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

Moses' Retrenchment Committee Brings Axe Down on Departments

BY VAHID McLaughlin

n Wednesday, May 3, President Yolonda T. Moses of City College along with her administrative cabinet and Faculty Senate chair James de Jongh brought together a town hall-styled forum, for the public to learn the qualitative impact of what has been, until now, a mathematical proposition. Her cabinet made real a tentative \$8 - \$10 million CCNY budget shortfall in terms of actual impact upon the College - it's programs, faculty, and staff, and its impact upon the future of City as an institution capable of fulfilling it's charter (accessibility and the pursuit of excellence).

Back in February, if you'll recall, the newly - elected Republican Governor released his budget for the upcoming fiscal year, and just recently, the newly - elected Republican Mayor did the same. The state's budget is largely responsible for overall City College funding, while the city subsidize funding for the associate degree programs.

The reduction of state aid to CUNY-

at-large to a tentative \$158 million reduction in overall funding (although, as this article, some of the millions of dollars have been restored), and reduction in city funding is tentatively \$33 million (tentatively, since the

budget must be adopted into law, which presumes that the state and city leaders must vote for it, or reach a compromise). This would amount to more than a 25% decline in senior and a 12.6% decline in junior college's overall operating budget for 1995-96 fiscal year.

To reach the projected expenses for CCNY's upcoming year, the budget is translated by proportion to past expenses. It was calculated by the Board of Trustees (often coined "80th Street'),



Retrenchment Committee

the budget for CCNY will be short a possible \$8 - \$10 million, due to a combination of past budget reductions and the present fiscal decimation, which means our school has been forced into an extreme emergency. Further, each member of Chancellor W. Ann Reynolds' Coalition of Presidents' (COP's) was granted power to form a "retrenchment committee" which would constitute an on-campus, representative body from various detachment. This

committee was charged with constructing a **proposal** to present to the individual president for consideration.

On May 3, the CCNY's retrenchment committee gave its report to the gathered crowd in attendance at the open forum, and to President Moses. The president's cabinet members, who also chaired the retrenchment committees; subcommittees (Physical Plant and Administration, Student Affairs Program, Masters Degree Program, Qualitative Decision-making and Quantitative Decision-making), stood one by one to announce and describe each situation.

Cuts in administration amount to a quarter of a million dollars (approx. \$2500,00), and all future administration hiring and financial projects have been frozen, according to Vice President of Finance, Nathan Dickmeyer.

Vice President of Student Affairs, Thomas Morales, reported that other student affairs, including the Finley Student Center, disabled student ser-

Retrenchment, continued on page 11

Jursing Pains

BY HUGH THOMAS

n May 12, 1995, the School of Nursing held a meeting with President Moses to inform her of everything that is involved in the closing that program. The meeting started with Moses giving an overview of the current position of the college and the steps which must be taken in order to ensure that students have a future here at City College.

Most of what Moses said was stated in the town meeting which was held at the Aaron Davis Hall on May 3. Moses stressed that the proposals made to her by the Retrenchment Committee are not final and that she still has to make the final decision on the suggestions.

Concerned nursing students could not understand why the nursing program was placed on the elimination list in the first place. Moses then stated that if the college made cuts across the board then all the programs would suffer, or at the very least not be able

to operate properly. The cuts must therefore be made down the lines of the departments and programs. The students wanted to know what criteria was used by the Retrenchment Committee that would allow an exemplary program such as nursing not to have a passing grade.

One by one, the nursing students stood, made statements and/or asked Moses said that the questions. Retrenchment Committee looked at programs which were also offered at other campuses throughout the CUNY system and that there are nursing programs on two other campuses. One student was quick to point out that although that may be true, the nursing program at City College is unique in that "it is the one and only program in New York State whose student population are minorities." Nursing student Janet Stansbury took hold of the floor, laying down fact after fact and listing the achievements of the City College's School of Nursing. On



President Moses

emphasizing why nursing at City College is so important to the minorities and the communities which they will serve, Stansbury said "95% of nurses in New York State are White and 4% are Black. That 87% of the May 1994 graduates passed the National licensing exam on the first attempt." She also stated that "one third of the nursing students graduate Nursing, continued on page 3

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Editorial

The end of yet another semester is upon us and so much has happened. Things may never be the same. There are always some sort of struggles being waged here at City College but never has the future of this blessed institution been so uncertain. What is more frightening is the message that is being sent to the underprivileged nation that dwells within this "land of the free, home of the brave, equal opportunity" nation they call America. From the federal to the county level they are talking about cutting taxes, reducing spending, scrapping affirmative action, decreasing social benefits etc. Everyone shows some level of concern no matter what side of the street they travel, be it Republican, Democrat, Liberal, Conservative, left, right or center. The bottom line is how will we be affected.

City College is no exception. It is well known that some financial cuts are coming our way and provisions are being made to cope with it. A sad state of affairs to be in, since CUNY represents and has represented the last hope to the underprivileged of moving up that ladder of success for over a hundred years. Townsend Harris says it best, "Open the doors to all...let the children of the rich and the poor take

their seats together and know of no distinction save that of industry, good conduct and intellect." Life is a set of experiences and we learn best from the past what **not** to do in the future. For if there is no struggle there can be no progress, let us now make that statement really mean something to us.

President Moses has the unenviable task of resolving our financial woes with some workable solution which can be swallowed by most if not all as reasonable. The retrenchment committee under her command was charged with this task. After they announced their proposal to Moses and the City College community on May 3 we could only ask ourselves, "Did they do an adequate job?" How thorough was this search to find programs and departments with which the College can do without? Apart from what this committee says on paper the life of some programs are more than just dollars and cents. Where is the sense in eliminating a great program such as the School of Nursing? Sure, City College is known for it's engineering school and bio-med program, and right up there with the rest is that wonderful slew of liberal arts core requirements which make the graduates from City College so well rounded in comparison to the graduates from MIT and Columbia. So my fellow students don't expect these programs to be downsized or "rightsized" as the case maybe.

Since this is a proposal, and Moses has the final say, will she consider any other programs? Sorrow is felt for those programs which have to go. It is not a pleasant thing for professors who at 40 or 50 years of age have to now compete with younger people for their jobs. For those of you who were spared keep in mind that this is not the end of the trauma. Brace yourselves for more of the same next year and the year after that. It will be really depressing to see the hiring of more peace officers in the face of City College's demise.

Finally, the time is ripe for us to band together in one common voice to sing the same song. Let the politicians know that what Albany is proposing is not acceptable. We must become active in the decision making processes which govern our lives. We must vote! If this trend of reduction continues our society will not be ready for the repercussions. Are we the underprivileged willing to play Russian Roulette with our future?

THE PAPER

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Letter to the Editor:

Dear Editor

The City College of New York is the only baccalaureate in a public institution in the Harlem Community prepared RN's throughout the entire East Coast (even more than the recognized, nationally black college institutions). As such, these nurses are eligible for advanced degrees within the nursing profession. To cut such a program would be a disservice the students, as well as to the Harlem Community.

However, a neglected issue, here is the fact that there are racial difficulties among the faculty within The School of Nursing. These difficulties have trickled down to the over 90% Black Student Body. There are rampant, documented, racial complaints, and copies of pending law suits, in the Office of the President, Predation President Yolanda T. Moses. There are only three Black, full-time, tenured professors in The School of Nursing.

To close the School of Nursing will add to the statistic documented by the American Nurses Association's Ethnic Backgrounds of Employed RNs (1988) which states that there are 90.9% White Nurses employed, as opposed to 4% Blacks, 2.7% Asian, 0.4% American Indian, and 1.4% Hispanic, nationwide. (These statistics may be updated, however, I'm sure there is not that big a difference today.) The real issue, then becomes, not to close the School of Nursing, but to have a more representative nursing faculty, which will facilitate learning and education, and not difficulties, between faculty and faculty, and faculty and students. Of course, with adequate funding to run the program.

The students have written to President Moses, The City College Board of Trustees, lobbied legislators and various nursing organizations such as the Black Nurses Association, the New York State Association, the American Nursing Association-Political Action Committee (ANA-PAC), the National Student Nurses' Association, etc., in order to keep the nursing school operating. We are also actively imploring the aid of the Harlem Community, as well as others.

Put simply, the School of Nursing should not be allowed to close. It is vital. President Moses had recommended the School of Nursing in her own handwriting (see attached letter). As for President Moses, she has, it appears, become the sole target of animosity. A puppet, being manipulated, hopefully not allowing herself to be manipulated, by those who put her in the President position—the Board of

Letter to the Editor Signed by Michelle Barbour, Sharon Boatswain, Wendy McQueen

Good Luck On Your Finals

Campus Affairs

Bill Cosby Talks to "City"

BY NNEOMA E. NJOKU

n Thursday, May 11, 1995, Bill Cosby attended the Honors Convocation here at City College to address the honor students and the rest of the City College community.

'I am here because this is CCNY, and the New York Post, the Daily News and the New York Times have some form of aggression aimed at the school," said Cosby.

Those who have read these papers know that over the last few months, City College has been the recipient of undue attacks. These tabloids have attempted to insult the integrity and quality of the education and degrees offered at this college.

'While the New York Times may have a sort of passive aggression,' continued Cosby, 'these other two papers are sending out messages, and I think it is quite harmful because it is telling the world, for that matter, not to hire the CCNY graduates, not to respect the CCNY graduates."

CCNY students are starting to believe it themselves. They are starting to believe that their degrees from City College will not mean anything in the

Many students are transferring out of City College to places where they think a degree will be worth more. Others are thinking twice about pursuing their undergraduate degree from City College. 'Whether we want to believe it or not," says Carlos, a sophomore, 'City College is being looked down on and it's all because of the media. It will affect who decides to hire a CCNY graduate

and who doesn't."

Another student says 'I'm afraid that my degree from here won't mean anything when I graduate, that's

Cosby points out that the way City College students go through college is the same way as students do from any other school. They graduate from CCNY and go on to Harvard University, Yale and so on. They hold a job while earning credits towards graduation, some have families and other responsibilities. 'Why then is your paper of less value?" asked Cosby.

'I want you to be able to carry your own strength with you," says Cosby to CCNY students, 'you have to not answer to any one of them, but to hope that one day you meet them face to face at an intellectual, same level field, and then begin the fun for yourselves."

He looks at the different races of students receiving the honors, their backgrounds, histories, ages, environments and says that they have worked for their grades and that 'an 'A' student is an 'A' student" no matter where you go.

'You are CCNY and you will always be, and you will carry yourself no other way because that's who you are and that's all you know. But I will tell you have to understand this is your business to let the New York Post know who you are."

Again on May 16, Bill Cosby took yet more time out of his busy schedule to speak further to the City College community about their responsibilities to City College, who they are, the bud-

get cuts and voting during a telephone conference with President Moses, Charles Deccico from the public relations office and an editor from The Campus Newspaper.

What I forgot to mention," said Cosby on our telephone interview, 'was the importance of the graduates to realize the cost of their education. Also there is a need for them to contribute and think of it very much the same as having to pay dues in a club." He feels that every graduate should contribute a minimum of \$2 every week, and that those who could afford more could write a check to support education at CCNY.

As for those who graduate from City College and feel no need or responsibility to the college, Cosby has one thing to say to you: 'To graduate does not mean that you've left."

He is a graduate from Temple University, Philadelphia, and he still feels a sense of responsibility.

He says that 'they also have to understand the philosophy behind CCNY and why it exists. They also have to understand that they could only consider themselves to be selfish" if they think they could just think that they could get their degree and have no other connection or relationship with the school.

Cosby feels that it is every person's job and every person's responsibility that they have to maintain and continue that relationship.

With the budget cuts now, the question is 'what happened?' The fact of the matter is that many students and citizens who are eligible to vote do not exercise that right and when things go

sour, they begin to complain. 'Our students are in an institution that is supported by the state," said President Moses, 'and I told them that if they had all registered and voted, that chances are we wouldn't have the governor we have today." But yet, every one is complaining now, even those who didn't vote.

Cosby feels that the power is in the hands of Alumni of City College. He feels that if they begin writing checks to the college and understand that their obligation to the college is absolutely important to the support, and begin to write letters and making phone calls on behalf of CCNY, putting pressure on the politicians that exists and are in office, 'it is almost as powerful as the person who pulled the lever, voted and didn't get the person in office," he

He stresses that phone calls and letter writing are very effective, 'one letter has power," he said, 'because someone else is backing it up."

Regardless, he still believes that 'if you do not vote, you do not have the right to complain," he said.

In his, opinion there is no such thing as a reason not to vote. 'It really is a crime," said Cosby about not voting, 'it 's a moral crime that those who died, [and] died in vain as far as some people who don't vote is concerned."

One last thing that Cosby wants everyone to know is that 'I was not born wealthy or to wealthy people, and the one thing that is clear and good about coming up lower economic is that you don't get confused by choices, what's on the table is on the table."

Nursing, continued from page 1

with at least a 3.0 GPA." The City College School of Nursing students are trained to service the community, many of them are bi- and trilingual, making communication easier. What is also more important is that graduates remain in the New York City area, unlike graduates from other schools. Stansbury says that if one looks at the bigger picture, it becomes clear that the nursing program is one of the top five nursing schools producing ethnically and culturally diverse nurses. The City College Nursing Program allows students to pursue a masters and doctorate degree and it also estimated only 1% of the nursing doctorates are Black. As it stands now the majority of Black nurses are practical nurses and the most they can advance to is an Associate degree. In the USA 92% of the nurses are White.

The passions and emotions that were expressed in that meeting climaxed with one graduating senior saying that this is also a "racial issue." Another stated that if such a program is cut then the message that is being sent is that "people of color are not intended to have that kind and level of education."

What is apparent is that the way the students and faculty view the nursing program is not shared by the Retrenchment Committee. Keeping in mind that this is not the final plan, but just the fact that this program is on the table to be cut, raises volumes of questions. Moses, for the last few weeks has been reiterating her commitment to the future of the college and its ability to serve its students, and as students, we hope she is sincere.

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TAKE A BITE OUT OF

down license numbers of strange cars. They noted the times of odd behavior. They worked with each other. They

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Campus Affairs

Letter to College Community from President Moses

he Community presented its report to me and to the College community at a recent Town Hall Meeting. Despite reports and rumors to the contrary, it is important to bear in mind that this report is a proposal, not a final plan of action until I have had a chance to review it and make my recommendations.

It was my decision to charge the Retrenchment Committee to form a series of recommendations which would lead to programmatic rather than across-the-board cuts. Although we may need to cut our budget drastically, it is critically important that the CCNY that results will have programs that are viable, which can function in a manner that will provide excellent education for our students and will maintain the dual aspects of our mission: access to excellence. To do this we must preserve the programs that are at the

core of the College's identity and we must retain the talented young faculty that we have worked so hard to recruit in recent years. This means that should drastic funding cits materialize, CCNY will have fewer programs but that those programs will be vigorous and of high quality.

The Retrenchment Committee has met for many hours over the past two-and-one-half months to frame these recommendations. They considered a large amount of data and met with many individuals to assess the characteristics of our programs. At the Town Hall Meeting the Committee had the opportunity to hear from the College had the opportunity to hear from the College Community. Following the meeting it met and framed the recommendations that accompany this letter.

I, along with Provost David Lavallee, have been meeting with faculty and students throughout this week to receive additional information that will be helpful to me in framing my recommendation to the Chancellor. I must present an outline of the plan to the University on May 12. I have informed them that it is subject to change because I will not have had a chance to meet with all the affected parties by that date. I will submit a revised plan to the Chancellor before the end of May.

One way to understand the challenge we face is to consider what would happen if nothing is done in the face of an \$8-10 million budget cut. Under those circumstances, we would be forced to fire every adjunct faculty member and reduce all of the classes we offer by 40%. In addition, we could not afford telephone service and postage, and we would have to suspend all purchases of laboratory equipment, paper and other office

supplies. In short, City would have to shut its doors.

I have been working closely with members of the College community to roll back the budget cuts. I have visited Albany several times t meet with legislators along with students, faculty and Puerto Rican Legislative Caucus as well as the Manhattan delegation. City College has been the leader among CUNY colleges in this effort. In addition, we have had rallies, teach-ins and letter writing campaigns on campus.

It is vitally important that all of us work diligently to influence our representatives in Albany to restore funding to CUNY. I urge you to write to your legislators, and to visit them if possible.

Let us join together, with our alumni and friends, in this crucial struggle for the future of our College and of public higher education.

Proposed Instructional Cuts

	et: \$6,000,000)	CONTRACTOR DESCRIPTION
A) Misc. Savings	FT Faculty	Amount (000)
Administrative Restructuring	addinate for manifely adjust	165 and
Preretrenchment non-reappointments, HEOs	Sing Bullet	145
reretrenchment non-reappointments, Substitutes	A PARTON NO.	113
Fringe Benefits Savings	Mary State of the Control of the Con	150
ERI from non-retreached Dept.	20	900
Subtotal A		1,475
B) Retrenched Departments	FT Faculty	Amount (000)
Anthropology	market and one of the party	402
Class. Lang. & Hebrew	achier therebasis 4 vegetalists	267
Earth & Atmosph. Sc.	ingermalies 6 engine	terimonics 4. Lybe
Education	The same of the sa	ACCORDING TO SALK
Elementary Education School Services	15	1,236
Sec. & Cont. Education	12	974 847
Nursing Nursing	proposition 18 mile man	1,460
PHE	Total Control of the	463
Special Programs	12	908
Theatre & Dance	9	580
Aaron Davis Hall Staff		170
Subtotal B	97	7,784
Subtotal B (adjusted)	A National Commission	7,159
C) Departments Consolidated or	Districtions of the	Amount (000)
Converted to Programs Asian Studies Black Studies Jewish Studies Latin Am. & Carib. Studies Subtotal C (ERI, Adjuncts)		200
D) Transfer Efforts	PT Faculty**	Amount (000
Cultural Anthropology	Properties to School Service	(201)
College Study Skills, Reading	years remarking, distriction	(420)
Environmental Studies	Seek Stoke 4 sproups	(233)
Education Program		(1,600)
Subtotal D	39	2,454
Grand Total (A+B+C-D)	58	6,380

Amounts for departments are total expenses. Some costs are for staff not affected by retrenchment, and must be deducted.

Proposed Instructional Cuts Level 2 (Target: \$7,500,000)

THE FOLLOWING WAS PREPARED BY THE REPRENCHMENT COMMITTEES

Additional Cuts to those of Level 1

A) Additional Misc. Savings	and the first North Statement of the fi	Amount (000)
Engineering CLT nonreplacement	Spainted and the analysistic	50
Architecture Adjuncts Savings	page tolera francisco com-	150
Engineering Adj. & Fellows Savings	ng phonography of the state	225
Distinguished Prof. Salary Differential	Simulation of systematic	420
Additions to Subtotal A	the training	845
B) Additional Retrenched Departments	FT Faculty	Amount (000)
Architecture (Partial)	rovingoroused 3 bonderes	100
Physics (partial)	of the substitute of the subst	500
Additions to Subtotal B	10	600
Total Additions to Level 1	- 10	1,445
New Grand Total	68	7,825

Proposed Instructional Cuts Level 3 (Target: \$9,000,000)

Additional Cuts to those of Levels1 and 2

FT Faculty	Amount (000)
20	1,630
20	1,630
20	. 1,630
88	9,455
	20

** The number does not include any executive pay plan lines to be

. Retrenchment Committee

Chair	President Yolanda T. Mo
Deputy Chair	Provest David Lavallee
n Ilona Anderson	Faculty Relation

Prof. Jacob Barshay Mr. Ray Carozza Prof. Manuel de la Nuez 2. Prof. James de Jongh V.P. Nathan Dickn Ms. Jacqueline Duarte Prof. John Fillos Ms. Eileen Gilmartin Prof. John Graziano Ms. Joan Hill 10. 11. Mr. Thomas Jennings 12. 13. 14. Prof. Joan Johnsto Prof. James Levin 15. Mr. Fenton Li Prof. Karl Malkoff Prof. Jamai Manassah 18. Ms. Thelma Mason 19. 20. 21. Ms. Gloria Medonne V.P. ThomasMorales Dean James Neujahr Mr. Jaime Pabalan Mr. Mark Reid 25. 26. 27. 28. 29. 30. 31. Mr. Curtis Rias

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Vincent Pinedo (alternate

Ms. Maria Vasquez Dean Charles Watkins

Mathematics HEO Romance Languages Faculty Senate Finance & Management Student Civil Engineering Communications, Film Campus Planning
Registrar
Nursing
Special Programs
Student
Administrator/CWE Electrical Engineering Financial Aid Affirmative Action Physical Plant Student Affairs Education Financial Accouting Student Academic Computing Social Sciences Political Science Development Humanities Academic Advising Engineering

Dean Dennis Weiss Prof. Jean Wiles Special Programs Student



Apollo Theater May 6, 1995

[Let me just say that Malcolm was a good man]... [For God's sake, do not take away his work and his

[Whatever discipline I have which is not much comes from Malcolm not my mother. Whatever strength I have, comes from Malcolm, not my mother. Whatever tolerance and love of my people, comes from Malcolm]...

Black Faculty Spotlight

A Distinguished Professor

BY NNEOMA E. NJOKU

rom Spain to Morocco, Peru to the Dominican republic, Haiti to Cuba and all around the world, Professor William G. Wright, the founder of the Students for Cultural Exchange (SFCE) program, has taken students, faculty and members of the City College community around the world to study.

Professor Wright began teaching at City College in 1969 and in 1971 he founded the Students for Cultural Exchange. The program is designed with an international educational interest and an objective to travel and study abroad. The program is open to all students, 'I wanted the disadvantaged students to have the same amount of educational exposure as the advantaged students." he said.

The program started with 100 students and has now doubled in number. Meetings are held once every month. Since 1971 when the organization was founded, it has been consistent and continuous in its goals. They have travelled every year for the past 14 years with the exception of two years within which period Professor Wright had surgery. He did, however, urge his students to go ahead but they wouldn't go with out him. This year, they are on their way to Spain and Portugal.

The organization has never been given money or been sponsored or funded by the school, but Professor Wright, along with his students have always managed to raise the money through fund-taisings. You can find him selling candy, as part of the fundraising campaign, in the NAC lobby advisor to the Student Government twice a week.

During his ten-year tenure, he conceived and gained the support from the SFCE Association to start a Scholarship Fund for juniors attending The City College.

Professor Wright has also served as President of the Black Alumni Association, and under his presidency, the Black Alumni Scholarship increased from 1 in 1985 to 4 in 1992 and the scholarship fund has maintained at some \$14,000. This sum is likewise attributed to the extraordinary effort in directing the fund-raising on Professor Wright's part.

Besides being fluent in Arabic and Greek, Professor Wright is a Spanish professor in the romance languages department. He received his Bachelor's degree in Spanish right here in City College, and went on to receive his graduate degrees from the University of Middleburry in Vermont, Spain, Columbia University and New York University.

Professor Wright saw City cation and fell in love with it. He decided that he was going to teach here and return to the college, what it had given to him.

Though his primary teaching area is Spanish, he has taught English as a second language (ESL), essentially to the S.E.E.K students and later on became the director of the S.E.E.K.

In addition to teaching Spanish and ESL and founding Students for

up until last year.

The William G. Wright Scholarship Fund was honored to him in November, 1992 by the Black Alumni Association.

From 1982 - 1992, Professor Wright served as the president of the Black Alumni Association. Very modest in his accomplishments, he expresses no interest in titles, but in what he can do to help students and the association with which he is affillated out two to warrant parities will

Walking into his office, you can see his walls covered with awards he has received over the years for his outstanding services in the school outside teaching for which he is paid for. He has received an award for Distinguished Services, Supportive Faculty, Alumni Services, a certificate of appreciation by his students for cultural exchange for outstanding motivation of inner city students toward educational development, for his Parent Education Seminar/workshop in 1980. He also College to be a door to a higher edu- received, for 10 consecutive years of fund-raising, the Alumni Service Award and many more.

There is one award that many students, faculty, staff and CCNY community members would like to see him receive that he is yet to, ... The Alumni Association Award. Every year Professor Wright is nominated for this award and many students and faculty members send letters of recommendations on his behalf, yet they fail to award him. Cultural Exchange, he was also an They fail to recognize the work that



Professor William G. Wright

this man has done for the students at CCNY. The award is awarded to faculty and staff who work beyond their contract. His service has contributed to the quality of campus life, enhanced students' personal and academic growth and has been rendered continuously for several years. All these are requirements for receiving the award, yet he has not been recognized.

Professor Wright has always been available and willing to help students and they are all grateful for his selfless efforts in making their stay here at CCNY a bit less of a has-

His students him the best of luck and thank him for all he has done. If those in charge of selecting who the Alumni Association awards goes to fails to recognize him, his students always will and that's what counts.

THE FOLLOWING STUDENTS WERE ELECTED BY MAJORITY VOTE IN THE 1995 STUDENT ELECTIONS:

PRESIDENT

V.P. EXECUTIVE

V.P. CAMPUS AFFAIRS

V.P. COMMUNITY AFFAIRS

V.P. ACADEMIC AFFAIRS

V.P. UNIVERSITY AFFAIRS

SENATOR/BIO-MED

SENATOR/ENGINEERING

SENATOR/ENGINEERING

SENATOR/ENGINEERING

SENATOR/ENGINEERING

SENATOR/ENGINEERING

SENATOR/ENGINEERING

SENATOR/CLAS

SENATOR/CLAS

TREASURER

OMBUDSMAN

Raymond Flete (USP)

Vahid McLaughlin ((USP)

Shahabuddeen Ally (USP)

Aldyn Brutus (CSA)

John Castelly (USP)

Raymond Delva (CSA)

Celeste Cox (USP)

Michael Burgher (USP)

Michael Fogarty (CSA)

Alam Jan (Independent)

Mohammad Allahbakhsh (Independent)

Glendon Stewart (CSA)

Donald Vega (USP)

Nicole Gill (USP)

Monique Wiltshire (CSA)

Curtis LeBlanc (USP)

Sam Wouyeah (Independant)

Community Affairs

BY RENEE STEVENS

ow often do we who live in "the City that never sleeps" neglect to take full advantage of the rich cultural offerings available to us? New York is filled with a vast multitude of museums, shows, exhibitions, and festivals that celebrate our culture, heritage, and mystique. Yet, despite the existence of these opportunities, many events arrive and depart the boundaries of this city without the patronage they deserve. Before federal, state, and municipal budget cuts take effect and greatly inhibit the accessibility of many of these institutions of enlightenment, it is important to indicate their significance and relevance by utilizing their services and programs.

As we embark upon our summer work, school, and vacation schedules, here are just a few functions that may peak your interests and will definitely expand your horizons.

In the immediate area are the renowned Schomburg Center for Research in Black Culture and The Studio Museum in Harlem. The Schomburg Center, located at 515 Malcolm X Boulevard (at 135th Street) offers guided tours by appoint-

tions. Starting May 20, 1995, the featured exhibitions will be "Arturo Alfonso Schomburg: Race Man" and "Arturo Alfonso Schomburg: The Man and His Times". The first exhibition focuses on how the founder of the center documented and preserved the

histories and heritages of people of

African descent.

The second exhibition focuses on the biography of Arturo Alfonso Schomburg, from his birth in Puerto Rico in 1874 to his death in New York City in 1938. This presentation explores the man's visionary work and the influences that led to the establishment of the center.

The Studio Museum in Harlem features a museum store that spotlights The Studio Museum in Harlem: 25 years of African-American Art and African Art Masterpieces. Upcoming exhibitions include "Mothers, Fathers, and Legendary Ancestors: Selections of Classical African Sculpture," which will be co-curated by Dr. George Nelson Preston. In addition to this, paintings and stories of the 88 year old self taught artist, Bessie Nickens, will be featured in "Walking the Log: Memories of a Southern Childhood." Until June 25, 1995, The Studio

Celebrating our Culture
ment in addition to featured exhibit Museum in Harlem will provide
tions. Starting May 20, 1995, the featured exhibitions will be "Arturo Saturdays and Sundays from 11 am to
Alfonso Schomburg: Race Man" and
1 pm.

The New York Public Library at 42nd Street and Fifth Avenue is presenting "Books of the Century" from May 20, 1995 until October 28, 1995. This exhibit presents various librarians' selections of books that have both outraged and delighted generations of readers. Among the selections are works by authors like James Baldwin, Richard Wright, Chinua Achebe, and Toni Morrison. Visitors to the third floor gallery are invited to register their reactions and will have the opportunity to name their own personal choices.

The Gottesman Exhibition Hall of the New York Public Library will house the exhibition entitled "What Price Freedom" from May 20, 1995 through January 6, 1996. The 20 object presentation depicts the stories of selected people's efforts to materialize their visions of freedom and equality despite personal risks. Included in "What Price Freedom" is a statement written by Nelson Mandela during the time of his unjust incarceration.

All of these events at the various branches of the New York Public

Library require no admission fee and are part of the library's centennial celebration.

From June 30, 1995 to July 4, 1995, The African Street Festival will be held at the field of Boys and Girls High School. The theme this year will be "Tatenda", which in a language from Zimbabwe means "grace and humility." Admission will be under \$10, and more information can be obtained by calling African Street festival '95 at (718) 638-6700.

During the month of July, the jazz mobile will be adding its usual flavor to the vicinity of Grant's tomb at 122nd Street and Riverside drive. Vendors will be present to tantalize your taste buds and cater to your sense of style.

In addition the all this, look for the expanded "Harlem Week" festivities to provide you will a month's worth of activities.

Finally, right before we settle into a new semester, with a higher tuition, do not neglect to attend the annual West Indian Labor Day Parade on Monday, September 4, 1995.

Enjoy your summer as you reach higher heights and deeper depths in your culture and in the achievements of your endeavors.

BY DC POWN Heights, Affairs: Are Jews and Blacks still at odds

Brospect/Lefferts Gardens or Crown Heights South, has developed a negative image in New Yorker's minds over the years. Many neighborhoods within the tri-state area are crime-ridden and dilapidated, thereby earning their frightening reputations. Crown Height South, while not exempt from the onset of criminal activity, is not a so-called "slum". District 9 has quite a different problem: a rift between Jews and Blacks, the area's primary denizens.

The entirety of Crown Heights consists of two district, 8 and 9. It was in District 8 that the infamous Gavin Cato and Yankel Rosenbaum deaths occurred on Eastern Parkway after the annual Labor Day Parade. Ever since this incident several years ago, Crown Heights has been thrust into the public eye; the perception of this neighborhood is one of racial separation and discontent.

Walking through the area, it would appear that blacks only dwell within this neighborhood. At present, African-Americans comprise over 80% of the Crown Heights population.

are the next predominant group at just over 10%. Hispanics are at just under 10%.

Jews are not as visible within the community as are blacks, which some say, is a part of the problem. Real estate salesman Gerald Sussman, who has lived within the area for most of his life, is Jewish. "I have [established] a rapport with the [black community], more so than [with the] Jews, "he asserts. "You see, the Jews in Crown Heights are the orthodox Lubavitcher Jews, of which I am not. Their customs are very different from most people."

The Lubavitcher Jews have made Crown Heights their home since the 1940's. New immigration laws in the U.S. and the effects of war made this community a viable enclave for an oppressed people. These Jews have joined many other immigrant groups, such as Italians, Scandinavians, Irish, Caribbean and Southern blacks, to populate this charming neighborhood. During the late 1800's and early 1900's, affluent whites populated the area, but began their flight from the region as more and more immigrants

working class would devalue the surrounding property within the community gave middle-class whites sufficient reason to leave Crown Heights.

Lubavitch Jews do not see themselves as destroyers of neighborhoods and property. They are the Hasidim, a group of European Jews, who espouse humility, piety, and separatism from a world they see as evil and corrupt. Today they are led by Rabbi Menachem Schneerson, who lives on Crown Heights' President Street and strongly advocates these principals. It is rare to see a Lubavitch Jew mingling with anyone outside of their people.

It is for these reasons that the African-American population within Crown Heights remain at odds with the Lubavitchers. Many blacks are disenchanted with the Jews' seemingly standoffish demeanor and separatist attitude. Certainly, the Hasidim religion and life-style practices are exclusionary and would be interpreted as conceit. Yet, many blacks within Crown Heights note that area is always bringing in newly arrived Iranian and Russian Jews, and quickly setting up programs and housing for their people.

American and long-time resident of Crown Heights, raises these issues. "The Jews in this community chose to separate themselves and ignore others who live within this [neighborhood]," he fumes. "There are many pressing matters within[Crown Heights] that require the attention and cooperation of all people within the community. The Hasidim continuously bring in Jews [from aboard], as if they own and control this neighborhood. [These people] may see themselves as God's Chosen, but they don't show this by their actions."

African-Americans migrated from the south and the Caribbean for many of the same reasons as the Jews. Immigration laws and the promise of opportunity led multitudes to the Big Apple, and into Crown Heights where spacious apartments and affordable housing were abundant. Contrary to what many would like to believe, African-Americans did not bring squalor and welfare-like conditions to this area, and many other communities that have faces dramatic social change.

However, this is just what the so-Crown Heights, continued on page 11

Health News

BY WENDY BEATO

avid is one case of the many children who experience the stressful conditions and negligence of living with a parent who abuses alcohol. This group of people, referred to as "Children of Alcoholics" have been found to be a greater risk of suffering high levels of psychological distress, more emotional problems, greater levels of depression and lower self- esteem. They may also have difficulties adjusting to situations, develop antisocial behavior, and even develop into drinkers and alcoholics themselves. As far as their education and social skills, these children tend to lag behind their peers.

David's parents are divorced. He lives with his mother, who has a drinking problem. She has been unable to hold a good job because of this, and manages to just get by financially. She does not interfere responsibility is to put food on the table when David comes home... whenever that is.

Many times when people are heavy drinkers or alcoholics, it is believed that they are the only ones suffering from their drinking problem and everyone tries to get them into some kind of alcohol counseling. The fact is that all of the people involved with a drinker are affected by this person's addiction, perhaps in an even more damaging and longlasting way than that suffered by the alcohol abuser. David might feel that he is unimportant and worthless because of the neglectful and rejecting behavior of his mother. He might feel that no one cares and that society an its regulations are meaningless. Thus, he does not need them. When reprimanded by his teachers, he might experience it as a rejection, similar to the way his mother is with him. So he goes his own way and

with David's life. She feels her only engages in behavior that is not productive for himself or others.

At school, David is considered very bright by his teachers, but also a problem child. They think of him as withdrawn from what goes on in the classroom. Besides having a serious absentee problem, he is very disruptive when in class and acts impulsively. Because of this, he is often sent to the principal's office and put on detention. There have been times where he has been expelled from school and had to bring his mother to be readmitted.

All these findings have been the cause of "Preventive Intervention Programs" to help children cope with the stress of living with an alcohol abusing parent, while preventing them from becoming victims with the same addiction. The Al-Anon group is one of the many programs that has been created to help. The goal of these groups os provide its members with information about alcoholism so

that they begin to see themselves as separate from their parents' problem, and see it as it is, an addiction for which they are not responsible. These groups provided strategies to help family members cope with stress, help them see that their needs must not be buried, and improve their self-esteem. The results are very positive. Children who get such help stop blaming themselves for their parent's problems, improve their self-esteem, and learn to think about their needs, rather than constantly trying to protect their family's secret

If you need more information, need help, or are interested in helping out people like David, come to the CCNY Drug & Alcohol Help Office in NAC 7/217, or call Prof. Stephen Thayer at (212) 650-6868. We need all the help we can in order to help others too. It is never too late to try.

That exactly is primary care? Primary health care which is provided by general practitioners, family practitioners, general internists, pediatricians, obstetricians/gynecologists, Physician-assistants and nurse practitioners. Primary care is the 'point of an individual's first contact with a Physician, who coordinates health service and refers patients to specialists and other levels of care when necessary" (Community Service Society. Building Primary Health Care in New York City 's Low-Income Communities.1990)

Over the years, an overwhelming need for primary care physicians has developed in low-income communities which are heavily populated by African-Americans and Latinos. It has been said by many that we don't have a shortage of physicians, but rather we have a shortage of those Who will practice in primary care disciplines. One of the reasons that primary care presence in these communities is limited, is that the current Medicaid reimbursement for a visit to an office-based primary care physician is approximately \$11. To our dismay, those physicians who do Practice in these communities usually do not see Medicaid-entitled or poorly insured patients, who comprise 40-60% of the residents in

Primary Health Care.

BY SUZETTE OYEKU Primary these areas. Moreover, the shortage tion rates for African-American chil-

of primary care physicians is a result of the fact that many medical schools are not producing primary care physicians for low-income communities.

It is evident that there is a lack of access to primary care physicians by the fact that many people are using hospital emergency and outpatient departments as the equivalent of a clinic. Dr. Paige Long, an obstetrician/gynecologist at Harlem Hospital affirms this by stating"You talk about needs, that brings to mind the emergency room...people use that as a clinic. That is the strongest indication that we definitely need more access to doctors." Furthermore, many African-Americans do not have health insurance nor office-based physicians who accept Medicaid. Consequently, several people wait hours for medical care that could have been administered within min-

If you can't visualize the need to increase access to primary health care, here are a few statistics: in an African-American/White comparison, the death rate (per 100,000) in the African-american community is 783.1 which is 1.6 times the white rate. This is a blatant indication that the health system is failing in the African-American community; this rate doesn't even take into consideration morbidity. Moreover, this rate is steadily increasing. The immunizadren show that 69.1% are immunized against DPT (diphtheria, pertussis, tetanus) and 56.5% are immunized against polio by age 2. This rate ranks 56th internationally. As a result, African-American children who are not immunized will die, lose vision, hearing or suffer brain damage as a result of diseases that could have been prevented by vaccinations. An alarming statistic in the field of dental care shows that in comparison to white children, 40% of Africanamerican children under the age of seventeen have never seen a dentist. African-Americans also have a greater prevalence rate, in comparison to whites, of having diabetes, hypertension, heart disease, stroke death, HIV infection, and nephritic syndrome deaths. Since 1950, there has been a 50% increase in cancer mortality in the African-American community as opposed to a 10%

of Access in white communities. This is a result of the curtailing of black access to early detection and diagnosis and treatment over the years.

Many African-Americans are suffering because they don't have access to basic need as primary health care. The reason many people do not have accessibility to primary health care is due to lack of health insurance, the shortage of physicians that will serve their respective communities, and the decreasing number of physicians who accept Medicaid. African-Americans are not the only ethnic group that is in desperate need for a primary health care system. How can we solve this devastating problem? It has been suggested that medical schools and hospitals should have a greater amount of residency training programs in primary health care. How can you impact change in the health care system? You can vote!

The Editorial Collective will like to thank all who have contributed to the development and growth of The Paper this semester. We hope that we will see you next remerter if the budget cuts don't get you. bye.

EXPRESSIONS

MOTHER BEFORE MINE

Mother before mine
I wish to hold you
to touch you and thank you
For never succumbing to th
to the denigration and oppression
That tried to break you in more ways
Than one

For making my child's skin silky smooth
And hands as soft as the cotton you
Once picked
Providing her with your smile
I praise your spirit that never
Diminished when I see the horrors
Your willful soul has endured

Appreciating all that you have done
To enable me to learn
Anything I choose
To see I am the light of
my tree
Knowing your spiritual soul
Lives within me

Mother before mine
Knowing tears I cry
Are for disobeying
Your son and daughter
Not because you were caught
On a freedom run

The mettle spirit within me
Is you
The blood letting suffering
You will shed
Knowing one day decendants
Will be free
Mother before the one I know know
When I sing
It's with the strong rich soulful voice
From you and your daughters
who bore

And when I dance It's with the rhythm, grace And sensuality of Akebulan Flowing within me

Looking in the mirror
To know, to see the thousandss of years
My beautiful strong and feathered chameleon
Like skin
It comes from thee

When my child clings to my bosom A kindren spirit of my offspring From your offspring I hold you and say I love you

Mother before mine
From the eyes of my mother
Into mine
Our children will see
Beauty, grace, strength and love
Just like I see in the eyes
Of my mother before me

Black Woman Supreme

oblic that that come forum.

I am a strong, beautiful black woman exuding power with every step I am the proud descendent of kings and queens Daughter of Sheba, Heru, Namdi, and Seth Encased deep within my soul Lies the secrets of all the ancients Embedded in my womb assign I serie to too Lies the promise of future generations I am more than mother and daughter I am also lover and wife I am the protector of the children And the giver of life A divine act of the Creator The epitome of what womanhood means I am no mere woman... I am Black Woman Supreme ""** 5 marque" ""

Myould World

Abmishby kesper of ornation

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ear this conton from the has of

dense forth harest, with portar the con-

Supreme Mother of plane carth You are a divine queen with spirit

ลถส์ วอนหลดซ

ne courty shines down on earth like-

a gli air of latt, showering and alorifying all that is around you you you now ton circlaise to like a soussessor half start, but yet so

Queen Mother

I sat across from queen mother
Face once smooth sable
Now graciously carved with experience and wisdom
Her crown now adorned with cascading rivers of silver
Her hands lay folded Hands the wrote our story
Hands that scrubbed Ms. Anne's floors
So Assatass would one day inspire
So James would one day write
So Hueyss would one day challange
So Martins would one day dream
So Malcolms would one day waake our sleeping minds
So Sonias would one day serve our emotions
To her all respect is due
Mother of culture

by Umoja

Mother of civilization

EXPRESSIONS

The God Fearing Woman

She goes nowhere with out her Bible
An unworldly expression
With eyes that never look straight ahead but
Pierce the ground and Cross the sky

"Al Dios, a senorita."

Her clothes are long and loose, dark too, to hide her sin Her punishment for being born A woman Apple of Satan's eye, Fall of mankind

Her hair has never been cut
A sign
of womanhood and purity
No makeup or jewelry does she wear to
adorn her
Filthy body

"Dios Mio, she's saved."

You can always depend on her She never says "no" Except to herself of course Because evil lurks inside

"Por dios, a saint!"

When she speaks, she speaks low almost inaudibly Keeping in mind her subordinance to The Lord

When she speaks at home she does the same Remembering the Good Book says to love, honor and obey man

"Se llama Maria"

I wonder what she'd do
If by some Miracle
She could no longer
NOd
Up Down Up Down
and looked around
To see it is not HE but
he directing

Would she blame the devil?
Would she pray HIM?
or would she look inside
HERSELF
and say:

"Mi Dlos, Mi Dios, is not ...you."

Charrise Franklin

Mystic Woman

Almighty keeper of creation, The womb of security for the strong child that shall come forth.

Fear this woman fro she has the power to make the worlds of tomorrow destroyed with one seed or she may come forth herself, with tongue in tack.

Mystic Woman that I am; I can give you my support but I can't give you my soul. I can be by your side, but I refuse to walk behind.

Take me for what I am and not for what I appear. Soft in body but strength beyond reason.

Felice

Supreme

Supreme Mother of plane earth You are a divine queen with spirit and courage I honor you because you are a goddess of heaven Your beauty shines down on earth like a gleam of light, showering and glorifying all that is around you Your love for children is like a possessed rain storm, but yet so warm as a bright sunny day Your gentle touch is as soft as a tender dove It soothes and caresses even a wild tiger into a new born baby I honor you for your wisdom and honesty Because of you I know who I am and my purpose in life You praise my encouters, even when I fall to my knee You compromise hard work at low wages, to insure I have a future You built a house out of stone into a home full of love and colorful joy, I resppect and care so dearly about you, that no thing or object can I love you so much that I will worship you after God, Mother Supreme

by Lisa Valcourt

Opinions

Rise of a New Educational Meritocracy

BY VAHID McLaughlin

ew York Mayor Giuliani suggested in a statement made on March 23, that perhaps education funding should best be directed toward those who have the ability to achieve over those who do not. His actual comment, published by The Nation(April 17, 1995), asked: "[Should education dollars be spent] on every single young person, irrespective of that person's ability to learn?... Or do we spend it on those who show some ability to be able to function better?" Now really, Mr Mayor. A truly equivocal statement, if ever their was one. Let's paraphrase this comment, in a joint venture to thoroughly scrutinize Mr. Mayor's intentions.

A more unequivocal version of the Mayor's statement would read: " Do we spend government-based revenue for education on every young person, including the historically less-fortunate, the disenfranchised and highly-undereducated poor, who have rarely been afforded equal elementary education and opportunities; or do we give it to those who have historically had the economic power and social/economic resources to receive a quality elementary education, leading to their obligatory success in academia and growth in intellectualism, over long eras of class stratification and dominance in American society?"

Should I interpret this to mean that the less-fortunate sons and daughters of the "Involuntary Immigrants" (i.e. blacks), for instance, who tend to do poorly in so-called "intelligence testing" (the only standard of gauging a person's "functional ability" toward success, according to Murray/Hernstein and the Heritage Foundation) when compared with their more "functionally able" white cohorts, must succumb to an educational "glass-ceiling," because smart (read: "white") people control political reform movements,like the " Contract with America," from which Mr. Mayor's philosophy is a derivative? Or is he really an oligarchy, who thinks New York City budget balancing would be much easier if everyone paid their "fair" share ? "Fair" meaning slashing CUNY community college and senior college associate degree aid by 38%, while overall City spending declines a mere 4%, and a draconian police force lies virtually untouched? Words like "unconsciousable"; "ignoble" and "disingenuous" pop into mind.

The Mayor has further criticized City University students through unjust attacks. In an article written in *The Post* (March 24), in response to the largest

student demonstration in years, Mayors Guiliani told us to look for jobs, not cut class (to undeniably exercise our 1st amendment rights), and realize that we are dealing with the real world. "You are entering the real world now and ...you should shoulder some of the burden to reduce the deficit," he was quoted.

First, an average of 1 in 2 CUNY students are over the age of 25, an 65% come from minority (Black, Latino, Asian) backgrounds. If older people and minority groups don't know about the real world, then who does? This could easily be misinterpreted as an elitist statement, Mr Mayor-you've really got to be more careful with your wanton censure.

Second, 32% of CUNY students work full time, 33% work part time, and an overwhelming 42% have a household income below \$20,000, many below the poverty level. My goodness, it seems as if we already have the jobs you want us to look for, and keep, in the "real world"! (The Mayor wants to drastically cut community college and associate degree funding, which NYC has historically funded- Gov. Pataki's conspired to cut \$158 million from senior college's and some community colleges, which the state usually funds)

The fact of life for CUNY students is thus: we need a higher education to find truly substantial, long-lasting careers. Please, Mr Mayor, no mediocre jobs, limited in their scope of development, career holing, and "upward" mobilization. It is because of these and other cuts, that we can no longer afford to suffer the silent rape which our education has endured, and the decimation of our opportunities for class advancement.

The nature of market economies within our post-industrial society has changed dramatically. A highly skilled, multi-talented, techno-fluent work-force is in demand, while the demand for the cheap labor of the past is in decline, along with the downsizing of corporate hierarchies in lower level and mid-level positions.

When Italian, Jewish, German and Irish immigrants swept into this country in the early 1900's the "functionally able" went to school and became City officials, bankers, merchants and entrepreneurs. The less "functionally able" were offered jobs in industry and the expanding textile and manufacturing market, which was characterized by the so-called cheap, often unskilled and undereducated, labor that it employed.

The ruling class of those days, too were of an intellectually disadvantaged breed, in contrast to today. Traditionally, the smart people got jobs

as college professors (they ain't rich), or worked for some rich guy, or wrote about existentialism or something. Now, we have college professors who are rich guys who might as well be college professors (Bill "Anti-Anti trust laws Gates), and rich college professors trippin' on existential philosophies (Newt "I have exclusive rights on the American consensus" Gingrinch).

Because of this, and as an evolutionary response to this, the "underclass" (don't you hate a society that refers to the majority of its people through a negative connotation?) needs to adapt in order to survive, and how better to adapt than through education?

To be blunt, we (yes, I'm one of those "underclass-ers"; they used to just call us "niggers" and "spics" and "chincs" before it became punishable by death, or affirmative action suits) need a radical restructuring of our lives and our objectives in order to meet the demand for adaptation: 1) Information technology systems development (World-wide web, telecommunications, local access network); 2) learning to cope with human infrastructure restructuring, a.k.a. "downsizing", within the immense, decentralized corpora-governments (from the WTC-City Hall connection at home, to the transnational corporations abroad), which requires a vastly liberal, malleable resource-bin of diverse individual talents needed to constantly re-invent labor; and 3) value resurrection/leadership training (or re-discovering innate human worth) are the tools by which we, as a people, will master our environment and rise to economic, and only then, political power.

Step one in this process is securing a viable, open higher education for us all. And not simply an education based on mediocrity. We need schools dedicated to creative empowerment: they must have educational resources which are both current and accessible, not to mention dynamic (as opposed to stagnant). They must foster the growth of grass-roots leaders, entrepreneurs, and civic-minded persons (sometimes referred to on the vernacular as "volunteers").

Then we must fight to insure that government is responsive to our needs for enfranchisement. We must secure a future for the "safety net", designed to maintain, and not degenerate, those of us who are less fortunate.

Lastly, we must, in no equivocal terms,get off our butts and do something. In the end, Giuliani can play (pretend) mayor for the next three years because we let him.

Because by not voting, we voted for him. By not caring, we struck a chord in favor of his chorus. By being complacent, we have allowed him to destroy the very education which can revitalize our spirit, build our morale, and lead us to power.

And let's not forget Pataki, Gingrinch, Gramm, Dole and D'Amato. If we let them, the Republican "contractors" could demolish our very chances for survival. And they are working at it at and enormous rate.

Take the example: The separation between the rich and poor on the island of Manhattan is phenomenal. And now the rich want to get richer by kicking us out of school, the post-modern spring-board to success, by regressing back to days of meritocracy. And eventually fascism. That's exactly what Ghooliani's (yeah, I think that's how we should spell it from now on) proposal really means. Will this be our *fait accompi*?

Think about it.

"Behold. I Stand At The Door And Knock..." -Revelation 3:20



The Door Has Opened!
"How You Want It(Wit Butta)"
COMING SOON!

STUDENT/TEACHER

LOOKING FOR ROOMMATES; 2ROOMS/FURNISHED. WKLY OR MONTHLY; LOCATED NEAR CCNY IN LARGE APT.

CALL 491-3532 AFTER 6PM.

Crown Heights, continued from page 6 called "chroniclers" of community hislory would have us to believe. Blacks began moving into Crown Heights during the 1940's. "White people feared blacks," Sussman notes. "The general belief was the black people were nasty and savage... the social climate was very racist back then."

Perhaps the most famous example of this racism was Brooklyn Dodger owner Walter O'Malley's reasons for moving his beloved team from Crown Heights' Ebbets field to los Angeles. O'KMalley felt not only that the stadium was too small but "the troublesome presence of blacks in the area would keep white fans away." The prevailing notion that blacks were the lowest rung on the American social totem Pole was alive and kicking in Brooklyn's Crown Heights. " Jews , Italians, Irish, Blacks... we

were all scum after the "pure" white Retrenchment, continued from page 1

vices, student health services, would remain virtually untouched.

By far, the areas of concern to those in attendance, were the cuts in departments, referred to as "programmatic retrenchment". Qualitative and quantilative decisions were made regarding course elimination. There were three (3) levels of alternatives, representing three (3) possible funding scenarios, for consolidation programmatic cuts' pro-Posal, and long -term financial budgetbalancing projections.

At level 1, the budget shortfall would amount to \$6 million. Level 2 attempts to make-up for a \$7.5 million reduction, and level 3, the worst case scenario, makes adjustments for a \$9 million reduction in program funding.

The committee selected numerous criteria to determine the difficult process of reprogramming the school. The first, as mentioned, is what effect this restrucluring will have on CCNY mission of access and excellence. The second is how certain programs/staff/facilities contribute to other programs - core courses electives, and academic support, Otherwise known as interconnectedness. The third is student demand. The fourth is availability of the program in terms of. location - will CCNY have to centralize Its fames nursing program, etc. The fifth criterion is the curriculum or programs internal value - the student's completion rate, the faculty expertise, etc. The sixth is the service to the community which the program/major provides, and its importance to the external environments (to CCNY). The seventh is career opportunities which are available in and around opportunities which are available in and around the specific majors field.

Using these criteria, the committee voted on each department and the results were as follows, based on the expected budget shortfall of level 1,2

American," Sussman recalls. This grandfather of of the beautiful biracial little girls remembers how each group within the neighborhood formed gangs. " A bunch of, let's say, Irish boys was the [prototype] gang. Whatever race that you were, you couldn't live in a neighborhood and not be part of a gang."

However, most of these groups had one thing in common: they considered themselves white. As more and more black moved into Crown Heights, whites left in droves due to the stigma that this new class would destroy the community. It has never happened, but the spirit of racism has left unresolved problems amount divided people.

The Jews' separatist attitude and the blacks ignorance have created a divided community. However, there appears to a respite in this silent war. Community leaders from both factions have recently met with the intention of solving these conflicts and establishing a more peaceful and unified Crown Heights. Although these talks have just began, these are the first steps to reaching an understanding between these two groups. And rightly so. African-Americans and the Hasidim Jews have much in common. Both groups have to faced tremendous oppression. The Hebrew word "hasid" means a pious person Hasidim emphasizes the "mystical presence of God" in all things and the necessity to infuse all aspects of life with holiness and joy. The Hasidic movement developed in Europe in the 18th century as a spiritual reaction to the socio-political and educational gap between the rich and the poor classes. It was rejected in its beginning by traditional Jews and late by the modernized ones as too radical and superstitions. while the adherents of Hasidism have always remained a

minority within a minority, they consider themselves the bulwarks of traditional Judaism and opponents of the secular world.

African-Americans, as is wellknown, have faced oppression for many reasons and years. Color, religion and power have all played roles in prejudice against blacks. Therefore, African-Americans and Lubavitch Jews within Crown heights can empathize with each others' plight. Unfortunately, our historical society prevents the truth from being revealed.

Crown Heights is a microcosm of America. People of all colors and creeds can live and prosper in this county. However, we continue to segregate ourselves, even in our own communities

Fortunately, Crown Heights is beginning to bring their family together. Let's hope that someday America can follow this example.

To be phased out through level 1 retrenchment over the next several years, as students graduate, will be:

Anthropology, to be replaced by a subprogram within Sociology; Classics; Dance and Theater; Geology, to be replaced by an interdisciplinary Earth Systems Science; Greek, Hebrew, Meteorology; Nursing; Latin; Occupational Education; School Psychology; Technology Education; and Physical Education. In the level 2 scenario, all of the

above courses would be phased out, and the following would be eliminated in addition: Architecture dept. class size would increase, while adjunct salaries and graduate teaching fellowships will be reduced by faculty forgoing researchrelated reassigned time, and thereby having more time to teach; salary differential for Distinguished Professors would be temporarily frozen; and Physics dept. would suffer loss of seven (7) faculty for a savings of \$500,000.

In the worst of all cases, level 3, all of above would be enacted and consolidated over the next several years, and in addition, the entire departments of the Architecture of Environmental Studies would be retrenched (i.e. by firings, Architecture eventually phased out.

President Moses, in a letter to the campus community, said "...it is important to bear in mind that this report is a proposal, not a final plan of action until I have had a chance to review it and make my recommendations. " In addition, the president has been, "working closely with members of the College community to roll back the budget cuts. I have visited Albany several times to meet with legislators, along with legislators, along with students, faculty and staff."

Many students later questioned the

retrenchment committee's composition - the noticeable absence of students (four members were from the student body, none of which were very outspoken leaders during the budget battle to be exact), and its constitution.

David Suker of the CUNY Coalition's CCNY chapter, commented that, "... the integrity of the institution should be maintained, not compromised, and the retrenchment committee is headed in the wrong direction. We need to focus on fighting the cuts, not Mr. Suker later commented that much of the waste at CUNY is a cause of mismanagement on the part of administration and W. Ann Reynolds of 80th Street.

Professor and activist Bill Crain, chair of the Psychology department, said that this was the wrong way to go about planning to institute restructuring in the College. It is not efficient, and barely touches the real administrative fat which is exemplified by 80th street (the Board of Trustees, including Herman Badillo, and the Chancellor Reynolds' office) and their subsequent appointees. Further, "the [Board of Trustees and the Chancellor] have been planning for the downsizing of CUNY - a plan which

would destroy the integrity of the local colleges - for three years."

Chair of Black Studies, Leonard Jeffries, said he "smelled a rat" in administration and that administration and that administration, in leagues with the Board of Trustees, is decimating our schools resources, fueled by a hidden agenda.

One student, speaking under anonymity, said, "This committee is reminiscent of oligarchic despotism, where rule by a few elite is absolute, and their authority goes unchallenged."

Both Prof. Crain and Mr. Suker wondered whether the best option would be for CCNY to secede from the central administrative union, symbolized by the Board, and thus achieve greater freedom in management and planning. Their argument raises another issue, central to the debate over funding retrenchment, and that issue is; 'How can we, at the grassroots level of funding reception, afford to allow a centralized planning body, at the higher echelons of the institutional strata, which operates in a disconnected vacuum from the actual schools, make decisions affecting our education and future?'

Something to think about, indeed.



Town hall meeting May 3 at The Aaron Davis Hall

An interview with Mr. Paul Bobb (Asst. Dean Of Students Affairs)

INTERVIEW BY ALI RAHMAN

Ali: This interview is concerning student elections at C.C.N.Y. the candidates, who are running for officers governing City College are yelling foul play! they say something smells fishy? YES or no? please explain, sir?

Bobb: Good evening, and it is a pleasure to have this opportunity to give your readers, some information that I think will be helpful, and to give some understanding of the practices, by which the student government elections have been organized.

The Board Of Trustees Of The City Of New York has outlined a set of procedures by which a committee can be organized on our campus, for the express purpose of reviewing procedures for elections, and refining procedures where none exist or creating procedures for various student governments.

Now it is rather unique that city college has three different student governments, each with their own set of bylaws. The Day Student Government (D.S.G.) has the largest constituent group, there is also Graduate Student Council (G.S.C.), followed by the Evening Student Government (E.S.G.).

This year we have a committee, that has been set up, that is called Student Review Election Committee (S.E.R.C.). it consists of students represented from a number of disciplines representing a broad constituent of the student body, and it includes some faculty and some staff members. But the vast membership of the committee is students. the S.E.R.C. committee has been meeting since March in an attempt to set up what I have in front of me -the election guide lines for the coming semester. The guide lines spell out the various options that are open to the elections.

Ali: Is this something new? besides the old regime, or is this a new stipulation?

Bobb: No. It is not a new stipulation. what I believe S.E.R.C. has done this year, that was not done in prior years, is to review procedures with an eye on making them more relevant to the campus community.

I have been told that in prior years, this document was passed along year after year. this year I must congratulate the s.e.r.c. committee for doing an outstanding job with reviewing the procedures with an eye on making things better.

Ali: We know the basic procedures or the requirements. a student must have a 2.0 (G.P.A.) grade point average and be a full time matriculating student. but, must a student belong to a club to run for student president or any office? Yes/no explain?

Bobb: Yes. Those are the basic requirements to hold office and have a

Grade Point Average (G.P.A.) of 2.0. the petition that they have to sign in order for their names to be placed on the ballot. requirements for executive positions are (25) signatures. a senatorial seat requires (15) signatures.

The executive positions consist of president, V.P. and a number of V.P's in Campus Affairs, Academic Affairs, Community Affairs. These positions require (25) signatures. In order for a signature to be valid, it must belong to a full time student who is registered for this semester (1995). The senators representing the academic division are required to have (25) signatures.

Ali: there has been some bad mouthing and criticizing about certain policies. some students claim foul play! they say, special concerns for certain students . complaints of erroneous social security numbers and names. explain.

Bobb: What we have encountered is a number of problems in certifying the petitions that were submitted. I hasten to add there are some (53) petitions that was submitted out of which (21) were certified for the coming elections.

Ali: And the reasons are?

Bobb: Some of the reasons were, some of the signatures were not full time students . and many of the signatures did not include full id.ss# numbers. Making it impossible to identify them, some of the signatures identified only portions of their social security numbers. The last four digits, seem to be a pattern that many students followed. The office that did the certification was the registrar. Again I extend my thanks and appreciation to Mr. Tom Jennings, Office of The Registrar, for working long and hard to make sure that we maximize the numbers of students whose signatures were on the petition- even where certain students' numbers were not easily identifiable. but all of the petitions were reviewed and certified by the registrar office. so where a candidate did not qualify, it was only because there was a problem with the petition.

Ali: The question is, in terms of fairness, could the people or the administration give the people some leave way?

Bobb: They were not eliminated for that reason.

Ali: But my question is, we understand, you were on the premises at 5 p.m it is like being at the social security office complaining about not receiving your check. they say we are closing the door at 5 p.m. however, the people who are here will be processed, no one else will be admitted.

Bobb: Precisely! All of the customers will be served. and that same principle was applied, and the issues were reviewed by S.E.R.C. and then and there was a consensus of agreement. And no students would be allowed to have their petition considered. I hasten to point out that the decertification of petition, was reasons, other than the deadline. It did not involve the five o'clock deadline, and I recalled earlier tries to point out for those reasons.

Ali: In wrapping this for both sides in terms of fairness. That is why I am here. What do you think the sentiment is, the plight, of the students, who are saying something is fishy going on! Hood wink etc?

Bobb: Anytime someone attempts to do something and for reasons, be they legitimate or illegimate, that cannot achieve their goal, there is reasonable expectation that they will be unhappy, dissatisfied, and critical of the process. Call it sour grapes if you will, the process as we have structured it, it has been fair, and we have made every attempt, from day one to render the elections as inclusionary as possible. and the purpose, and this comes from the president, moses on down, is to involve as many students in the election process as possible." that has been our goal.

Ali: Great! Now did S.E.R.C. receive some sought of information that perhaps the elections in the past, were erroneous, favoritism, or anything of that nature? or is that why they went through a different process, or renew, if you will?

Bobb: The process is an annual process. Last year's committee, last year's S.E.R.C., wrote a report, that was highly critical, of the conduct of the elections, and made some very, very cogent recommendations for change.

Ali: If it is allowed, with naming, names.

Bobb: The major complaint coming out of last years elections, was about the elections process. it was initiated with very little time before the actual voting took place, which is why the president wrote to the representatives of the student government. actually each of the presidents of the three student governments, asking that they nominate representatives to serve on that level. it was written in january for the express purpose of giving ample time for S.E.R.C. to review the procedures and to set time lines that would maximize the process of participation.

Ali: Did they feel that the elections were one sided?

Bobb: That may have been the case. because, I was not involve in the elections last year. but I do believe that the president of (D.S.G.) day student government last year, ran unopposed.

Ali: I just wanted to thank you. Because, in terms of fair journalism, I wanted to give both sides to this issue. In the future we will do a follow up to see the progress. Thank you.

Bobb: Thank you. and it has been ^a pleasure. □

Students recognized and honored for their outstanding efforts

BY NNEOMA E. NJOKU

On May 16, 1995, the City University of New York Division of Student Affairs held an awards ceremony to honor students for outstanding leadership and services in City College in the faculty dining room.

Ludovic Blain received The Louis Schapiro friendship Award for his outstanding leadership inspiration and actions to fellow students.

The Harry Noble Wright Citizenship Prize was received by Sandra Jeffrey for work done to help the advancement of the interests of the City College as a graduating senior.

For outstanding achievement in student media, Vincent V. Louis, Co-Editor of The Campus won an individual award, and The Campus won the Barnes & Nobel Communications Award.

The Dr. Sidney I. and Elenor T. Silverman Human Values Award was awarded to: Vernon Ballard Jr. for Student affairs, Kit Ping Leung in the SEEK program, Yaw Apenteng and Anita Trikha in the Biomedical education department, and Kathy Roman in

the Urban Legal Studies department.

The Andrew G. Donaldson Scholarship Fund Award was given to students who as a role model and teacher, encourages economically disadvantaged students to achieve scholastically, and instills the confidence needed to meet life's challenges. Receiving the award was Kwame Gittens and Cassandra Summons.

Other awards were: The Locke Grayson Award for outstanding services that enhancing the reputation of the college in the eyes of the citizens of New York awarded to Marcella Wellington, The Murray C. Gelman Doctor of Education Award given to Audry Teoh for promoting good will and brotherhood at the college and the community, The Barbara Barotz Memorial Award for a student who has provided outstanding services to others, particularly free tutoring which was given to Khader Humied, John Isaac, Alexander Klien and Michelle Williams.

On behalf of *The Paper* staff, congratulations to all the winners.