracy and the needy, it will foster a lasting sentiment for the issues of the disenfranchised in our communities.

ULS urges that in order to make the effort a success, all students must play a role. If anyone knows someone who has not succeeded in solving the labyrinth of the immigration process, the center and ULS will be glad to assist.

The actual date, time and place of the opening of the new center will be announced. □

bell hooks, continued from page 1
experience and the department? Is there a downside?

bell hooks: Well I don't think there is so much a downside. . . as it's different. Many of the students who go to places like Yale and Oberlin, are at times really well prepared for. . . a curriculum that is against the grain in some way — taking courses that challenge them to begin to read. As you know from being a student in my Baldwin seminar, I at times feel frustrated because people are not eager to be open to new ideas, and certainly when reading a writer like Baldwin the issue of homosexuality comes up a lot. And I feel that you can see the difference from being at a very privileged liberal institution, and being at a state school, where people come from very varied backgrounds — there is not an absolute homogeneous group — and certainly, more people from non-privileged backgrounds. And

there is a certain kind of level of not having been as prepared as I think you might find students at other, and more privileged institutions. But, I find that the level of unpreparedness, is usually compensated for by the fact that students are eager to learn and that is the most important aspect to me as an educator.

DP: Recently City College has been under attack by claims that Open Admissions has virtually ruined standards, because with this Open Admissions, the school experienced an influx of remedial classes to better prepare students. Now, it's being argued that this lack of preparedness has virtually ruined City College.

bell hooks: Well I think that one of the difficulties anytime that you have a significant amount of students that are bilingual, or bicultural, in some cases even tricultural, and triling-

ual, then you have to have a different pedagogical process. I feel that there is clearly often times a gap between where the students are coming from at City College, and where professors are coming from. It seems to me that the challenge that we face here is in the classroom in challenging our students to maintain standards of excellence. But also challenging ourselves to continue to grow as a faculty, so that we are better able to meet the needs of the students of today. I think that when you have a large body of faculty that are nostalgic for another time and the way things were in the past, that's not a healthy setting for the production of a new academic climate that takes into consideration where people are coming from. In this new book that I have that just came out called, Teaching to Transgress: Education and the Practice of Freedom, I talk about how one of the challenges of a multicultural fast road is that you can't sim-

ply just have one simple package of information that you presume that everybody can consume and take in at the same level and the same way, because people are coming in from such different backgrounds. And even for example, you remember in the Baldwin course where we were saying that everyone was talking as though they could be confident that everyone in the classroom was straight, and nobody was gay. And thinking about how we say what we say when we are in a situation of diversity and difference. I think both professors have to change to meet the needs of diversity, as well as institutions as a whole, and students as well.

DP: I first heard the name bell hooks from a male friend of mine who hailed your work *Ain't I A Woman?* as the most sophisticated and intelligent analysis of the Black woman's
bell hooks, continued on page 5

Campus & Community Briefs

Music Professor receives ASCAP Award

David Del Tredici, Distinguished Professor of Music at City College, has been honored with the 1994-95 American Society of Composers, Authors and Publishers (ASCAP) Award. The prestigious award is in recognition of Professor Del Tredici's achievements and contribution to music.

The ASCAP Award is the latest honor to be bestowed on Professor Del Tredici, who is a 1980 Pulitzer Prize recipient and former resident composer with the New York Philharmonic.

ASCAP Awards are granted by an independent panel of eminent music personalities from around the country.

African Graduates Participate in Professional Training Programs

Nine African graduate engineering students have returned home after completing various education and professional training programs at the CUNY Institute for Transportation Systems (ITS) at City College. ITS is a multi-disciplinary inter-college effort aimed at addressing transportation issues affecting the economic and social life of the city, state and region.

The students visited President, Dr. Yolanda T. Moses prior to their departure,

to thank her for the college's commitment and contribution to the development of human resources in Africa. Nason Balashi, Patrick Banda, Joseph Mwewa and Chipezyi Chiyoowa, all from Zambia, were accompanied by the United Nations Ambassador to Zambia Otema Musuka, while the Eritrean graduates Tesfai Asfaha, Haile Woldai, Tecleberhan Seratu and Yohannes Teclahaimanot attended with Counselor Ghima Ghebremarian. Mussa Iyombe from Tanzania came with Charge d'Affairs Ulli Mwambulukutu.

CCNY students honored in Annual Virginia Woolf Conference

Three graduate students from City College's English Department were chosen to make a panel presentation at the prestigious Annual Virginia Woolf Conference held recently at Bard College.

They were among the few students to present individual papers and to be honored with a request to publish them in the Selected Papers from the Fourth Annual Conference.

Professor Patricia Laurence of the English Department at City College and expert on Virginia Woolf stated, "This is further evidence of the quality of CCNY's Creative Writing program, which is one of the best in the county."

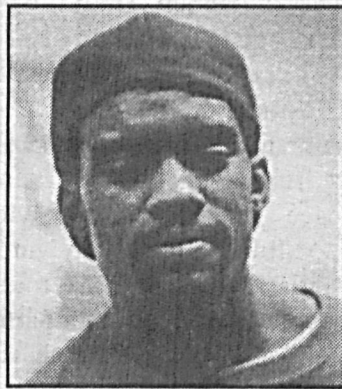
CITY VIBES

COMPILED AND PHOTOGRAPHED BY ALTON STEWART

Question: What is your reaction to the street vendors being removed from 125th Street?

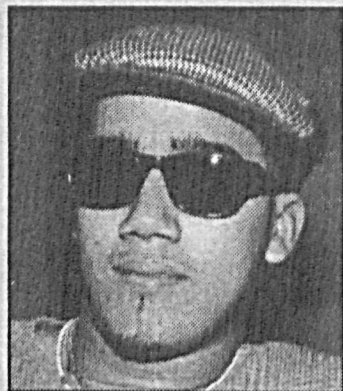
Carlton Rozier Nursing Major

"I feel it wasn't necessary. They decided to remove the vendors because it meant money into a black area. They could have shut down Delancey or China Town, but they didn't do that. Guilliani chose to take money out of black peoples' pocket so that he could look good — there's no sense in that."



Assia Latamie Communication/ Public Relations and Advertising Majors

"I think Guilliani has proved himself once again to be against the black community. I think the move wasn't necessary because these people don't have anything. The vendors weren't harming anyone, plus they provided rare merchandise at low prices. The whole thing was just stupid."



Will Marchena Communications major

"Guilliani is taking away a fifty year legacy. Secondly, he is forcing the vendors, who probably have vending as their only source of income, to find an alternate means — to rob people or sell drugs, to support themselves."

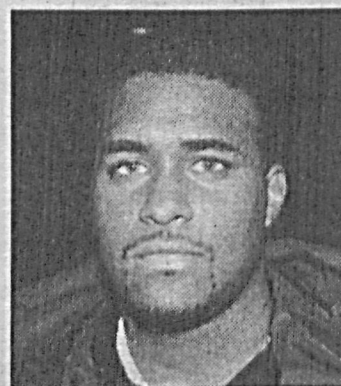
Nadine Williams Education Major

"I think it's good that they're moving the vendors to an allotted area because that kind of move is conducive to freer traffic through 125th street. Customers will benefit because they have one place to shop. It will also be safer for vendors because not only are they competing with the merchants, but they are competing among themselves."



Kathleen Dobson Music Major

"They have a right to remove these vendors because it is unfair to the merchants. Those things they sell aren't cheap — I've bought from 125th street. Also, the place is too congested; tables in front of the stores — with only a little place to walk. If I was a merchant I wouldn't want someone selling in front of my store because that's taking away from my business."



Glenn Raghnaith Elementary Education Major

"Everybody has a right to make a living, and if that's how the vendors are going to raise money without causing harm or selling drugs then that's the best way to do it. For the authorities to tell the vendors not to sell their goods is wrong because what they're doing is good."

Black Faculty Spotlight

Dr. Mary Ella Graham, Ed.D., R.N. Assistant Dean, City College School of Nursing

BY ALTON STEWART

If you wished to enter the School of Nursing, it is highly likely that one of the first persons you would meet is one of the most active and visible persons in the department — Dr. Mary Ella Graham.

Dr. Mary Ella Graham started her academic career at Long Island University where she acquired a Bachelor's Degree in Nursing. Initially, Dr. Graham came to City College to do her field experience while completing her master's degree in education at Columbia University. Upon applying for the position of instructor, Mary Hoffsford, former Nursing Dean, appointed her to the position in 1975.

Dr. Graham was appointed Assistant Professor in 1980. She became a tenured professor three years following her initial appointment, after which she spent another four years at City College. In 1987, Dr. Graham left City College to become the Assistant Dean at North Carolina State University School of Nursing. Owing to the demands on her time as a wife and mother, Dr. Graham returned to the Northeast and to City College in 1990 where she was appointed to the position of Acting Assistant Dean. In 1991 Dr. Graham became the Assistant Dean and was later promoted to Associate Professor in 1992. Dr. Graham states that she has always derived great satisfaction working with the CCNY students and faculty since she has been here.

Among nursing students, Professor Graham is known for juggling many different duties. In stating her responsibilities as Acting Dean, Dr. Graham says that she was responsible for overseeing the Nursing School's curriculum in terms of its implementation, revision and its evaluation. To actuate that role, Dr. Graham acts as the chairperson of the curriculum committee. Dr. Graham is also responsible for maintaining the academic standard of the school and thus serves as chairperson for the curriculum standing committee — a committee that deals with admission criteria, progression criteria, and reviews student records for students that seek to repeal academic decisions. Another of Dr. Graham's responsibilities includes her acting as liaisons between nursing faculty and clinical agencies through her ensuring current student/agency requirements and to submit these documents to the appropriate agencies. Dr. Graham also works with the adjunct faculty who instruct nursing students in their clinical rotations where they learn practical skills relevant to their profession. In addition, Dr. Graham also networks with other departments outside the school of nursing with the intent of maintaining the academic standard of the pre-nursing science curriculum. Finally, the Assistant Dean does academic advising for upper division nursing students.

When asked to comment on the admission process and the role she

plays in admitting students to the School of Nursing, Dr. Graham stated that there is no interview process — outside the admission of second degree students (registered nurses with associate degrees) into City College's baccalaureate program. As Assistant Dean, Dr. Graham reviews the transcripts of these students then notifies the office of admissions that these students meet the academic standards of the school. For freshmen wishing to enter the school, Dr. Graham clarified that it is the office of admissions that reviews the records of these students then presents them to the nursing school for registration — providing space is available for admission.

In light of the changes that will soon be affecting the School of Nursing Dr. Graham stated that there is currently a proposal to reorganize the structure of the college. This proposal calls for the school of nursing to become a department under the division of science. Dr. Graham has reservations about the outcome of these changes as to whether they may adversely effect the student body and the faculty. She nevertheless acknowledges the fact that City College is responsible for producing 25% of the Black baccalaureate graduates in the state of New York. Dr. Graham however stresses that the administration needs to evaluate its past record, then weigh the outcome of their actions regarding these proposed changes.



Photo Credit: Alton Stewart

Dr. Mary Ella Graham, Ed.D., R.N.

In expressing her delight at working with the students of City College over the years Dr. Graham notes that considering the very diverse backgrounds of the students of City College, every student graduating from the nursing program deserves credit for succeeding. In addition to making herself available to all students the Assistant Dean expressed that she would like to serve as role model and a source of motivation to students.

With the knowledge that it takes dedication and going beyond one's call of duty to be exemplary, *The Paper* would like to acknowledge and commend Dr. Mary Ella Graham for all her years of dedication to the City college School of Nursing, and also give her credit for being an asset to our community. *The Paper* wishes her much success. □

bell hooks, continued from page 3
social reality in this country. Since then, I've heard your name in varying circles: In classes, at parties, in someone's conversation on the train, even at rallies or other public gatherings. Your work seems to transcend social class, unlike some scholars who are read by a narrow audience. How does this dynamic effect your work and your mission as an educator, a social and cultural critic, a feminist and Black intellectual?

bell hooks: Well the most exciting aspect of my work, is precisely that it is often written with the longing in mind to reach people across class. Particularly to reach people who may not have the good fortune to be in university settings, and academic setting, but who are critical thinkers in their daily life. One of the exciting things about being in New York is that I'm always meeting people in all walks of life here who read my work. And I think that for me, it's just a

challenge to keep producing more work that seeks to educate the critical concept beyond the realm of the academy.

DP: Can you give us some insight about some of your personal experiences that have influenced you to become an intellectual?

bell hooks: Well I think a primary influence was the Black artist intellectuals, like Lorraine Hansbury. I think many people remember her as a playwright but often don't read enough of her work to know that she was really an insurgent Black intellectual who was political, very concerned about the lack in the diaspora of our connections to Africa, and concerned with the process of decolonization. The two writers that I'm teaching here at City right now, Baldwin, and Hurston have both been the kind of dead mentors that you choose because they're kind of out there on the edge trying to think and write in new ways. All of those things really

influenced me growing up. I was particularly influenced by the poets. Many people don't realize that I write poetry, and that I have a poetry book. But certainly, the work of Langston Hughes, James Weldon Johnson, and just all of the African-American poets really influenced me a great deal. But whenever I'm asked just kind of central factor has influenced me a great deal... I think that it's really critical thinking. I think that once I learned how to be a critical thinker, in the segregated schools of my childhood, with Black teachers (as part of the debt, I owe to those teachers which I think influences why I'm here) who really encouraged us to interrogate the world, to have standards of excellence, and to be rooted in a love, and pride in ourselves as African-Americans, and to extend that out to include everyone. I feel very grateful to have grown up in a strong southern background where there was so much emphasis on education and crime in

black life that it has been very, very central to my development.

DP: Just to backtrack for a minute, and to ask my final question, do you have a favorite author?

bell hooks: Well I think that I don't have such favorite authors as I do favorite books. One of my really favorite books in the world is Toni Morrison's novel, *The Bluest Eye*. As an essayist, I am completely and utterly enthralled by James Baldwin who was just such an exceptional essayist. I try to read a book a day. I read all kinds of writers. It's hard for me because I choose all kinds of writers... and there is often no real connection to the writers that I read that is obvious. But I read a lot of theory. Then I always get to pleasurable readings. I read a lot on religion which is sort of one of my passionate interests. I just finished a book on Saint Teresa called *Holy Daring*. □

EXPRESSIONS

Anorexia

five feet two
with broad fat nose
funny shaped lips
and funky toes
Short thin brown hair
my complexion fair
but Sometimes dark
from kissing in the park
ugly I ain't
but pretty I'm not
One thing is for sure
I is not fat.

Annia

last desire

whispering
is that all that you can do
i remember holding your feet
so that you could not fly
and closing your eyes
so you could not cry
but you have never listened to me.

when the moon falls
and the wolves reaches the edge of the wasteland
calling you
i remember filling your ears
with the terrible noise of my songs
(it had held you back once)
i know you cannot love me too deeply
some arcane belief
you say you believe in
do not trust this sin
Love
but i have made you love me
if not as deeply
and the truth finally hurts
to admit that you cannot be held back
with mere words of passion
to what spiralling tower are you climbing to
what shining gem has caught thy soul
where is the key to my heart
i want it back
why do you stare at the window
the storm has finally broken
the thunder will not frighten you no more
the night holds no more shadows
give me this last escaping look upon you

callimar

Mama Africa

Mama Africa is crying out for peace
She is tired of all the injustices that have been done in her home,
and her children's

She is tired of her jewels, diamonds, minerals, and other
resources being stolen away from her

She is tired of her babies being ripped out of her loving arms and
dying before their time, She is tired of her children taking up
arms against each other, She is tired of drinking their blood
generations after generations

Mama Africa is sick to death of looking into the eyes of her
remaining children and seeing no happiness, or joy, no hope for
the future, and no desire to go on living reflecting in them.

Mama Africa wants the hatred and outsiders that plague her
home to leave.

Mama Africa wants her home to be reunited and returned its
former glory.

Mama Africa wants peace.

Ann Marie Ramsey

EXPRESSIONS

Testimony

called mama but she wasn't home
 called my best friend and got a busy tone
 but when i call on my Jesus
 He's always home
 i got a direct line to Jesus
 and he never fails
 because in my life
 i let his will prevail

i'm talking to you about something
 something i truly know about
 that why, in my Lord's love
 i haven't any doubt

after fiance number one
 and heartbreaks two, three, and four
 i had to knock on God's door
 never worry about falling
 cause the Lord has
 my back
 my front
 and
 my side
 i trust in my Lord to be my guide

i've fallen on my face too much
 to put my faith in man
 so i reach out
 grab precious Lord's hand

some ask me if i'm buggin'
 over some man named Jesus-girl, you trippin'
 ask me what i been sippin'

but you don't know what he has done for me
 we washed me in his blood
 gave me the victory

no i wasn't born saved
 not even gonna try to front
 you see
 i'm no stranger to the forty or the blunt
 to being in the wrong place, at the wrong time, doing the wrong mess
 but i realized it wasn't to late
 took my burdens to the Lord, He gave rest
 now i understand
 why
 grandma sung Amazing Grace
 why
 mama said to leave it the hands of God
 and
 auntie Liz always told the devil is a liar
 i understand
 because now i have the same faith God's power

Umoja

A Word of Thanks

Somedays when my soul
 Seems clouded with despair
 A burst of sun comes shining through
 I know your love is there

Sometimes when I find my cares
 Constantly burden me
 I reach inside for your love
 To come and set free

Sometimes I feel like crying
 Like my back is to the wall
 There you are to comfort me
 Before the first tear starts to fall

Sometimes my woes feel
 Like more than I can abide
 But I know I'm never alone
 You're always by my side

When you saw that I was beaten
 That I could take more
 You opened up a window
 When the devil closed the door

Though I've never been thankful
 As I know I ought to be
 I'd like to thank you Jesus
 For all the times you rescued me

Tanya S. Hibbert

Health News

Get Ahead Of Lead

BY MATSELISO MASITHELA

Lead is a blue-grey metal that is naturally present in our environment. It is an ingredient in paint, dust, soil, and water. It can be easily absorbed into the body. In the human body it is a poisonous material which has many adverse affects on adults and children.

Children are an especially high risk group who are susceptible to lead poisoning. Lead poisoning is one of the most common and preventable pediatric healthcare problems today. New data shows that children with lead levels as low as 10 mcg/dL (micrograms per deciliter) are effected. The 1985 intervention level of 25mcg/dL has therefore been changed.

The dangers of lead poisoning are many and vary in their degrees of severity. It can cause severe learning

disabilities in children. It has also been shown to be the cause of behavioral problems. Lead poisoning can also result in kidney damage, hearing loss, growth problems, and anemia.

The symptoms of lead poisoning are hard to decipher as symptoms. They can include fatigue, crankiness, and stomach aches. But there are usually no signs. A blood test is the only sure way to tell.

A lead test is done by testing levels of lead in one's blood. A small amount of blood is taken from a finger prick or vein. Children who are six months of age at very high risk. Children of this age should be tested. Thereafter they should be tested at the ages of one and two, and have subsequent tests as recommended by a doctor. Treatment is available for children who are found to have high levels of lead, but the best route to

take is the one that stresses precautionary measures.

Children have the tendency to place objects in their mouth. The most common sources of lead poisoning in children are found in or around the home. It is important to keep children away from peeling paint and broken plaster. If your home was built before 1960 then the probability of there being high levels of lead in your paint is increased. If home renovations are taking place, the levels of lead in the air at home may be high.

People who work at certain jobs, such as, painting and auto repair, can be exposed to lead. If any of these is your job or hobby, it is important to remove traces of lead from yourself and your clothing before you go home. As an adult it is vital that you be careful of the hobbies you choose.

Hobbies which involve soldering and painting are prone to the use of lead.

Another precaution is that one should not eat or store food on chipped plates because they may have lead in their glaze. Wash your baby's hands and toys often as they might collect lead dust. It is also important to dust and wipe down floors at least twice a week to reduce clean lead in the dust.

It is also important to eat foods that can help prevent lead poisoning. Foods high in calcium and iron like dried beans and chicken for iron, and cheese and milk for calcium build an immunity against the effects of being exposed to lead.

Finally, it is vital to get good advice. Call your doctor or local health department to learn more about lead poisoning. □

Feature

The Day The Dream Died

BY HUGH THOMAS

The day did not start like any other day. People did not go to work as usual and in school there was certainly a rumble. I was fourteen years old and in Form 4 - the year before my last at high school (my junior year, so to say). I knew that the prime minister Maurice Bishop was under house arrest and word had it that they were going to organize a demonstration sometime during the day.

Our school, Presentation Brothers College (P.B.C) is located on a hill which overlooks the capital city in St. George's, Grenada. School normally starts at 8am but by 10am, when we saw other students moving frantically through the streets, my friends and I knew that something big was going down. Suddenly in the distance, we could hear chanting. A few minutes later the rest of the day's classes were cancelled. Boys were gathering their books and running out. In the streets the chanting grew louder. Buses emptied passengers who joined the proceedings. People from all walks of life were demonstrating together. At that moment there were no class differences: the rich, the poor, the dark as well as the light skinned blacks were all united for a common goal. The thundering chant was the song of a child's game, "Find the leader." I never saw Grenadians so united. The streets were filled from side to side; the chanting column ran like a tube following the curves of the streets to

Bishop's residence.

I can remember some of the boys asking if I was going to join the event. I knew that it would be dangerous; but I was moved by the fact that it was the masses who were crying for his freedom. It was inspiring and empowering. I could see the Prime Minister's home from the school. The procession stopped outside the closed gates.

Suddenly I heard automatic AK 47 guns firing. I saw those who were closest to the gates and fence leap a few paces back. I was surprised because I thought that they were shooting at the people. Then I saw the leaves of the tall trees falling around the house - they were shooting into the air.

This episode repeated itself time after time. A friend of mine, Marc, invited two other friends, Colin and Rawle and myself to his home next to P.B.C to look at some video tapes. It was about 1pm when we went back to the school yard to see if there were any new developments. From our vantage point we saw that the once-sturdy fence was bent in different places. The people were growing more impatient (as if they had ever been patient). Crowds like that always test the limits of a situation. They realized that the guards would not fire at them, so they stormed the compound. Maurice Bishop was released. This inspired another song, "We find we leader..." The crowd turned around and left. At that point I

felt a great sense of happiness in my heart.

This following story comes from persons who actually witnessed the events:

Bishop was allegedly physically weak when he was released. The demonstrators decided to take him to Fort Rupert, a military installation built during colonization with very high thick walls varying from 3 to 5 stories. The people wanted Bishop to explain what was going on between the Deputy Prime Minister, Bernard Coard, and himself. He promised to do so, but he wanted a little time to speak with the other party ministers and his closest supporters.

Meanwhile two platoons of the Permanent Battalion (PB) were dispatched to regain control of Fort Rupert. The PB was the elite group in the army. They were accompanied by two armored vehicles; these vehicles looked like tanks but with wheels. They marched towards the Fort chanting, "Long live the revolution, forward ever backward never." People whom they passed spoke of the energy and fire in the eyes of these men. Upon reaching Fort Rupert the armored vehicles and PB units opened fire. The sound of automatic gun fire filled the air. People were running every where. Men, women and children were shot. One woman recounted that she had to act as though she was dead to avoid being killed. People jumped to their deaths from the high walls of the fort

onto the rocks below. Some were impaled on the branches of trees which grew among the rocks. Those who did not die broke some part of their body, running for miles to escape.

When the shooting started Maurice Bishop reportedly said, "Oh my God, they have turned the guns on the people." Bishop, the other ministers and close friends of the party were lined up against the walls of the fort and summarily executed. After he was shot one of the soldiers walked up to his body, cut his throat and cut off a finger to get his ring.

The bodies of all those killed on that sunny afternoon were put on the backs of trucks and emptied into a mass grave. An account given by soldiers described how they felt sick when they smelled and heard the sizzling sound of flesh burning.

I heard a loud explosion, and a man in the table tennis room where I was, said they must be celebrating. At that point we wanted to be part of the excitement so we decided to go to the Fort. On our way there we saw thousands of people running, like the bulls in the streets of Spain, in our direction. A high school boy ran past me bleeding from his head with half of his white shirt soaked with blood. People were running past me dripping with blood. At that point, I decided to turn back and go home. By this time people were leaving the city any which way they could. I

Dream, continued on page 10

Opinions

A Time For Change

BOLANLE OLAGUNDOYE,
DSG Treasurer

As a representative of the Day Student Government, I feel that it is my responsibility to address the rumor that is floating around this campus which states that members of the Day Student Government are trying to shut down the Finley Student Center. This rumor is nothing but a bad attempt by Carmelo Rodriguez, the Acting Director of Co-Curricular Life who is presently managing the center, to lobby for support to remain as the Acting Manager of the Finley Student Center. In 1992, after the Finley Student Center was shut down by the administration, Mr. Rodriguez was given the responsibility of running the center upon its opening. Now, two years later, his contract is expiring and he is not yet ready to leave. During his two years at the Center, he has not been willing to work with the diverse population of students here at City College. He has shown favoritism along ethnic lines and has therefore caused conflict and division among students, resulting in an increased disunity among the student body. He has done nothing to

help generate funds for student programs or for the repair and improvement of student facilities to conduct student programming; the constant cries from students to fix the Aronow Theater has fallen on deaf ears at the Finley Student Center.

Currently, the student government is in the process of holding the administrators at this college accountable for their actions with respect to both academics and student life. Programming at the Finley Student Center and the management of student activity fees determine what our student life consists of. The Manager of the Finley Student Center (that operates on a budget of approximately \$324,000) should ensure that our money is being spent in the way that is most beneficial to students. This has not occurred in the past two years. Instead there exists a misappropriation of our student activity fees, especially during the 1993/1994 academic year. As manager, Mr. Rodriguez has misinformed student clubs by telling them that the Day Student Government, who receives only \$4 per student of the activity fees, has all their money; while the

SSC receives \$13 per student to fund the Finley Student Center. The Day Student Government operates on a budget of approximately \$42,000 to provide services such as the DSG Computer Center which serves all students from 9:00 am to 10:00pm; to provide a Legal Aide Center for all Students; to fund the 78 clubs that are registered with DSG; to provide student programming; to and run an effective office. Each student should stop by the Day Student Government office NAC 1/109 and check out the copies of the SSC Budget and the DSG Budget on file. Look at the facts and judge for yourself!

The Finley Student Center is a center that was created by students for students to put on programs on this campus. Because the center was originally run by students, the programming that was provided through Finley was student oriented. But over the years, the powers that students had were slowly taken out of their hands by administrators, through the breakdown of the channels that were set up to ensure student involvement at the Finley Center. Examples of such practices are the lack of student involve-

ment in the preparation of the center's annual budget, the lack of function is of the Operations Committee which is mandated by the SSC By-Laws to "...establish guidelines for the use of the Finley Student Center facilities and to develop policies for assignment of space to organizations in the Center." In addition to misinforming students, the Acting Director of Co-Curricular Life has informed the student aides at Finley that DSG will be the cause of their losing all their jobs. I would just like to assure the student aides that we at the student government will do all that we can to make sure their jobs are not lost at the time of a change in directorship at the center.

We feel that the time of the current Acting Director of Co-Curricular life has come and gone and it is time for him to move on. He does not promote a healthy atmosphere for students of diverse backgrounds to interact with one another and therefore we are ready to see him go. The diversity of the CCNY community mandates that we provide a Director for the Finley Student Center who is able to address the needs of this population. □

Say No!! to the Military

BY DON MURRAY

I wish to express my profound disappointment with Career services for inviting an organization to a career expo at City College that has active, blatantly discriminatory policies and practices. I know that CCNY did not want to rush a policy that bans the military but I must reiterate that if the military had a "Don't ask, Don't Tell" policy directed toward women, people of color, Jews or other oppressed groups, a policy to ban the military would have been implemented long ago. I mildly understand the concerns about the funding that City College may receive from the military, but I must ask the question, would CUNY have ever accepted funding from South Africa when it was under apartheid? I would also note that if the Supreme Court in 1954 were to have embraced that monetary argument, segregation would still be as alive today as it was before the decision in Brown v. Board of Ed.

I am aware that CUNY Legal has asserted that CUNY may not ban the military from canvassing the CUNY campuses but they are wrong. They know the result of SUNY v. Doe in which our courts upheld SUNY's

policy to ban the military. So such a policy is possible and if implemented, would be supported by our courts.

By having the military as part of CCNY, and CUNY as a whole, we are sending a strong message that discrimination is okay. Why have we at City been so neglectful of our humanity and of our struggle to fight discrimination? There are colleges and universities around this country, even in the Midwest, such as the University of Kansas, that have more humanitarian policies than CUNY. They ban the military because they realize that "Don't ask, Don't tell" violates every principle our country is and was built upon.

How do you think someone would feel if they were asked to Anglicize their name so no one could tell whether they were Hispanic or Jewish? In essence that is what the military is telling gay men and women they must do. College, university or higher education is about searching for the truth, for honesty. How does "Don't ask, Don't tell" support this pursuit?

If we don't fight the "Don't ask, Don't tell" policy of the military, then the Sam Nunn, the Strom Thurman, the Jesse Helms, and

the religious right will continue to chip away at the basic civil rights and liberties of every American. Do not support their actions by allowing the military to remain a part of CUNY.

Freud once said that "sometimes a cigar is just a cigar." Fortunately discrimination cannot fit into this idea because discrimination is always discrimination, and oppression is always oppression, whether it is based on sex, race religion, age, or sexual orientation. They are all of equal value because discrimination against any individual does similar damage to society as a whole.

The great philosopher and civil rights leader Martin Luther King, Jr. once wrote that "when one man is in bondage, then every man is in bondage." I see that universal truth. I

understand that, simply phrased, he is saying that prejudice begets prejudice, discrimination begets discrimination, and violence begets violence.

Please help us to be proud of City College and CUNY. Please do not let the dark cloud of discrimination and oppression loom and linger over CUNY. We must not cower from the oppressors, we must look them straight in the eyes and tell them to stop. Banning the military is saying "stop" to the discrimination, "stop" to the oppression, and "yes" to the spirit of our constitution and its liberties. □

Don Murray is the President of the Bisexual Lesbian and Gay Alliance at City College.

**THE PAPER IS HAVING A GENERAL
INTEREST MEETING ON THURSDAY,
NOVEMBER 3 PROMPTLY AT 12:15 PM.
ALL ARE WELCOME TO ATTEND.
LOCATION NAC 1/118.**

Community Affairs

125th Street Vendors Protest Relocation

BY QUINTIS PINDER

The ubiquitous vendors along Harlem's 125th Street, were forced to relocate to a vacant lot owned by a Muslim group, between 116th and 117th Streets and Lenox Avenue. To enforce this new arrangement, police officers were concentrated along the old vending site to make sure the vendors did not return. The displaced vendors nonetheless protested the policy in front of the Adam Clayton Powell State Office Building. A few of the protesters were arrested.

The vendors assert that 125th Street is the only viable place for them to do business. Since 125th

Street is internationally known for its bazaars and street vendors, they argued that moving them to an alternate site would cause them to lose money.

This is not a new problem. In the past the problem was resolved by opening up rented space for the vendors at "Mart 125." However, some of the vendors contended that the rent was too high.

The store merchants voiced their complaints that the street vendors encroach upon their businesses. Some of the problems that they cite are: the congestion on 125th Street, trash on the street, excessive noise

and vendors taking up parking space. Merchants assert that the presence of the vendors and the problems that follow destroy their businesses. They therefore support forcing the vendors to inhabit the assigned space.

Moreover, the controversy has been framed as a cultural one, making it one that stands on sensitive ground. Because Arabs and Asians own most of the stores, Black would-be business people say they are excluded from the entrepreneurial opportunities. Almost all of the street vendors are African and Caribbean immigrants. The vendors therefore see 125th Street as their way of get-

ting into business for themselves.

Nevertheless, the biggest contention is with the status of the vendors. Store owners in general are angry, claiming that the vendors are not legitimate business people. Charles Banks, one store owner on the strip engaged in a shouting match with many of the protesters. "Many of them don't pay taxes," he said. In retaliation, a vendor pointed out the ramifications of the whole relocation scheme, saying "If they moved us from here, they'll move us from everywhere." □

rites of passage: JHS 43 Needs You!

BY LASHAUNE STITT

There is a future and that future is in our hands. Therefore, it is our responsibility as the young adults of today to lend a hand to our leaders of tomorrow.

Following the belief that "it takes an entire village to raise a child," Ms. Carrie Peyton, a teacher at Junior High School 43, spearheaded the campaign for a mentoring program known as a Rites of Passage program in January 1994. She and several of her colleagues were responsible for the founding of the program, which unfortunately ended unsuccessfully in June 1994. The failure of the first attempt is attributed to the fact that a Rites of Passage program was a new concept to many of the parents at the school, one that they did not know how to contribute to. One reason that is given for the dissolution of the pro-

gram is interference from parents who wanted to control the workings of the program.

Committed to the purpose of the program and to the children, Ms. Peyton is once again preparing to launch another Rites of Passage Program for the 1994-1995 school year. She is in search of students from City College to participate in the program, primarily because of their convenience to the junior high school and the flexibility that the close proximity of the two institutions allow. Ms. Peyton stresses that, "These students (of JHS 43) need to know that they have young people not that much older than they are, that can relate to them, understand them, and be someone they can turn to for advice or just friendship. Most of them do not receive that type of attention or companionship at home,

and these children are in desperate need of more people that care."

As a volunteer and recruiter for the program, I have witnessed its beneficial aspects first-hand. I have now devised a master-plan to help recruited volunteers make the most of the program. The purpose of the volunteer is "to adopt a group of 'at risk' students and serve as a mentor in helping them progressively develop into spiritual, respectable, disciplined, and community oriented scholars of the future." The seven principles, or Nguzo Saba, serve as a guideline for self respect, communal respect, faith, and for defining one's purpose in life.

Ms. Peyton requires that the volunteers meet with the students at least three times per week to address academics, a career goal, health and hygiene, the African-American her-

itage, the family, and morals and values. The volunteers serve as mentors to a group of students and work with them as a whole. She leaves open the idea that individual meetings may be made at the discretion of the volunteers.

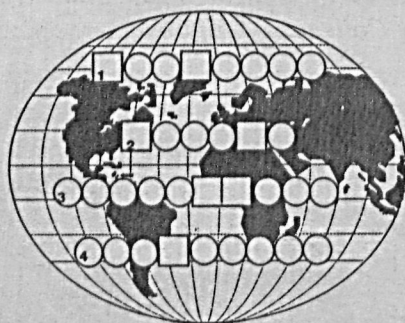
If you feel that you may have some interest in the program, contact Ms. Carrie Peyton either at JHS 43, Room 337, at (212)690-5977 or at home (212)568-1038. The program is in need of volunteers as soon as possible so that it can have an earlier start. The first meeting between the volunteers, Ms. Peyton, and Mr. Harvey Young, the school's Principal, will be held on November 1, 1994 at 12:30pm in the auditorium at JHS 43. It would be a worthwhile investment in your future. □

PEACE CORPS WORLD WISE PuZZLE

For further information about Peace Corps, write Box 896, Washington DC 20526

INSTRUCTIONS: The Peace Corps has volunteers serving in nearly 90 nations around the world. By solving this puzzle, you will learn about one of these countries.

Solve the four numbered puzzle words and then unscramble the letters in the squares to produce the name of the country darkened on the map at the right.



Formerly part of the Russian Communist Bloc, this is one of the poorest nations in Europe.

□ □ □ □ □ □ □ □

1. Sea on the west coast of this nation.
2. Capital of Greece, which borders this country to the south.
3. Adjacent nation in which there was intense fighting and civil war in 1991.
4. Soviet leader who allowed nations such as this one to break away from Soviet domination.

Dream, continued from page 8

never saw so many people on the backs of trucks, holding on for dear life to the sides and back bumpers. I reached home safely, as did the rest of my family.

These events took place on October 19th, 1983 in Grenada. The death of Maurice Bishop was the death of the revolution, and the American invasion was the tombstone on its grave. Forever a marker in history; we must know what was buried in that grave.

This story was not written to argue ideology. As long as we humans run the systems, they can't be perfect. Some say that during the revolution the right to vote was denied, therefore democracy was denied the people. Others say that the little

participation that takes place after the politician has lied to us or bought our vote is democracy. Is that democracy? All in all a system should serve all of the people all of the time. What works best for one country may not necessarily work best for another. The children of the revolution are growing up and soon it will be our turn to lead. In the eleven years after the revolution Grenada still cannot match the infrastructural growth of the revolution, but we smile and say that we are democratic. Yes we are democratic but we are living in hell. □

EXTRA INCOME FOR '94

Earn \$500 - \$1000 weekly stuffing envelopes. For details - RUSH \$1.00 with SASE to:

GROUP FIVE
57 Greentree Drive, Suite 307
Dover, DE 19901

Boosters

TO: "M"

If being sexy were a crime,
They'd give you the chair.
"T"

To D.P.:

Even though I tell you this
every day, I wanted to put
it in print for the whole
fucking world to see - I
LOVE YOU, BABY!!!
-cheese steak

Nneoma

There is someone new who will
love to meet you.

To Laurencia

Never again will any thing
come between us!
Love Umoja

To Everyone

The survey is not that bad
- But it's deep tho'!

Thor

Make up your mind
castration could be painful
Isis

Frances & Kiesha

congrats to the Queens of
NSBE, heard the conference
was fly.
ty

Queen Bee-da-Bee

Keep hope alive, and you'll
overcome that little crack
habit. And stop calling me
so early in the morning on
the weekends.

Bee-da-Bee I

Desa,

How can someone so little, have
so many stories to tell?

Thanks Cyrus,

I Will believe and God will
make it all right!!!

To Jill

Stop holding up trains, You
might meet your match one day!
- NNE

To the PHENOMENAL
EDITOR

- You GO DAWN!!!!

DESA — Do you ever
stop talking?
Renee

No, Renee. In fact, as I was
just saying, its a damn
shame that someone can't
give their opinion...

Ossie

Remember, tell the devil no
Umoja

Hugh

How's your neck doing,
dahlin'

Hey Mushroom

How's the rest of the ALPHA
PHINE Men

Some of you lied on that
survey. Guess what? No
one's impressed!!!

Nneoma

You need to get rid of all those
little boys you have chasing
you.

Nneoma

Just a gentle reminder. You
are a Black woman and I'm
sure that there a few Black
men out there. Have you
visited the prisons lately?

SEND A MESSAGE TO A FRIEND OR FOE!

If you would like to submit a Booster, bring it to The Paper, NAC Rm. 1/118, or mail to:
The Paper, City College, 138th St. & Convent Ave., NAC Building Rm. 1/118, Harlem, NY 10031
Cost is \$1 per line.. Mailed in orders should include a check or money-order. No cash in mail please!

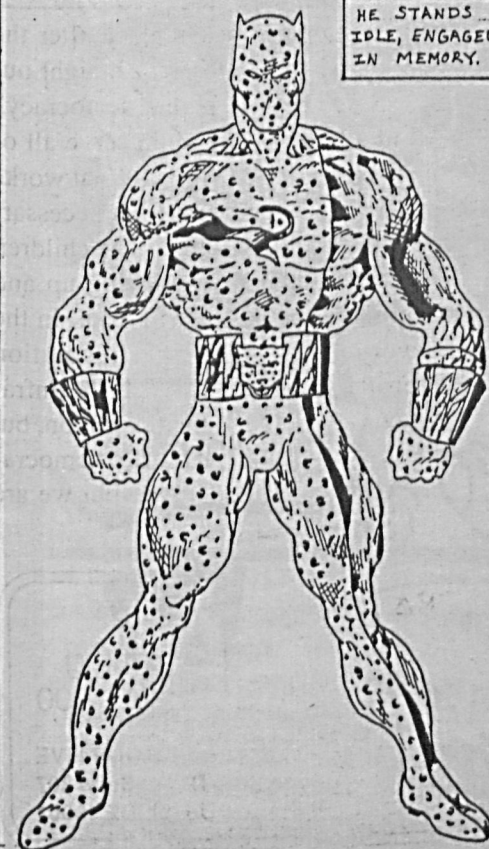
THE JAGUAR®

by: Joseph Regis

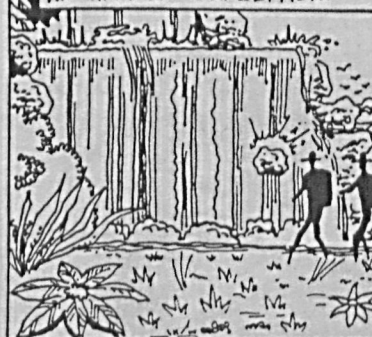
HIS NAME IS JAMES EDWARD WELLSON JR.

THE JAGUAR

HE STANDS
IDLE, ENGAGED
IN MEMORY.



MEMORY THAT TAKES HIM
BACK THREE WEEKS AGO
WHEN HE AND THREE STUDENTS
FROM CITY COLLEGE WENT ON
AN AFRICAN EXPEDITION.



HE REMEMBERS HOW
AFRICA'S DOMESTIC
BEAUTY INSPIRED HIM TO
MAINTAIN A COMMITMENT
TO HIS DREAM.

A SEEMINGLY
HOPELESS
DREAM OF TOTAL
FREEDOM AND
PROSPERITY FOR
BLACK AFRICAN
PEOPLE ACROSS
THE WORLD.

HE REMEMBERS WHEN THE SNAKE BIT HIM.



THE SNAKE'S POISON IS COURSEING
THROUGH HIS BODY WHEN HE IS
BROUGHT TO THE NEAREST TRIBE.



THERE IS BUT
ONE THING,
YOUNGLING...
... HE MUST
BE WORTHY IN
SPIRIT.



BRING THE
SERUM OF
ANKH.



THE SERUM BRINGS
HIM SEETHING
PAIN. HENCE THE
BIRTH OF SUPER
HUMAN ABILITIES.



REMINISCENCE
GIVES WAY TO THE
PRESENT. AND HENCE
THE REALIZATION OF
HOW MUCH HE CAN
HELP BRING REALITY
TO A DREAM AS...



For Your Information

FREE YOUR AFRICAN MIND

Lecture on Liberating our children from violence; Strategies for African families held on Nov. 5, '94 by Sister Modupe Sais, World family historian, author and educator.

Brother Edward Bynum, African clinical psychologist will be holding a lecture on the African origin of Human Consciousness: its highs, its lows, its transformations and its trajectory. Lecture will be Nov. 12, '94.

All lectures will be held at the St. James Presbyterian Church (141 St. & St. Nicholas Ave.) There will be a discussion period at the end of each lecture.

Donation: \$4

For more information contact Sister Kefa Nephthys at (212) 368-7353. Other speakers will include Sister Kariamu Asante, Elder sister Adelaide Sanford, Brother Leonard Jeffries Jr., and Brother Charles Finch.

NEWSPAPER EDITING INTERN PROGRAM

The Dow Jones Newspaper fund is offering all college juniors, seniors and graduate students the opportunity to apply for one of 70 \$1,000 scholarships as part of the '95 Newspaper Editing Intern Program. For details and applications contact Ed Evans in Career Services in Shepherd 154. Deadline Nov. 15, '94.

STUDIO MUSEUM IN HARLEM

The Hale Woodruff Memorial Exhibition. The third in a series honoring the late artist and educator Hale Woodruff, features the works of seven African-American artists. This exhibition will be on display until December 31, 1994.

From the Studio: Artists-in-Residence, 1993-94, will be on display until December 31. The museum's annual exhibition represents selected works by '93-'94 artists-in-residence



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THE PAPER

So we stand here
On the edge of Hell
In Harlem
And Look out on the world
And Wonder
What we're gonna do
In the face of
What we remember
Langston Hughes.

CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK IN HARLEM

Volume L No. 6

A Medium For All People Of African Descent

February 16, 1995

African History Month Commences



Photo by Ali Rahman

BY CLARENCE A. HAYNES

On Thursday, February 2, the African History Month Opening Ceremony took place in the NAC ballroom. The gathering served as a significant beginning for a month that is used to celebrate the historical achievements of peoples of African descent.

A small procession proceeded from the fourth floor of the NAC building through the hallways and down the escalators, ultimately leading into the ballroom on the ground

floor. The sound of drums signalled the movement of the group, clad in robes and dresses made from Nigerian and traditional African-inspired fabric. The procession primarily consisted of students, with a model king, queen, and various court attendants carrying ornately carved staffs and stools.

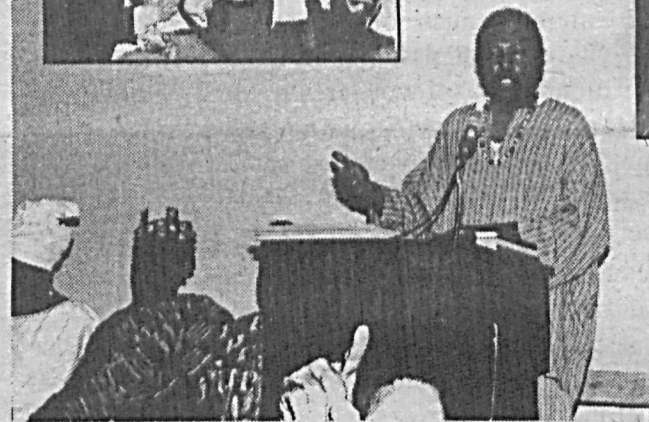
Professor James Small presided over the ceremony, with students and members of the surrounding community sitting in attendance. Small gave a lecture on African history and social ideas. He expressed concern over how certain fundamental ideas of the continent can be effectively used by the City College Community.

Much emphasis was given to stopping the notion of ancient Egypt being regarded as a separate entity from Sub-Saharan Africa; pictures were displayed and historical anecdotes were spoken relaying the existence of African physical attributes in Egyptian paintings and sculptures.

Towards the end of the lecture, Professor Small made the state-

ment, "Afrocentrism is basically defined as relating to one's environment through the eyes of your ancestors that's all!"

Additional words were given by Vice-President Morales and Professor Scobie, commenting on the significance of African Heritage Month. □



Photos by Ali Rahman

Critiquing City's Media

BY VERNON BALLARD JR.

Before I begin this critique, I would like to make one thing clear, for over 20 years (since around the time of open admission), City College has been the target of a particular kind of criticism which is slowly eroding its glorious reputation and is threatening its already scant financial and political resources. With this in mind, I beg your indulgence—my double-edged criticism is much sharper on the negative than the positive.

I congratulate the student newspapers—*The Campus*, *el jodon*, and *The Paper*—on having made progressive strides forward in the past few semesters. The quality of the writing, editing and content of these papers have on the whole made significant improvements over the past few semesters. The recreational and creative features of the papers (i.e. comics, entertainment, sports, poetry, etc.) provide an undervalued resource for campus morale. The newspaper's articles, interviews, and essays offer a striking contrast to the condescendingly sym-

pathetic, inaccurate, and often erroneous portrayal of City College currently being presented by the mass media.

The editors, however, seem to be operating under the assumption that they have the leisure of offering, as do most other college newspapers, mundane pictures of campus life. Considering the harsh climate of criticism currently surrounding the college, these editors cannot afford the luxury of this assumption. If the City College media are an accurate reflection of our campus, then there is much work to be done. For the sake of their readerships, especially in the current highly sensitive and critical climate surrounding the college, the base of the current campus dialog must be broadened and elevated. Editors must strive harder to rid their domains of the plague of errors and inaccuracies in content, grammar, and typography. On our campus, there is next to no offering of a comprehensive vision to uplift diminishing morale or to provide guidance in academic or political matters—unless consider-

ation is given to the often inane, poorly written, under-documented, irrational and illogical opinion pieces and editorials. These editorials and opinions often comprise a significant portion of each issue. The authors of these writings, as collegians, should set higher standards for themselves. However, if these authors are incapable of employing self-criticism to raise the grammatical and logical aspects of their writing, then editors have an obligation to either offer them assistance in reaching a standard, or refusing them publication. In the media, interviews of various campus officials or high profile faculty are often featured, but there is a deficit of critical acclaim or evaluations of classes, faculty, administrators, or special programs. We are under-informed about newsworthy issues on campus, in the CUNY system, in the community and in local, national, and international political circles—issues which have a direct impact on and far reaching implications for the college.

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