

# 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

Volume 58 No. 3

A Medium For People of African Descent

April 2002

CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

## Celebrating the 1969 Student Takeover

By Kahlil Almustafa

On April 22, 1969, the Black and Puerto Rican communities took control of City College. These students made five demands of the administration:

1. A School of Black and Puerto Rican Studies
2. A separate freshman orientation for Black and Puerto Rican students
3. A voice for SEEK students in the setting of guidelines for the SEEK Program, including

the hiring and firing of all personnel

4. The racial composition of the entering freshman classes be racially reflective of the High School population

5. All education majors be required to take Black and Puerto Rican History and the Spanish language

Following the 1969 Student Takeover, the demographic of the City College population changed dramatically. A policy of Open Admissions was implemented, allowing all graduating high school students an opportunity

to pursue a college education. The diversity and opportunity enjoyed by current City College students is a direct result of these revolutionary actions.

Many institutions were also implemented into CCNY, including the Black Studies Department, *The Paper*, and Child Development and Family services.

We will be honoring these warriors and this historic event.

### The Five Demands

By Alecia Edwards - Sibley

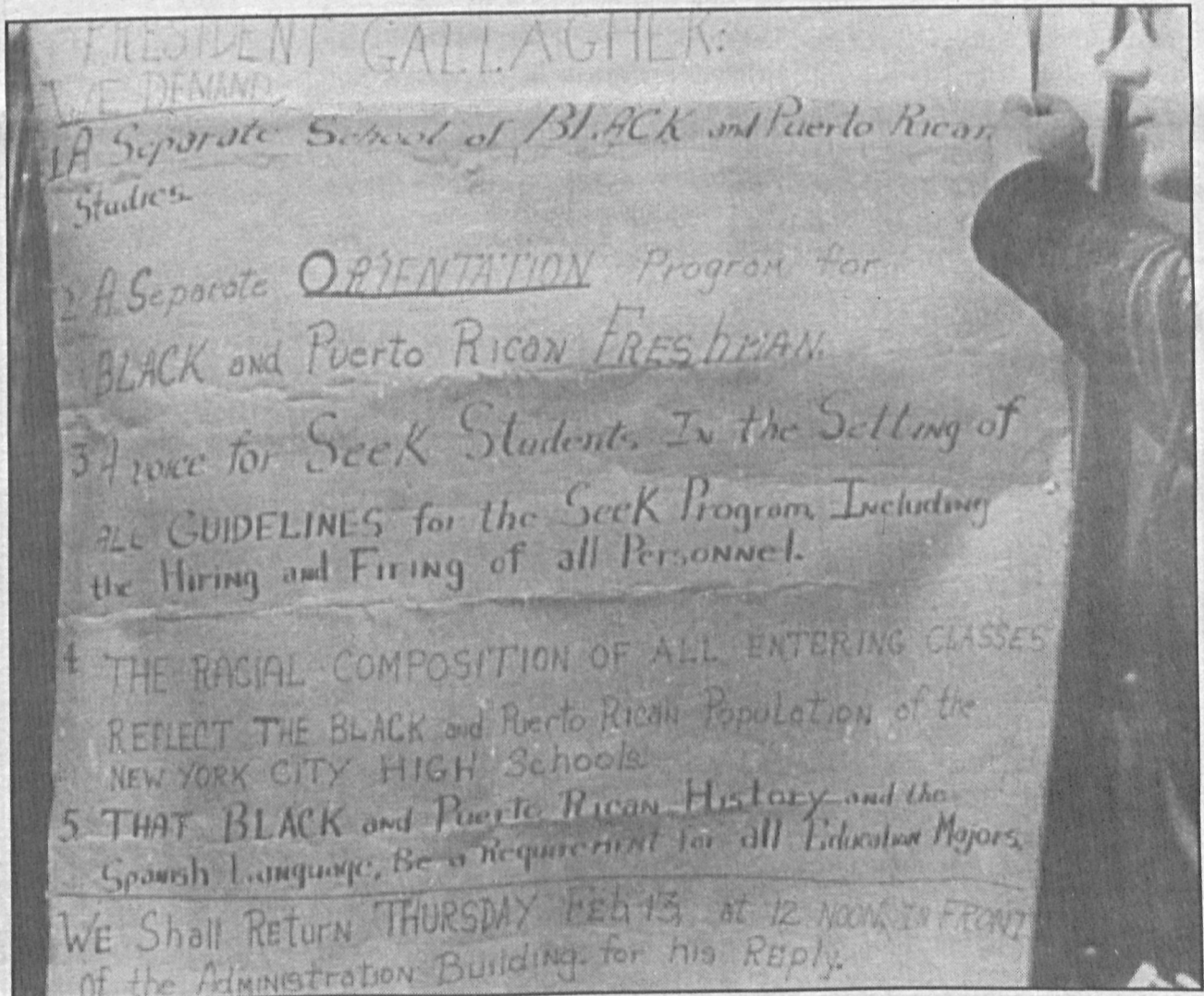
On February 6<sup>th</sup>, 1969, members and supporters of the Committee of Ten posted copies of the demands in Dr. Gallagher's office. The Committee, the nucleus of the Black and Puerto Rican Student Community (BPRSC), chose that very first day of classes to express their dissatisfaction with "the racist conditions currently existing on the City College campus - which denied the very existence of the Black and Puerto Rican community".

#### Some History

The demands were a fusion of the BPRSC and the W.E.B. DuBois Club, a largely white, Marxist group. Their initial proposal from the previous spring demanded that the SEEK program not only quadruple by January 1969, but that it also accept students without high school diplomas; that funds be made available to students who would otherwise not be able to afford college; turn university control over to a student-faculty-community model; and the addition of Black and Puerto Rican history and Spanish classes for all education majors. The most important demands were that the racial composite of the college freshman class be directly reflective of that of the graduating high school class, and that enough new colleges be established within the next two years to accommodate the graduating high school class [this in direct response to what the Club saw as "a tremendous lack of college facilities"].

In response to these demands, President Gallagher said basically that most if not all of these demands had been considered prior to the Club's proposal and that solutions were already being devised.

**Demand #1: A separate school of black and**



Courtesy of CCNY Archives

#### Puerto Rican Studies

Prior to this demand, there were virtually no classes with which minority students could identify. One "History of Africa" course was so eagerly awaited that 90 students had to be closed out. This course had only been instated as a result of heavy Onyx Club lobbying. Another "Peoples of Africa" class had been taught only three times in six years. The desire for an independent school stemmed from a protective stance; it would need to grow shielded from the college's Euro-centric curriculum. According to activist/poet Louis Rivera, the aim was not to

force students to take Black Studies classes, but "rather to precipitate the cultural transformation of the college."

A second goal was to incorporate street knowledge and the local community "griots" in a form of community-based educational tie. Toni Cade wrote: "...to tap the resources in our community and use as instructors those grandmothers, those on-the-corner hardheads, those students, those instructors, whoever happens to have the knowledge and expertise we desire..."

On February 13<sup>th</sup> at noon, Dr.

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## Editorials

### What is going on in Albany?

By Kelechi Onwuchekwa

It is amazing to pay attention to the things that are coming out of Albany these days. Recently Governor Pataki proposed taking out 1/3<sup>rd</sup> of a student's TAP allocation for each semester, and allegedly give it back to said student as an incentive for graduation. The plan does not make sense; how can it be an incentive for a student to get to graduation when the money isn't there to finance his or her education? The right-leaning members of the New York State Assembly may make this sound good in that now students won't be stuck in schools for more than four years, but they conveniently leave out that now it's 33% harder for a student to get an education.

On top of the TAP issue, there is the whole gubernatorial race itself, which has all the makings of the meltdown witnessed in the NYC Mayoral race. State Comptroller McCall, several weeks ago, was defeated in a straw poll of Democrats in an Upstate NY county by former HUD Secretary Andrew Cuomo. This defeat comes on

the heels of questioning by supposedly liberal politicians of McCall's ability to run this state, despite the fact that he has been the state's primary bookkeeper for nearly a decade (a decade in which budgets that have seriously hurt New York's Black, Latino, and Asian populations have frequently come in late and incomplete). It should be noted that while McCall's record is not impeccable, Cuomo's record may entail a potentially disastrous situation for people of color who are struggling to afford living in the state's urban areas: as housing secretary, Cuomo was in charge during the 203K housing scandal that is contributing to Harlem's gentrification, one of a host of issues related to the predatory lending that is still pervasive in Black communities.

There is a host of other things that could be mentioned here that deals with the poor housing and education in our communities, but that is beside the point. The point here is that students and faculty cannot afford to be idle while their chances for success in life gets politicked away in each successive year. Students cannot

simply come to class and go home to listen to the biased news that the mainstream media feeds us every day, because at this rate there may not be a class that we and our descendants can afford to attend in the future. Do not interpret this as a call to arms; this is call for increased awareness. Pay more attention to the maneuvers being made in government, because no matter who you are or where you are from such moves will affect your lives. Pay more attention to activists when they rally around a person or a cause, because there is something in what they are doing that will involve you one way or another. And if necessary, get involved in such activities; they give you the perspective that cannot be gotten through the mainstream press, a perspective that will help in finding effective solutions to problems like that above.

### The Struggle for Black Studies

By Alex Kwabena Colon

In this editorial by Kelechi Onwuchekwa, he stated that the purpose of the Black Studies Department was to "bring an Afrocentric perspective to history" also for "gearing its students to help the Harlem Community and Africans around the world in general".

However, what he failed to add was that the Black Studies Department was also founded with the intention of having a place for Black and Latino high school students to come into college after seniors graduated. There was also a program with A. Philip Randolph High School where high school students would

take Black Studies courses here at City College with other college students, thereby giving the high school students an unforgettable college experience that would last a lifetime.

The Black Studies Department has also been influential in hosting major conferences here at City College. These major conferences were held by major African Organizations. The first one being AHSA (African Heritage Studies Association) and the most recent one was ASCAC, which stands for The Association for the Study of Classical African Civilizations. These two organizations brought African Scholars who presented their works on African Studies and

African Civilizations. These presentations provided an avenue for students to broaden their perspectives on the African worldview.

Furthermore, the image of Africa has been undermined and sometimes distorted by institutions and society at large. Therefore, we have to change the image of Africa, and as Africans we can change it through acts and institutions.

Hopefully, in the struggle of Black Studies, a full Department acts as a vehicle of change in an institution that proclaims academic freedom. So, there should be no need for Black Studies to assert and define its principles or precepts in an institution of higher learning.

### The Paper

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# The Takeover

## Five Demands

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Gallagher's reply was that Dr. Wilfred Cartey, an Afro-Caribbean literature scholar had been hired on February 1<sup>st</sup> to implement Black and Hispanic study programs to be in effect by the fall. The BPRSC first met with Dr. Cartey the following week with positive results.

Coincidentally, Toni Cade had composed a basic outline for an ethnic studies department prior to Cartey's arrival. She urged the students to focus more on creating their own courses under the auspices of the student-run Experimental College.

The BPRSC consequently formed committees to target the curriculum, library, financing, and hiring policies of the University. During the summer of 1969, the Board of Higher Education issued a written statement that concerned this demand. The five-pronged reply issued the following guidelines for the demand's implementation:

\* At the senior college level the programs could be established as interdisciplinary programs, institutes or departments at the jurisdiction of that particular college and its needs and strengths.

\* At the community college level, these studies could be established as electives, options, or course sequences.

\* The University would establish an Institute for Research in Black and Puerto Rican Studies.

\* Black and Puerto Rican Studies would not be organized as separate degree granting schools until sufficient and qualified faculty and courses were attained.

\* All Black and Puerto Rican Studies would be subject to approval and control as per the Bylaws of the Board.

On July 22<sup>nd</sup>, Dr. Copeland, then acting president, announced a Department of Urban and Ethnic studies to be established at CCNY by the fall. A starting budget of \$50,000 was established to set up two three-credit courses with two more to be added in the spring.

## Demand #2: The separate orientation of Black and Puerto Rican students

City high schools such as Hughes, Brandeis, and Jefferson were turning out students who were not prepared for the social and instructional rigors of a predominantly white school. This demand was deemed very socially important by BPRSC as it was seen as strategic in the kind of preparation that could actually lead to higher retention of minority students.

By April 28<sup>th</sup>, Dr. Gallagher made it possible that Black and Puerto Rican students should nominate a director for the new freshman orientation program.

The Board of Higher Education deemed freshman orientation a matter that was subject to the rules and administration of each college, so therefore they refused to issue an edict concerning a separate orientation for Black and Puerto Rican students. They also stated that any supplemental orientation would be voluntary, not mandatory, and open to the entire college community.

## Demand #3: SEEK students to have a voice in the setting of all guidelines for the program, and in the hiring and firing of all personnel.

During this time in CCNY history, the majority of SEEK counselors were clinical psychologists. The education required for this position made it that the vast majority of SEEK counselors were white. Added to this was the stigma associated with students of SEEK - that they were necessarily psychologically flawed and therefore in need of such advisors - that led to a desire to see this department restructured. Because SEEK students were non-matriculated, this demand would also give them more leverage in campus affairs. They viewed SEEK personnel as not being held accountable to anyone and desired to change that.

President Gallagher approved the student role in SEEK in regards to setting guidelines for personnel and policy, but put the ball in the student's hands for participation and follow-through. In response to this demand, the Board of Higher Education deemed that the SEEK department's current set-up was an "ad-hoc" one, and that this had been necessary in order to facilitate its "rapid expansion." It took the opportunity to rehash the legitimacy of the program's structure and to submit some changes.

It was suggested that the SEEK department adhere to standard departmental procedure so that its counselors and appointing instructors would be eligible for tenure and promotion in the same way as other staff. The additional mandates were:

That the SEEK Department adhere to the same rules of any other department save for a five year transition (to begin September 1<sup>st</sup>, 1969) in which the department's Chairman would also be its Director. The Personnel and Budget committee during that time would be comprised of the Dean of

Faculty, the Department Chairman, and three persons chosen by the president. This committee would be responsible for recommending faculty for tenure to the President. All instructional faculty would be subject to standard departmental hiring procedure. Remedial courses would not be accredited, with the exception of those that combined remedial with accredited course work. In the case of the latter courses, credit would be given only for the academic content.

## Demand #4: The racial composition of all entering classes to reflect the Black and Puerto Rican population of the city's high schools.

Deemed by the BPRSC as their most important demand, the call for logical racial balance in higher education stemmed from many factors, particularly the 9% to 91% minority-to-white day session ratio. The economic fact that working class minority families contributed via taxes to the establishment of schools to which their youngsters were maltreated or altogether excluded was factored in. Many others were being drafted into the Vietnam War, and those left behind encouraged to seek vocational diplomas. This resulted in a dismal picture for minority youth and effort was consequently put forth to change it.

Although this proposal ultimately resulted in open admissions, the initial request contained plans for college prep programs with some of the city's worst high schools. City College students would be an integral part of the programs as they were knowledgeable regarding the particular rigors of that transition.

At the February 13<sup>th</sup> reply, Dr. Gallagher had stated that the University (not the college) had admitted non-white students in direct proportion to the high school population and that this was to be the ongoing trend for the university, including City College.

On April 22<sup>nd</sup> the takeover of the South Campus occurred. From the very onset, the BPRSC had demanded a 43% non-white freshman class. Their formula required that 60% be admitted in September 1969 with 40% being a black/Latino mix, and the other 20% low-income whites. This would produce a demographic similar to that of the city's high schools. The additional 3% (non-whites) were already expected for the next semester. Gallagher rejected this proposal stating that such a large class unprepared for college

work would be taxing for the college. He called for only 40%, but was rejected by the BPRSC, which wanted to create a provision for poor whites.

The faculty representatives rejected this proposal completely. The compromise would be to allow 300 extra non-white students into a pilot program immediately. They would be assessed at the end of one year. The debate was still raging when time ran out on Sunday, May 4<sup>th</sup>, in the afternoon.

The latter, for the most part, voted strongly against the dual admissions plan along with a separate school of Black and Puerto Rican Studies. By May 29<sup>th</sup>, the Senate had voted to oppose dual admissions, but supported the plan to admit 300 "special-entry" students (via SEEK criteria) for the next four semesters.

Open Admissions meant: Offering admission to CUNY to all high school graduates of the city. Provision of remedial courses and other supportive services. Keeping the academic standards of CUNY aloft.

The subsequent ethnic integration of CUNY.

Mobility within CUNY for all eligible students.

That all students who would have been admitted under previous standards will still be.

## Demand #5: Black and Puerto Rican history as well as Spanish language be required for all education majors.

This was seen by the BPRSC and all allied factions as necessary considering that CUNY turned out the highest amount of NYC teachers who were quickly being hired to teach in minority schools.

In the aforementioned April 16<sup>th</sup> address, President Gallagher deemed that beginning in September 1969, one year of Spanish would be required for all education majors. The Black and Puerto Rican history classes were said to be implemented the following fall as per preparation by Dr. Cartey.

By the April 28<sup>th</sup> negotiations (during the takeover) the Spanish department had given approval to incorporate education majors.

This demand was the one most quickly enacted. A Statement of Policy by the Board of Education issued May 9<sup>th</sup>, 1969, deemed that its Executive Committee had approved the degree requirements.

## The Takeover

# The Truth behind Open Admissions

By Kelechi Onwuchekwa

One of the famous "five demands" that were made by the Committee of Ten during the 1969 struggle was to relax the admissions requirements for CCNY, because at the time only students from Brooklyn Technical High School, Bronx High School of Science, and Stuyvesant High School were being recruited. Despite the struggle over this demand, the admissions process nowadays is being rolled back systematically.

The actual demand stipulated that "the racial composition of the entering freshman class be racially reflective of the high school population," because at the time even though 40% of high schoolers are Black and 98% of residents in the neighborhood were Black, the vast majority of City College's population was White. The latter came into City on tracks in their high schools that allowed them to have priority in the admissions process, while many of the rest came from inadequate high schools on tracks that pretty much doomed them to a poor education and service in the rapidly escalating Vietnam War. This formed the

essence of the admissions demand.

Prior to this, the school came up with a plan to slowly integrate the school, which was part of a much larger plan to expand the school to meet the needs of the "baby-boomer" population that was reaching college-age in the 1960s. According to a dissertation by Conrad Dyer, by the 60s there were only 196 graduates of City who were Black, but with the advent of affirmative action in the mid sixties there were 110 Black and Latino students on campus. They immediately encountered the problem of elitism and racism among the mostly White population on campus, along with the feeling of isolation upon the community. Combined with the struggles of the White leftist element that was having their own issues with then-President Gallagher, the Black and Latino students began organizing to open the school up to the community.

After the Takeover and presentation of demands, the Board of Higher Education came up with a compromise that reflected their previous goal of making "100% enrollment" of a supposedly diverse student body in 1975. Instead of expanding the admissions process to other high schools

as the Committee demanded, the Board decided that they would offer "open admissions" to the students residing in "poverty areas" to speed their plan up by five years. Such a compromise, while not satisfying the demands of those involved in the demonstrations, horrified the Whites on campus and the political establishment in the City. The fear was the standards at this school would be lowered because of the caliber of students that would be admitted, even though the reality was that, according to an article by Kenneth Libo in the 1972 Saturday Review, quite a number of faculty and students would not accept the new students and help them in their education.

Action was immediately taken to undermine the gains of those involved in the Takeover. First, some of the demands made by the Committee of Ten were watered down so that different racial groups would get their own departments, instead of one big department like the School of Third World Studies. Repeated attacks were made on the SEEK program so as to make it harder for students in that program to gain academic remediation and advance into their majors. Remediation itself was

eventually eliminated not too long ago as part of CUNY's "Master Plan" to revamp the system. And finally, "open admissions" was eliminated in favor of standardized testing which many prospective students were not prepared for in their own high schools. This effectively spells a return to the days before the Takeover, since now the avenue for education for many NY high school students has been closed.

The saga of open admissions promises not to stop at this point, for the bargaining chip of CUNY still hangs in the balance among the NYS Board of Regents, in state government, and in NYC politics. There have been great efforts on the part of students to fight the changes, which have at times emulated the spirit and struggle of those who were involved in the takeover of the school. With little political support in the face of a blatantly conservative backlash, and moreover with compromises to gain favor with certain aspects of the body public, though, these efforts promise to turn into a war of words and actions between students and the powers that be that regulate what and how they learn.

## How *The Paper* Came About

By Sheria McFadden

During the 1969 Student Takeover there were four student newspapers on the City College campus, Tech News, Observation Post (a white radical newspaper), The Campus and Main Event (evening student newspaper). By 1970, 15% of the college campus was Black and none of the student newspapers reflected this composition in their staffs or in their coverage of issues concerning Black students. Tech News, being the weakest of the four student newspapers, became the target of a takeover.

In the summer of 1969 two students, Louis Reyes Rivera, who joined Tech News in September of '69, and Paul Simms, the Editor at the time devised a plan to takeover the newspaper. Tech News was run by students from the Engineering department and had a predominately Jewish staff. According to Mr. Rivera, the Jewish students were so preoccupied with creating a Jewish studies department and their own newspaper, called the "Source," that they neglected "Tech News." By December of '69, a majority of

the Tech News staff was Black (Louis Reyes Rivera, Paul Simms, Charles Powell, Andre Austin, Jerome Mondesire), and in the February 1969 issue of Tech News, the black staff members produced a Black History Month supplement insert and called it "The Paper." This supplement had extensive coverage of the 1969 Black Democratic Party Elections in Alabama in which the black members of Tech News served as a core element in the organizing of 400 student volunteers from Boston, Washington, Chicago and New York for the election process. That year the Black Democratic Party won the election for sheriff, judge and clerk in all 19 counties of Alabama.

Within a year the members had established themselves on the campus and spearheaded a slate of Black students for Day Student Government elections. As a result, they produced the second Black Day Student Government President in City College history. In November of 1970, the last issue of Tech News was printed as "The Paper - aka Tech News". This was the first official issue of "The

Paper" and the new voice for people of African descent. To ensure they had not violated any school charters in changing the name, Mr. Rivera had requested that the Day Student Government conduct an investigation. It was determined that with the lack of representation in other student media of the black population on campus, Mr. Rivera and other members had committed no violation in changing "Tech News" to "The Paper." The office of The Paper went onto serve as a transportation center for people within the movement being transported from one side of the country to the other.

In March of 1972, President Robert Eugene Marshak sent seven student reporters from The Paper cover the 1972 Black Political Convention. They were the only students in the world to attend the convention. When the reconvening of the Black Political Convention was to take place, The Paper approached President Marshak with the idea of hosting it at City College. He not only agreed to host the convention, but also to pay the bill. The organizers, however, later decided to host the convention in

Queens, NY.

Under the direction of Paul Simms, The Paper was also instrumental in organizing a four-day medical school fair. The fair brought together major medical schools and pre-med students from all over. The students had an opportunity to interview with some of the top medical school across the country.

As it stands today "The Paper" is the only organization that came forth as a result of the 1969 student takeover that is still in the hands of students.

## The Takeover

# CCNY's Second Black Student Gov't President

By Malik Lewis

When 100 Black and Latino students gathered in the South Campus of CCNY with demands in hand, James Small was there.

On February 6<sup>th</sup>, 1969, students representing the roughly 2,000 Black and Latino students enrolled at CCNY at the time stormed the offices of President Dr. Buell Gallagher, and posted a list of 5 demands on the walls of the administration building. With 1,600 signatories and a ground swell of community support, the sustained protests of the school's racially differential admission-policies dragged through the academic year, drawing the attention of civil rights groups like the Student Democratic Society. Mayor Lindsay subsequently pushed for President Gallagher to allow the NYPD to squash the student subversives. Gallagher refused to comply with Mayor Lindsay's unofficial order, and instead let the school's Burns Agency security officers (known as the "Wachenhuts") handle the situation; all the while James Small was there.

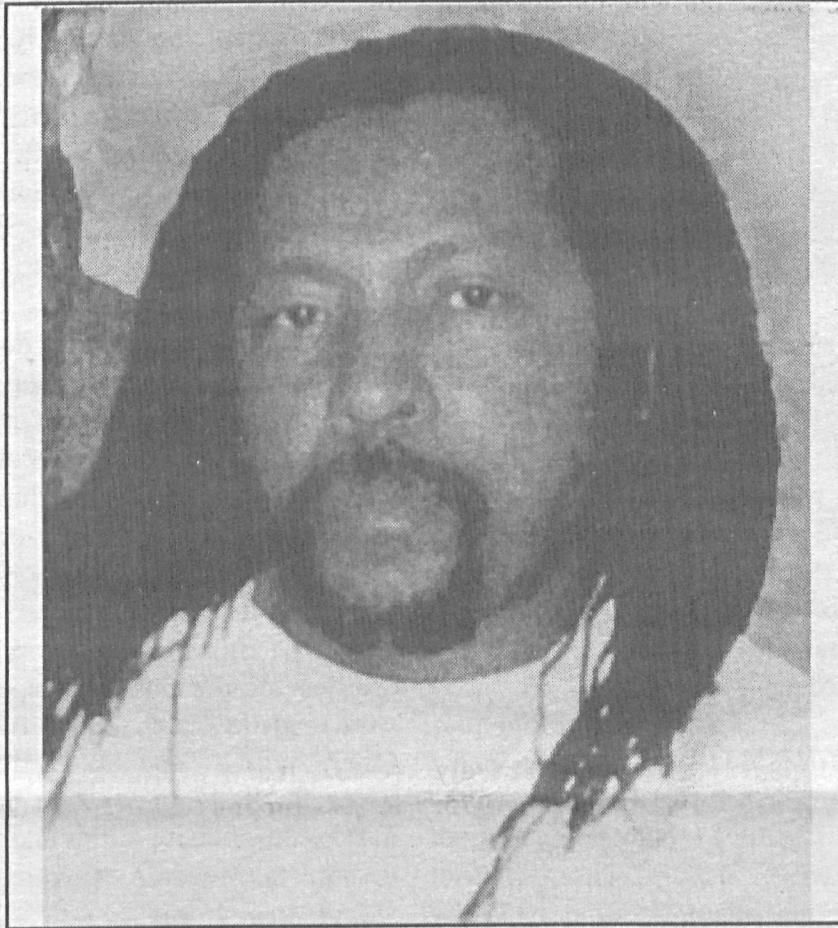
After failing to reach a multilateral agreement between the Board of Higher Education (BHE), CCNY administrators, and the "Committee of 10" (a student group that voiced the demands of the school's Black and Latino student body), judicial rulings and pressure from the BHE forced the college to make sweeping changes to its admissions policy and curriculum. James Small was the head of security for the "Committee of 10;" his work helped bring about the resignation of President Gallagher, as well as lasting changes in the college's academic structure.

Around the time Dr. Gallagher, who resisted the changes proposed by Small and the "Committee of 10" was on the way out, both Small and Robert Marshak were on their way in as presidents of the Student Senate and the college respectively. In the first student senate elections after the protracted '69 student take-over, Small asserted himself as an academic community leader, and was well received by the campus community when he was elected president of the student senate in the Fall of 1970. With a newer, more open-minded administration, Small was able to work with president Marshak to ensure that the open admissions policy agreed on

by the college and the BHE would be executed faithfully.

For years following the implementation of open admissions at CCNY, enrollment, especially among students of color, rose steadily. Small, as President of the Student Senate, was able to protect

media coverage by all but one of the school's papers. This one paper was the one edited by Louis Reyes Rivera, who had worked with the "Committee of 10" and the Small administration to help the college better serve the entire student body, and the Harlem community beyond



Professor James Small

Courtesy of the Black Studies Department

the gains made through funding and reform of the SEEK program, as well as create the Child Care Center to allow students with young children to attend classes without having to exhaust a great deal of time and money finding supervision for their children. Today the Child Care Center still exists, but without strong support by student government officials like Small, it has been fleeced. Current student government president Kenneth Williams, a protégé of James Small, represents the best hope for community conscious programs such as the Child Care Center; however, like Small in his time, Williams has had the difficulty of implementing progressive policies beneficial to the entire student body without detractors charging him with being racially preferential.

In April 1971 the SEEK program suffered a major economic blow by losing nearly \$9 million in funding. At the same time Paula Ippolito, treasurer of the student senate, resigned charging Small with "deceptiveness" and "mismanagement of funds." While the charges proved groundless, Small became the target of negative

the fences of the campus.

During the second week of October, when press coverage of Small was the most negative, student senate elections were being held in which Small had to defend himself and the "New World Coalition" against presidential challenger, independent Neil Rand. Despite the support of several student senators and most of the press (save for "The Paper") Rand's campaign was insufficient to overcome the more-popular incumbent Small. With a re-established student mandate, Small became the hub of communication between the administration, the greater student body, and the Black and Puerto Rican Students Coalition, an amalgamation of the ONYX Society, the West-Indian Students Society, and "La P.R.I.S.A" Puerto Rican Students Society.

Small's close work with the BPRSC only drew more negative attention from campus skeptics. In December 1971, when he tried to establish a college-wide editorial board to facilitate communication between the student government and the press as well as ensure that all forms of speech supported by

student activity fees would be sufficiently funded, editors of "The Campus," "The Observation Post," and the three Jewish-interest papers on campus tried to block his motion. The fear was that Small was using his influence to silence the school's more conservative Jewish contingent. However, when 20 Asian students stormed Goethals Hall and disrupted work for 30 hours in early 1972, neither the press nor the administration lifted an eyebrow. Later that year 3 Asian American student groups united to create a slate to run against The New World Coalition. Student Senate treasurer David Wu challenged the only ideological ally of the Small administration, Louis Reyes Rivera, by attacking "The Paper," and simultaneously bashed Small in his column in "the Campus." No allegations of racial divisiveness were made against the Asian students on campus even though their actions far exceeded any reasonable tolerance level of in-group nepotism. Such a double standard in criticism and treatment by the press were the type of things Small had to deal with in his 4 semesters as student senate president.

Between 1971 and 1973 Small relinquished his position as President of the student senate briefly to friends Bill Robinson and Tony Spencer, both politically active African-American students who maintained the spirit of the '69 student take-over and the '70-'71 Small administration. However, after President Spencer decided to bow out of student government amid allegations of "deceptiveness" and "mismanagement" from the same opposition Small encountered, the then-27 year old Small made his return to the Student Senate in 1973; the platform he ran on was unchanged, but his slate had been renamed the Academic Students Unified Campus. Small ran a whirlwind campaign against 4 candidates, and alone gained as many votes as the rest of them combined.

Currently at CCNY, the effects of James Small's work with the "Committee of 10" and the USG are still evident in the cultural diversity of the campus, the extracurricular activities available to both students and the Harlem community, and in the well-earned reputation of the school as a center for serious learning and leadership.

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## The Takeover

# Gallagher's Problematic Tenure

By Krishan Trotman

Buell G. Gallagher became the seventh president of City College in September 1952. The number seven usually serves a symbolic number of fortunes. The CCNY students felt unfortunate in having Gallagher as their president. He was simply at the wrong place at the wrong time.

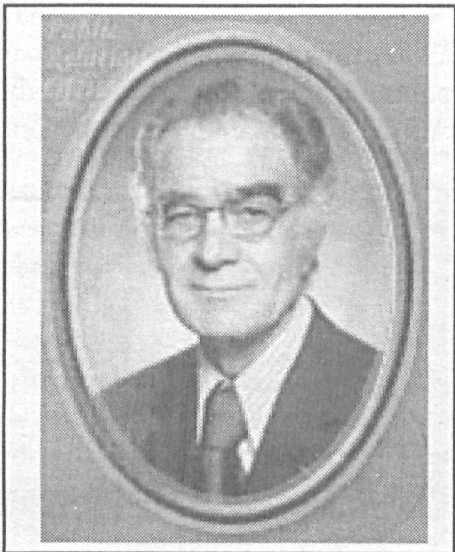
Prior to his presidency at CCNY, Gallagher was an ordained Congregationalist minister. He served as a pastor and then as president of Talladega College in Alabama. It could be argued that this would mark him an insufficient candidate for running a Harlem based school during the sixties when political conscience is prominent during the Vietnam War and demonstrations a huge aspect of college life.

Gallagher resigned in 1969 during tumultuous events leading up to the establishment of the Board of Education's "Open Admissions" policy of CCNY.

April 1969, a coalition of Afro-American and Puerto Rican students occupied the South side campus as part of a movement to have the municipal colleges reflect the ethnic and economic character-

istics of the inner-city students.

The events that lead up to the student takeover were occurring during Gallagher's presidency in 1965-1967.



President Buell Gallagher  
Courtesy of City College

Gallagher resigned suddenly in 1961 to become the Chancellor of the California State College system but returned in 1962. This is when he got acclaimed the "unworthy guardian."

In February of 1965, four CCNY students were subpoenaed to appear before a grand jury in the investigation of the prior summer Harlem Riots. The District Attorney attempted to indict Cathy

Prensky, Wendy Nakashima, Ellen Shalit, and Elinor Goldstein for criminal anarchy and incitement to riot. They were all members of the Progressive Labor Club of CCNY.

Elinor Goldstein was convicted by a judge of civil contempt and sentenced to 30 days in jail and fined \$250 for refusing to answer questions before the Grand Jury.

When asked to make a public statement of support and sympathy of the four students subpoenaed by the Grand Jury, Gallagher stated "I could not make such a statement because to do so, would mean for the college to assume a guardianship role in the civil activities of students off campus."

Gallagher not only denied the students a statement but also supported the institution of membership lists for all campus clubs. The institution of membership list was a document with information of all members of political organizations. Instead of being used as a CCNY record, they were used as profiles for the police. These list were made available to the FBI and other police agency scrutiny. Gallagher's administration interfered with student politics and tried to limit the freedom of expression from radical views.

Gallagher supported the speaker ban at CCNY, which was eventually defeated by organized student protest. Earlier in 1960, he personally took action against 200 students protesting the N.Y State Civil Defense Shelter Law in the south campus lawn.

In retaliation the students organized a sit-in at President Gallagher's office against the speaker ban passed by his administration.

The events that lead up to the 1969 takeover resulted in Gallagher's resignation and a beneficial environment for the city students. President Gallagher wanted to make City College into Harvard but he was misguided because the student life at City College was in need of an urban structure that benefited the students.

In order to be a good president, one would have to allow the implementation of the communities voice within the school. To ban the voice of the students and exploit the political leaders was not exercising or upholding an educational institution in the heart of Harlem; and that's why Gallagher left.

## Robert Marshak's "Urban University"

By Krishan Trotman

Robert Marshak, the president of City College during the 70's, put into works an urban model of a college that differed in relation with a standard institutionalized "Harvard" design. Marshak's urban design of City College was created to service the people of New York. He worked cohesively with Blacks and Latinos to make City College an urban school, which during the development would not undermine the needs of the community. Marshak, a Jewish man, helped to make CCNY a flagship for people of African descent so they could have the educational and mental resources to seize the world by storm.

Marshak understood that many of the students attending CCNY were working or parents. The implementation of new resources as a way of helping student life was an important aspect of his new model.

Marshak's support of the



President Robert Marshak  
Courtesy of City College

implementation of the Black Studies helped create a new reality for people of African descent. CCNY became the largest Black Studies department in the country from 1972 - 1982. The curriculum, at its heights, encompassed the study of Africa, the Caribbean, and Black America in the sum of 50 courses per semester taught by 22 professors, with an average enrollment of four thousand students a

continued on pg. 11

## City College Still a "Proud Campus"

By Cecily Canady

City College, the flagship of CUNY, has had the reputation of being the "Harvard for the poor" but with the Open Admissions Policy demanded in 1969, which allowed minority students surrounding the community of City College to get the same education as their counterparts, claimed the policy would diminish the high standards of City College. Adding color and culture to a university that supported and provided higher learning to upper-middle class made City College a vessel to higher learning for African-Americans and Latinos.

The privilege given to minority students to get a higher education has opened the doors of opportunity and success. Many who graduate succeed in the world of business, law, politics and science. The Alumni Association of City College states the facts on City, the achievements of the College's graduates are unsurpassed by those of any other institu-

tion. For example, eight alumni have won the Nobel Prize, placing City among the top ranks of public colleges and universities nationwide. CCNY ranks is 9th nationally in graduates who have gone on to earn Ph.D's. City is 11th in graduates who have become America's leading source of alumni elected to the National Academy of Sciences.

Despite, the negative responses about City College from the New York Times and the New York Post naming us "the faded jewel of CUNY" and "Once-Proud Campus now the breeding ground of idiots". City College, still remains as having the highest graduating rate than all of the CUNY universities. According to the "City Facts" on CCNY website, in the 2000-2001 academic year 1,797 degrees and certificates were awarded. Of the 1,109 Bachelors degrees awarded in 2000-2001, African-Americans received 38.1% (442), Latinos 32.6% (362), Asian/Pacific Islanders 11.1% (123).

continued on pg. 11

# Entertainment

## Denzel and Halle: A First in Hollywood



Denzel Washington and wife Pauletta Pearson  
Courtesy Entertainment Online

By Chinonyerem Omeokwe

Some people watched with avid interest. Others could really care less. No matter what your attitude was to this year's Academy Award ceremony, you couldn't help but to notice something a little different, something rare and almost unbelievable: two, count it, two *Black* actors received the award. This kind of thing was last seen almost forty years ago when Sidney Poitier was able to convince the Academy that he was worthy of their acknowledgment. This is the 74th year the Academy has been giving out Oscars and in those many years, only three African-Americans to date have ever received the award. Is this progress?

No matter how you look at it, you cannot help but to feel a twinge of satisfaction and indeed

**President Marshak**  
continued from pg. 6  
year.

Marshak's urban model for CCNY was under attack for 20 years. City College was at the center of a financial crisis in 1976 because the new urban model didn't appeal to those that wanted every university to resemble Oxford and Cambridge.

Marshak and the CCNY students created a highly achieved college where Black history was

some bittersweet happiness at the fact that Denzel Washington and Halle Berry, two of the most distinguished and well known entertainers in the business today, were finally able to go home with a statue that affirmed to them and to us that they are indeed Best Actor and Best Actress. But we already knew that. How many of us watched in awe as Denzel became the late Malcolm X? How many of us marveled at the flexibility and talent of Halle as she assumed roles so different and varied? Yet year after year, we watched as the Academy gave them honorable mentions and nominations. And we smiled and encouraged ourselves by saying, "We'll get them next year!" This year we were able to exclaim, "It's about time!"

The happiness we may feel is tainted indeed as we take a deeper look into what actually happened at the Oscars this year. Denzel Washington won for his leading role in the movie *Training Day*, a story of a crooked cop. Halle Berry took home honors for *Monster's Ball*, a movie in which she portrays a widow who becomes romantically involved with the White prison guard who effectively murdered her husband by pulling the execution switch.

While Washington has at least been nominated Best Actor

recognized and the peoples voice praised.

Unlike many universities, City College was not a school planted in the middle of the field with no direct contact and only exploitation of the community as laborers for the school.

CCNY organized many events for the students and focused on the lives of the Black and Latino's rather than merely operating as an organized assembly for a degree.

for several films including *The Hurricane* in 1999 and *Malcolm X* in 1993, Berry has never even been nominated. It is more than disheartening to learn of the roles for which Washington and Berry finally did win. It is unfair to detract from the sheer talent and skill that both these actors possess. But at the same time it is difficult to keep that in mind when we realize that of all the movies that Washington and Berry have ever played in, they only managed to receive acclaim for the ones that show them in a not-so-pretty light. Berry's performance must have been astounding as usual but the role leaves a bitter taste in our mouths—a downtrodden Black woman can only receive solace in the arms of the racist who happily killed her husband. Washington must have knocked them dead with his performance but he has always played the good character. Why did he only win when he portrayed a bad one, a cop who is bent of using his authority and power for evil? Our excitement wanes and even grows cold as we come to the realization that we have been once again "dissed."

The fact that Denzel Washington and Halle Berry received Oscars this year can hardly be called a step in the right direction for the Academy. It might be called a *turn* in the right direction but certainly, little progress has been made. It is the hope that this trend in acknowledg-

ing the accomplishments of Black actors and actresses will continue but realistically speaking, the chances are slim. When will the day come when Black actors and actresses will truly be praised for their talents overall and not just for their talents in *specific and pigeon-holed* roles that are not particularly flattering? Denzel Washington and Halle Berry are two celebrities who loom larger than life. It is almost absurd that they have never received Academy awards before. We anxiously wait to see if the turn the Academy has made in the right direction will ever become a step. We peer into the distant future tentatively and with plenty of doubt to see if that step will ever turn into a walk. Congratulations Denzel! Congratulations Halle! The Best



Halle Berry and Eric Benet  
Courtesy Entertainment Online

Actor and the Best Actress this time around!

**Campus**  
Continued from pg. 6

The assumption of the Open Admissions policy was it would ruin the reputation and lower the standards of the curriculum and quality of the university. The growing minority population has added flavor and diversity to City College. According to the alumni association's webpage, CCNY is the 1st in New York State and 10th nationally in graduating minority engineers and is 5th nationally in conferring graduate degrees on minority students. City College is one of the

nation's top producers of African-American Ph.D's in engineering. CCNY is also the first in producing Asian-American master's recipients in computer and information sciences and is the nation's second leading source of African-American bachelor degree recipients, apart from historically Black colleges.

With a solid and extensive background of producing successful graduates, we are a still proud campus, a breeding ground of professionals.

## CCNY News

# "All CCNY" Needs More Focus

By Kelechi Onwuchekwa

In an interview with Johnathan Rinaldi, the All CCNY candidate for USG President, some interesting details about his possible presidency were revealed.

Initially, he revealed that he would make some improvements that would theoretically help breathe life into the student body. As president, he wants "murals painted over the gray walls of the NAC Building," since they supposedly contribute to the low morale of the students. Along the same line, he wants open-air concerts, another effort to rally the student body. So seriously he wants to get students involved with USG. His executive staff reflect the diversity of the student body. "It's not just one club, its All CCNY," he says.

I also asked Mr. Rinaldi about the hot-button issues on campus, namely the reparations debate, the administration's relationship (or lack thereof) with the students, and

the budget cuts. He admitted, that though he didn't know "too much" about the issue he referred to as "sensitive," he said that, "The main thing...is that if reparations are paid out of taxes, there should be programs in school that are held by the community." He was somewhat clearer regarding the budget cuts: "It's tough since the World Trade Center disaster, since New York is obviously short of funds. The only thing to do is to be active, to keep on organizing, and establish credibility with the student body." On the topic of the administration, he took a fairly conciliatory attitude. He mentioned that, "the only way to do stuff is to lobby. I believe in compromise; you can't come at them with a confrontational attitude. You have to establish communication first. If they don't comply, then you attack."

This is interesting for a number of reasons. For one, Rinaldi suggested that if elected he would attempt to do things that

would rally the student body, a platform that has been tried by several past administrations with at best only moderate success. The student body here at CCNY is not made up of the types of students one would find at SUNY-Albany or Ohio State; many students commute and work to pay their way through school. Thus, more of a focus towards defending students against the budget ax is needed. In addition, there must be the realization that the administration has its own motives in changing the school; the recent beautification problems reported by *The Campus* testifies to how the administration will try to do what it wants when it wants to do it. Thus, there must be more than an attitude of "compromise" taken here.

Lastly, regarding reparations, the idea of hosting community programs financed by "tax dollars" from lawsuits does injustice to the issue. As attorney Deadria Farmer-Paellmann told students in

her speech, if reparations are gained, they will not necessarily come out of people's tax dollars. Corporations will be held chiefly liable since they gained the most financially and politically from American slavery, and they are not supported by tax dollars. More importantly, it is a short step from saying that reparations is coming out of taxes to saying that reparations is targeting White America at large, in that it is White America's tax dollars that will be taken. One must remember that Reparations is a process, a catharsis that all Americans and all humanity experience if it is to emerge more powerful and healthier than before. To reduce the issue to monetary gain takes away from that process, and invites racial divisiveness.

## Voter Turnout Still an Issue

By Valdon Tau Battice

Student government elections are just around the corner at City College. Between April 23-25, students will vote for the candidates who they feel will best represent the needs and aspirations of the student body in the upcoming academic year.

To date, the best-represented slates are *All CCNY*, led by Jonathan Rinaldi, and *CCNY Renaissance*, headed by Edward Corcino. A third slate, *Campus Initiative*, is also in the running. Six independent candidates are contesting undergraduate senatorial positions. Except for the Liberal Arts (CLAS) division where 4 seats are available, graduate candidates have yet to step forward to contest the available total eleven seats in Architecture, Education and Engineering.

The story of student body elections at the school has been the lack of participation over the past few years. For example, less than ten percent of the college's students voted last year. Is this low student voter turnout attributable to a general apathy among students or is a lack of advertising to blame? Perhaps the fact that many of City's students juggle school, work, and parenting significantly impacts the level of participation in on-campus affairs; maybe these people just

can't be bothered with their perceived trivialities of attending school.

Discussing his view of the situation, Jerry Rosa, Assistant director of Co-Curricular Life at the Finley Student Center, said, "there is always room for improvement". The concerns at the city's oldest institution of higher learning are many. With issues like budget cuts, the disappearance of the Black Studies Department, and the threat of the school sidestepping the Humanities and Arts Division for the Science and Engineering Divisions, Rosa hopes that students will take a more active role in "deciding the academic future" of City College. He added that the incoming student government would need more "solidarity" with students so that it can effectively communicate students' needs to the powers that be.

An increase in undergraduate voter participation is hoped for but hard to predict. However, Rosa feels that since the system for graduate students to vote online is in place, their voting numbers will continue to increase.

What the school needs is higher undergraduate voter turnout as well. Our voices must be heard. Selecting our choice for student government in the upcoming elections is a step in that direction.

## Erykah Badu on Campus?



Courtesy nyrock.com  
By Ernesto Johnson

Eryka Badu, Queen Afura and others are expected to perform a benefit concert on CCNY's campus. Terehas Walters of the Undergraduate Student Government is organizing two events early to mid May to promote AIDS/HIV and health awareness for CCNY students. The events features major recording artist Ms. Eryka Badu, T.H.U.G Nubians, Queen Afura-Holistic healer and spiritual advisor, and others to be confirmed.

The free concert aims to inform CCNY students about AIDS/HIV and health issues through entertainment. There are alarming reports citing an

increased amount of new HIV and AIDS cases affecting the black and Latino communities, so the goal of the event is to promote awareness and caution students to act more judiciously in their sexual conduct.

The artists slated to partake in these event were chosen because of their artistic style - they are conscious musicians, their involvement in bettering our communities, and their ability to entertain and educate. Getting the facts about AIDS/HIV are significant benefits by themselves, but Terehas feels that the inclusion of entertainment is necessary to attract a larger audience, in addition to making the event fun. In addition, free food, condoms and informative literature will be available throughout the event. The events are to include poetry reads and African dance.

Terehas plans promote these two free concerts with the collaborated aid of other student body organizations, including *THE PAPER*, WCCR radio, and flyer distribution.

See you there!



## The Black Studies Department

# The Real Mission Of Black Studies

The Department of Africana & Urban Studies (Black Studies) has never viewed itself as just an academic department. The collective mission of its faculty, staff and students, as well as the needs of the communities they serve, gives it a much more significant role. It has a responsibility to develop an alternative Education Model that will help nurture the Black Community and reverse the processes of human, spiritual and physical deterioration, thereby contributing to a renewed urban society and a New World.

The General Goals of the Department of Africana & Urban Studies (Black Studies) of The City College of New York are as follows:

1. **Establish New Scholarship** by furthering the intellectual tradition of Africana Studies through a relevant, innovative curriculum that presents the Afrocentric perspective on the African World Experience a challenge to "White Studies."
2. **Liberate the Mind** by reversing the process of mis-education and negative socialization, and developing a new value system that emphasizes humanism as opposed to materialism, through a new relationship between the Faculty, Students and Community.
3. **Service a People** by providing leadership training and accountability by Faculty, Students and Community Leaders, linking the campus to the larger urban arena and the African World.
4. **Institutionalize Struggle** as part of a **Sacred Mission** for control of mind, which African People must continuously engage in, to end institutionalized racism, exploitation, and cultural genocide in order to build a future centered around African Value Systems.

Original Black Studies Curriculum, courtesy of Dr. Leonard Jeffries

**149: Religion and Survival** An historical analysis of the role of religion and the church in sustaining the survival of Black people within white America.  
3 hrs/wk; 3 cr.

**165: Caribbean Economic Development** The dynamics of the social and political forces that have produced the unique Caribbean export-oriented and import-dependent economy, along with the historical base in slavery; modern tourism; moves toward economic self-sufficiency, integration, unification, and two models representing capitalism

**168: Caribbean Leaders** An examination of the men who played key roles in the development of the Caribbean, their influence, and impact. Includes: Toussaint l'Ouverture, F. "Papa Doc" Duvalier, Lennidas Raphael Trujillo, Fidel Castro, Dr. Eric William, Dr. Cheddi Jagan, Sir Alexander Bustamante, J. Kiah Webster, Eric Gairy, Linden Forbes Burnham, and others.  
3 hrs/wk; 3 cr.

### VI. Advanced Electives

**200-04: Practicum** Field work experience in various areas of community service and pre-professional work. Hours arranged. One day per week in field and two hour seminar bi-monthly. Students are generally limited to two courses, but may apply to the department for the third.  
4 cr/course.

**200: Community Service**

**201: Community Organization**

**202: Education**

**203: Law**

**204: Medicine**

**205: Creative Research in Urban and Black Studies** Open to a limited number of students. Consulting faculty advisors will be assigned to supervise the independent investigations of students whose topics have been approved. Originality and thoroughness in research are stressed. (W)

3 hrs/wk; 3 cr.

**157: Racism and the American Legal System** Contemporary legal institutions, their intrinsic race and class biases, the peculiar development and entanglement of the institution of slavery and

**166: Caribbean Immigration** An analysis of the economic and political factors leading to the 19th and 20th century population movements into, within, and from the Caribbean region, stressing migration to the United States, the Caribbean communities in New York, Panama, Central America, London, Paris, Montreal, New Haven, Caracas, and Toronto.  
3 hrs/wk; 3 cr.

**181 and 182: African Dance as Human Behavior** African dance within its cultural, social-psychological, economic, and political contexts. A laboratory component provides demonstration and participation in African dancing in order to develop a systematic and kinesthetic, as well as intellectual,

**214: Africana Literature (from 1700 to 1940)** A survey of the Black folk literature of America, Africa, and the Caribbean; Afro-American slave narratives, Afro-Caribbean anti-slave tales, early Afro-American poets, Harlem Renaissance, and Negritude. (W)  
3 hrs/wk; 3 cr.

**310: Independent Reading in Black Studies** Approval of Department Chairman mandatory. Program thoroughly planned and structured. The student will be required to produce evidence of the readings available and relevant to his/her interests. The readings must be compiled into a comprehensive report. Limited to upperclass students with adequate background in BLST.  
1-4 cr.

**102: African Heritage and the Caribbean-Brazilian Experience** Analysis of historical conditions which shaped the lives of African peoples in the Caribbean and Brazil—emphasizing cultural continuities, human organization and similarities in global Black experience among Africans on the continent and in the Western hemisphere vis-a-vis European politico-economic control and cultural impact.  
3 hrs/wk; 3 cr.

**132: The Afro-American Child in His Urban Setting** This course will be specifically adapted to the sociological, psychological, and educational needs of Black children in New York City Public Schools.  
3 hrs/wk; 3 cr.

**134: The Harlem Community** The origins and ethnic development of the Harlem community; demographic trends, institutions, culture, resources, and the role of Harlem as a training ground for Black leadership. Field learning experiences include visits to historic sites and community landmarks.  
3 hrs/wk; 3 cr.

**135: Economic Development of the Black Community** The impact of technology and industrialization on the Black ghetto; the economics of transportation; perpetuation or disintegration of the ghetto; public welfare; municipal services; effects of migration, limited autonomy, and hostile external political and fiscal policies upon continuous underdevelopment.  
3 hrs/wk; 3 cr.

**138: Organized and Disorganized Crime in the Black Community** Crime in American society, its social, cultural, political, and economic determinants, various types of crimes, the political power of the various sectors, definitions of criminal behavior, and the preponderance of the Black and the poor among the convicted will be examined.  
3 hrs/wk; 3 cr.

**163: Race and Politics in the Caribbean** The relationship between race and class; political power-dependency in various Caribbean areas. The colonial and neocolonial experiences of key islands, and movements toward autonomy and independence.  
3 hrs/wk; 3 cr.

**167: The Haitian Revolution and the Black Experience** An historical analysis of Haiti, the birth of the first African republic within the Western hemisphere. The significance of that event as a pan-African inspirational phenomenon.

## In the African Diaspora...

# Nigeria Quits IMF, Other African Nations to Follow

By Kelechi Onwuchekwa

Major events in Africa over the past months all have had a Western, or Northern, twist behind them. There has been the civil war in Angola, which supposedly ceased with the death of rebel leader Jonas Savimbi but nonetheless has armament connections with powers such as France and Portugal that is now coming to light. There is the suspension of Zimbabwe from the Commonwealth, which is tinged with the interests of Great Britain and the land in the region. What has not made it into the headlines, though, is the recent effort of several African nations to determine their own economic destinies.

Early in March, the Federal Republic of Nigeria took a major step in dealing with its economic turmoil by dumping aspects of IMF (International Monetary Fund) programs in lieu of "home-grown" economic recovery programs, according to Toye Olori of the IPS.

### Professor Small continued from pg. 5

James Small has never left CCNY even though he has moved on to apply his education in other parts of the world. In his place still stands "The Paper." Also maintaining the spirit are student clubs like Sankofa Roots, which like the ONYX Society of old represents students of African decent on campus, and most certainly students like USG president Kenneth

Such a major step represented a break in Nigeria's relations (or lack thereof) with the IMF since former General Ibrahim Babangida instituted IMF-style economic measures in the late 1980s, which subsequently destroyed the Naira (Nigeria's currency). Combined with the uprisings in Argentina over IMF economic policies that have also virtually destroyed that nation's economy, this indicates a turning point for nations in the global South that are dealing with their economies in ways that actually help instead of hurt their people.

The next step that Nigeria has taken is involvement in continental development schemes. Nigeria is one of the lead nations in the African Union, an economic union similar to Europe's in that products produced in one place would cost the same wherever it is shipped. With this union, one could send foodstuffs from the nation of Ghana to the Democratic Republic of Congo without Northern-backed

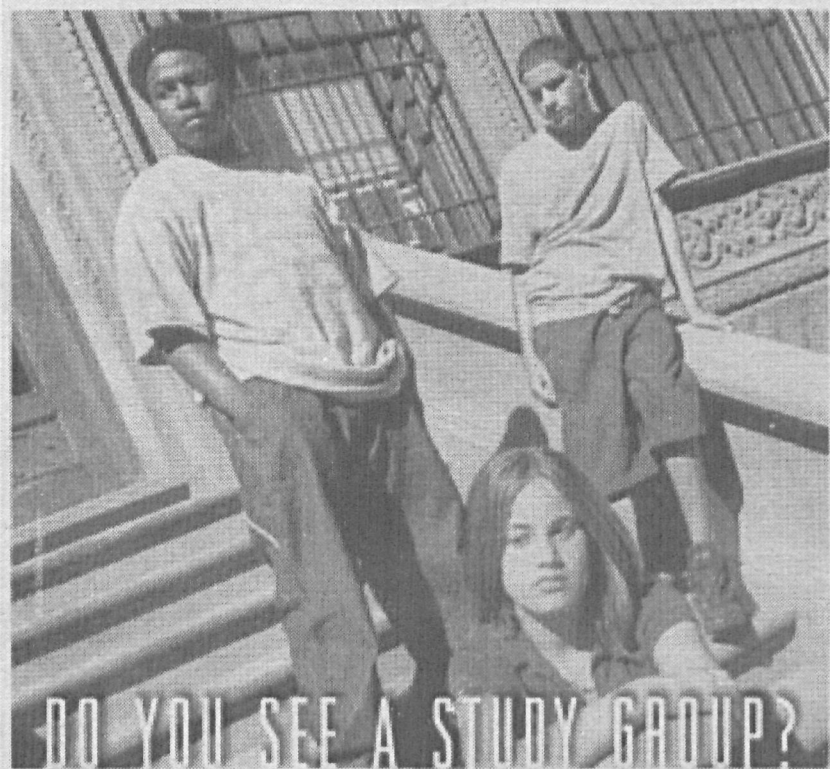
Williams, who like Small have fought to preserve the diversity of the university, defend students' first amendment rights, and be a vocal opponent of socially devastating government policies that harm the poor and people of color. The path forged by Small is a path traveled by the students of African decent today, and with him in mind they clear a path for the students of tomorrow.

and enforced trade barriers.

Nigeria has played an active role in the formation of this union, such as hosting a forum in the capital city of Abuja three weeks ago that consisted of nations in the New Partnership for Africa's Development (NEPAD). Those in attendance came up with resolutions binding them to home-grown economic agendas, good governance at home, peer-review, and emphasis on key sectors of each nation's economy to attain sufficiency. Most importantly, those in attendance supported Nigeria's actions in ending some of its IMF programs and expressed intent to do the same in the future.

This plan, and the context in which it was drawn up, is not without its problems. The proposed Union is not set to begin full economic unification for at least 35 years, which is too long for some nations that are on the brink. In addition, nations like Nigeria are still trying to quell political problems in their homelands, such as

ethnic conflicts, religious violence, and election issues. There is also the issue of subversion by the North, which has been known for strong-arming even at conferences like the WCAR in Durban, South Africa, and for sponsoring ethnic warring through arms shipments. Such is a major concern for these nations, for NEPAD will be presenting their plans to the G-8 summit in Canada this June, and it is likely that the nations in attendance (such as the United States, Great Britain, and Japan) will not approve of these plans until the African leaders agree to helping these nations in the War on Terrorism. Such an action, ironically, could destabilize African nations further and make the plans moot.

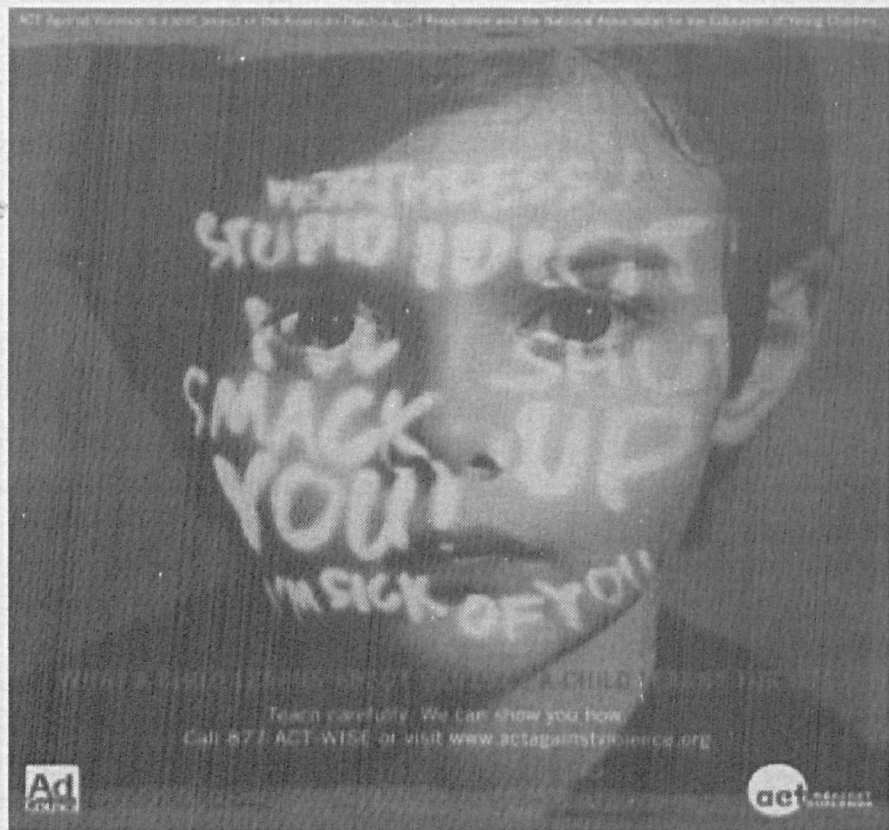


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# Reparations

## What the Reparations Lawsuit is All About Atty. Deadria Paellmann explains its motives to CCNY students



Attorney Paellmann with Lunetha Lancaster and Adanna Mawakanna

Photo by Ernesto Johnson

By Kelechi Onwuchekwa

Deadria Farmer-Paellmann, the attorney who recently launched a lawsuit against several corporations for their involvement in American slavery, came to City College to give a talk called "Blue Chip Wealth: The Reparations Lawsuit against Corporate America" which was sponsored by Sankofa Roots, The Paper, S.A.M.E. TV, and the Oasis Club.

According to Ms. Paellmann, her belief of the continuing effects of slavery on African-Americans as "a myth" kept her, like many other people, from reaching the point of demanding restitution. Upon graduation from Brooklyn College in the late 1980s, however, she decided to begin her "real education" and look into reparations for slavery. Resources on this subject were limited at the time, even to learn about Rep. Conyers' famous H.R. 40 bill that would make the United States government look into its own involvement in slavery. The turning point, according to her, was when she came across the African Burial Ground in lower Manhattan: "I was moved by the experience...the remains indicated that the slaves in New York died a horrible death."

This discovery prompted her on to law school, where she then came to find out how the Constitution is intertwined with slavery in that "Property law is linked with Constitutional law, and that the Constitution was built on slavery." Later she learned more about H.R. 40 and other reparations

movements.

Regarding the lawsuit, Ms. Paellmann warned that the case against the government will be tougher to pursue than the cases against the corporations she and the other plaintiffs are currently pursuing. "The courts dismissed a similar case - Cato v. US - with prejudice, apparently because the statute of limitations had run out and that the United States Government has sov-



Poet Queen performing before the speech

Photo by Ernesto Johnson

ereign immunity." To be clear, "sovereign immunity" means that the government will not be sued without its consent, which in this type of case is not surprising. Corporations, according to her, are more vulnerable to litigation, she felt. In addition, it is another way to get at the government since "America will protect its corporations in any possible way."

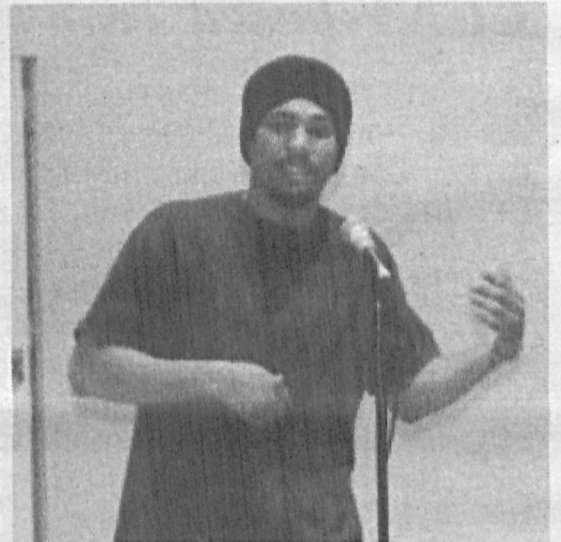
According to the complaint

that was filed with the US District Court (Eastern Dist., NY), the lawsuit alleges that the companies, consisting of AETNA, FleetBoston Financial Corporation, and CSX Railroad, "through their predecessors in interest, conspired with slave traders... to knowingly facilitate crimes against humanity, and to further illicitly profit from slave labor." To allay the qualms of

those who feel that such a case is moot or that there are no legal grounds for this, Ms. Paellmann justified the suit using equity (which is based on the belief that one should not profit from his misdeeds) as a basis, and also cited how African-Americans, in having to deal with Jim Crow, lynching, and other forms of terrorism, were unable to focus their attention on a reparations lawsuit in the past. In addition, she spoke of how the Nazi Holocaust lawsuits and two UN resolutions dealing with "Crimes Against Humanity" (which eliminate any preset statute of limitations on past crimes) provide the precedent for this case. In addition, the insurance policies she received from Aetna (who, at the time they sent them, were unsuspecting of the implications), along with the research done on FleetBoston and CSX, would provide a firm legal foundation for the case. Finally, she showed how this issue transcends race: "We're focusing only on corporations. This is not personal...with this approach you are not attacking Whites. It is African-Americans versus the corporations, who have no race."

Throughout this event, the undercurrent of African culture and optimism pervaded, which gave those in attendance something to cheer about. The poetry done by *The Paper's* Kahlil Almustafa, and by Queen from Southern Illinois University, served to give the audience more than adequate prepara-

tion for the topic at hand. Ms. Paellmann's grasp of the issue gave the audience even more confidence in her to see this suit through. "She is one of my she-roes," said Professor Samad-Matias of Black Studies. "Everything is good to me. It is very satisfying," said Queen of Ms. Paellmann's talk. Regarding the targeting of corporations, Eternal, a companion of Queen's, explained, "It's new to me. It blew my mind. It gives me the spark to do more research into this." Some students, such as Ron Bruce, were not as enthusiastic about the odds in this case. He relates, "I don't expect too much due to the opposition that will come about." On my



Kahlil Almustafa reciting poetry at the event.  
Photo by Ernesto Johnson

part, I asked Ms. Paellmann how much success she could expect in the same jurisdiction and court that recently overturned the convictions of the three cops involved in Abner Louima's assault. Her answer made me realize the amount of faith she had in pursuing this case: "I am very optimistic to the chances of success. I believe that success has everything to do with our ancestors; I don't think that in this regard the judges will go against us." Such an answer could only be gotten out of one who has made the effort to find her ancestral and spiritual roots.

## CCNY Press Releases

### *Congressman Rangel and CCNY President Williams join Chi Alpha Epsilon Chapter*

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One of the most senior members of the U.S. Congress, Rep. Rangel will be inducted along with President Williams, 23 CCNY students and five faculty members from the College's SEEK (Search for Education, Elevation and Knowledge) Program at a ceremony to be conducted by Chi Alpha Epsilon founder Dr. Bert Saddler. The students will be inducted into the Beta Theta (undergraduate) chapter.

Following the induction, a ceremony and reception will be held in CCNY's Faculty Dining Room, on the third floor of the North Academic Center, at 4 PM. The ceremony will also include a memorial tribute to Kevin Smith, a charter member of Chi Alpha Epsilon and CCNY alumnus who died last January.

The Chi Alpha Epsilon Chapter was chartered at City College last year. Dr. Maudette Brownlee, Director of CCNY's SEEK Program, said the College was the fourth CUNY school to establish a chapter. Joyce Conoly-Simmons and David Luciano serve as chapter advisors.

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According to Professor Paaswell, the study will focus on goods movement, and will establish scenarios to enhance New York State infrastructure policies and investments. Noting the shift from local to global economies, the study will also examine various regions and corridors both within New York State and linking New York to national and global markets.

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The purpose of DOT grants to regional centers like UTRC is to advance U.S. expertise and technology in the many fields comprising transportation through investment in education, research and technology. A consortium of twelve major universities throughout the region, UTRC conducts research in critical areas related to transit, inter-modalism infrastructure and regional funding and pricing. The Center taps the resources of outstanding faculty in a wide variety of disciplines at CCNY and throughout The City University of New York.

Located at City College's Institute for Transportation Systems, it is the lead institution within the consortium. Other centers are located at leading colleges and universities around the country, including MIT, the University of California at Berkeley, and the University of Texas.

UTRC's director, Professor Paaswell, is a transportation expert who is highly regarded for his work in transit. He has served on various bodies, including the Executive Committee of the Transportation Research Board, and is the first Chair of the Transit Standards Council Education and Training Committee.

Professor Paaswell, who has taught and headed transportation centers at SUNY-Buffalo and the University of Illinois, also served as Executive Director (CEO) of the Chicago Transit Authority, the second largest system in the U.S. He lectures and consults widely on policy and management issues.

# Nonprofit Career Fair

Tuesday, April 23, 2002

The Great Hall, Shepard Hall

11:00 am – 4:00 pm

## The Black Studies Department

# The Real Mission Of Black Studies

The Department of Africana & Urban Studies (Black Studies) has never viewed itself as just an academic department. The collective mission of its faculty, staff and students, as well as the needs of the communities they serve, gives it a much more significant role. It has a responsibility to develop an alternative Education Model that will help nurture the Black Community and reverse the processes of human, spiritual and physical deterioration, thereby contributing to a renewed urban society and a New World.

The General Goals of the Department of Africana & Urban Studies (Black Studies) of The City College of New York are as follows:

1. **Establish New Scholarship** by furthering the intellectual tradition of Africana Studies through a relevant, innovative curriculum that presents the Afrocentric perspective on the African World Experience a challenge to "White Studies."
2. **Liberate the Mind** by reversing the process of mis-education and negative socialization, and developing a new value system that emphasizes humanism as opposed to materialism, through a new relationship between the Faculty, Students and Community.
3. **Service a People** by providing leadership training and accountability by Faculty, Students and Community Leaders, linking the campus to the larger urban arena and the African World.
4. **Institutionalize Struggle** as part of a **Sacred Mission** for control of mind, which African People must continuously engage in, to end institutionalized racism, exploitation, and cultural genocide in order to build a future centered around African Value Systems.

Original Black Studies Curriculum, courtesy of Dr. Leonard Jeffries

**149: Religion and Survival** An historical analysis of the role of religion and the church in sustaining the survival of Black people within white America.  
3 hrs/wk; 3 cr.

**165: Caribbean Economic Development** The dynamics of the social and political forces that have produced the unique Caribbean export-oriented and import-dependent economy, along with the historical base in slavery; modern tourism; moves toward economic self-sufficiency, integration, unification, and two models representing capitalism

**168: Caribbean Leaders** An examination of the men who played key roles in the development of the Caribbean, their influence, and impact. Includes: Toussaint l'Ouverture, F. "Papa Doc" Duvalier, Leonidas Raphael Trujillo, Fidel Castro, Dr. Eric William, Dr. Cheddi Jagan, Sir Alexander Bustamante, J. Kiah Webster, Eric Gairy, Linden Forbes Burnham, and others.  
3 hrs/wk; 3 cr.

### VI. Advanced Electives

**200-04: Practicum** Field work experience in various areas of community service and pre-professional work. Hours arranged. One day per week in field and two hour seminar bi-monthly. Students are generally limited to two courses, but may apply to the department for the third.  
4 cr/course.

**200: Community Service**

**201: Community Organization**

**202: Education**

**203: Law**

**204: Medicine**

**205: Creative Research in Urban and Black Studies** Open to a limited number of students. Consulting faculty advisors will be assigned to supervise the independent investigations of students whose topics have been approved. Originality and thoroughness in research are stressed. (W)  
3 hrs/wk; 3 cr.

**157: Racism and the American Legal System** Contemporary legal institutions, their intrinsic race and class biases, the peculiar development and entanglement of the institution of slavery and

**166: Caribbean Immigration** An analysis of the economic and political factors leading to the 19th and 20th century population movements into, within, and from the Caribbean region, stressing migration to the United States, the Caribbean communities in New York, Panama, Central America, London, Paris, Montreal, New Haven, Caracas, and Toronto.  
3 hrs/wk; 3 cr.

**181 and 182: African Dance as Human Behavior** African dance within its cultural, social-psychological, economic, and political contexts. A laboratory component provides demonstration and participation in African dancing in order to develop a systematic and kinesthetic, as well as intellectual,

**214: Africana Literature (from 1700 to 1940)** A survey of the Black folk literature of America, Africa, and the Caribbean; Afro-American slave narratives, Afro-Caribbean anti-slave tales, early Afro-American poets, Harlem Renaissance, and Negritude. (W)  
3 hrs/wk; 3 cr.

**310: Independent Reading in Black Studies** Approval of Department Chairman mandatory. Program thoroughly planned and structured. The student will be required to produce evidence of the readings available and relevant to his/her interests. The readings must be compiled into a comprehensive report. Limited to upperclass students with adequate background in BLST.  
1-4 cr.

**102: African Heritage and the Caribbean-Brazilian Experience** Analysis of historical conditions which shaped the lives of African peoples in the Caribbean and Brazil—emphasizing cultural continuities, human organization and similarities in global Black experience among Africans on the continent and in the Western hemisphere vis-a-vis European politico-economic control and cultural impact.  
3 hrs/wk; 3 cr.

**132: The Afro-American Child in His Urban Setting** This course will be specifically adapted to the sociological, psychological, and educational needs of Black children in New York City Public Schools.  
3 hrs/wk; 3 cr.

**134: The Harlem Community** The origins and ethnic development of the Harlem community; demographic trends, institutions, culture, resources, and the role of Harlem as a training ground for Black leadership. Field learning experiences include visits to historic sites and community landmarks.  
3 hrs/wk; 3 cr.

**135: Economic Development of the Black Community** The impact of technology and industrialization on the Black ghetto; the economics of transportation; perpetuation or disintegration of the ghetto; public welfare; municipal services; effects of migration, limited autonomy, and hostile external political and fiscal policies upon continuous underdevelopment.  
3 hrs/wk; 3 cr.

**138: Organized and Disorganized Crime in the Black Community** Crime in American society, its social, cultural, political, and economic determinants, various types of crimes, the political power of the various sectors, definitions of criminal behavior, and the preponderance of the Black and the poor among the convicted will be examined.  
3 hrs/wk; 3 cr.

**163: Race and Politics in the Caribbean** The relationship between race and class; political power-dependency in various Caribbean areas. The colonial and neocolonial experiences of key islands, and movements toward autonomy and independence.  
3 hrs/wk; 3 cr.

**167: The Haitian Revolution and the Black Experience** An historical analysis of Haiti, the birth of the first African republic within the Western hemisphere. The significance of that event as a pan-African inspirational phenomenon.

*In the African Diaspora...*

# Nigeria Quits IMF, Other African Nations to Follow

By Kelechi Onwuchekwa

Major events in Africa over the past months all have had a Western, or Northern, twist behind them. There has been the civil war in Angola, which supposedly ceased with the death of rebel leader Jonas Savimbi but nonetheless has armament connections with powers such as France and Portugal that is now coming to light. There is the suspension of Zimbabwe from the Commonwealth, which is tinged with the interests of Great Britain and the land in the region. What has not made it into the headlines, though, is the recent effort of several African nations to determine their own economic destinies.

Early in March, the Federal Republic of Nigeria took a major step in dealing with its economic turmoil by dumping aspects of IMF (International Monetary Fund) programs in lieu of "home-grown" economic recovery programs, according to Toye Olori of the IPS.

Such a major step represented a break in Nigeria's relations (or lack thereof) with the IMF since former General Ibrahim Babangida instituted IMF-style economic measures in the late 1980s, which subsequently destroyed the Naira (Nigeria's currency). Combined with the uprisings in Argentina over IMF economic policies that have also virtually destroyed that nation's economy, this indicates a turning point for nations in the global South that are dealing with their economies in ways that actually help instead of hurt their people.

The next step that Nigeria has taken is involvement in continental development schemes. Nigeria is one of the lead nations in the African Union, an economic union similar to Europe's in that products produced in one place would cost the same wherever it is shipped. With this union, one could send foodstuffs from the nation of Ghana to the Democratic Republic of Congo without Northern-backed

and enforced trade barriers.

Nigeria has played an active role in the formation of this union, such as hosting a forum in the capital city of Abuja three weeks ago that consisted of nations in the New Partnership for Africa's Development (NEPAD). Those in attendance came up with resolutions binding them to home-grown economic agendas, good governance at home, peer-review, and emphasis on key sectors of each nation's economy to attain sufficiency. Most importantly, those in attendance supported Nigeria's actions in ending some of its IMF programs and expressed intent to do the same in the future.

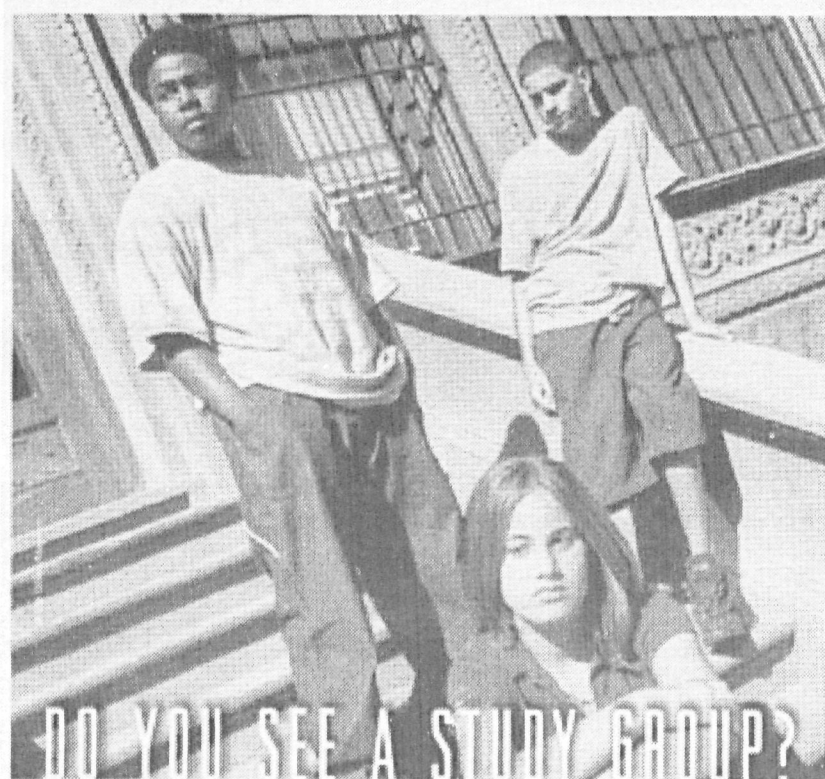
This plan, and the context in which it was drawn up, is not without its problems. The proposed Union is not set to begin full economic unification for at least 35 years, which is too long for some nations that are on the brink. In addition, nations like Nigeria are still trying to quell political problems in their homelands, such as

ethnic conflicts, religious violence, and election issues. There is also the issue of subversion by the North, which has been known for strong-arming even at conferences like the WCAR in Durban, South Africa, and for sponsoring ethnic warring through arms shipments. Such is a major concern for these nations, for NEPAD will be presenting their plans to the G-8 summit in Canada this June, and it is likely that the nations in attendance (such as the United States, Great Britain, and Japan) will not approve of these plans until the African leaders agree to helping these nations in the War on Terrorism. Such an action, ironically, could destabilize African nations further and make the plans moot.

**Professor Small continued from pg. 5**

James Small has never left CCNY even though he has moved on to apply his education in other parts of the world. In his place still stands "The Paper." Also maintaining the spirit are student clubs like Sankofa Roots, which like the ONYX Society of old represents students of African decent on campus, and most certainly students like USG president Kenneth

Williams, who like Small have fought to preserve the diversity of the university, defend students' first amendment rights, and be a vocal opponent of socially devastating government policies that harm the poor and people of color. The path forged by Small is a path traveled by the students of African decent today, and with him in mind they clear a path for the students of tomorrow.



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**YOU GET MORE WHEN YOU GET TOGETHER**

Office of National Drug Control Policy



# Reparations

## What the Reparations Lawsuit is All About Atty. Deadria Paellmann explains its motives to CCNY students



Attorney Paellmann with Lunetha Lancaster and Adanna Mawakanna

Photo by Ernesto Johnson

By Kelechi Onwuchekwa

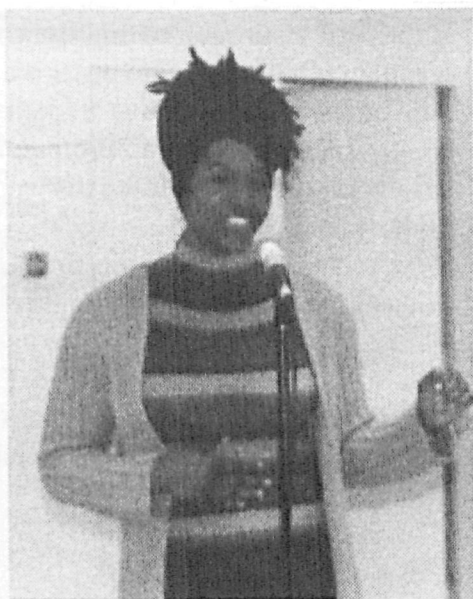
Deadria Farmer-Paellmann, the attorney who recently launched a lawsuit against several corporations for their involvement in American slavery, came to City College to give a talk called "Blue Chip Wealth: The Reparations Lawsuit against Corporate America" which was sponsored by Sankofa Roots, The Paper, S.A.M.E. TV, and the Oasis Club.

According to Ms. Paellmann, her belief of the continuing effects of slavery on African-Americans as "a myth" kept her, like many other people, from reaching the point of demanding restitution. Upon graduation from Brooklyn College in the late 1980s, however, she decided to begin her "real education" and look into reparations for slavery. Resources on this subject were limited at the time, even to learn about Rep. Conyers' famous H.R. 40 bill that would make the United States government look into its own involvement in slavery. The turning point, according to her, was when she came across the African Burial Ground in lower Manhattan: "I was moved by the experience...the remains indicated that the slaves in New York died a horrible death."

This discovery prompted her on to law school, where she then came to find out how the Constitution is intertwined with slavery in that "Property law is linked with Constitutional law, and that the Constitution was built on slavery." Later she learned more about H.R. 40 and other reparations

movements.

Regarding the lawsuit, Ms. Paellmann warned that the case against the government will be tougher to pursue than the cases against the corporations she and the other plaintiffs are currently pursuing. "The courts dismissed a similar case - Cato v. US - with prejudice, apparently because the statute of limitations had run out and that the United States Government has sov-



Poet Queen performing before the speech

Photo by Ernesto Johnson

ereign immunity." To be clear, "sovereign immunity" means that the government will not be sued without its consent, which in this type of case is not surprising. Corporations, according to her, are more vulnerable to litigation, she felt. In addition, it is another way to get at the government since "America will protect its corporations in any possible way."

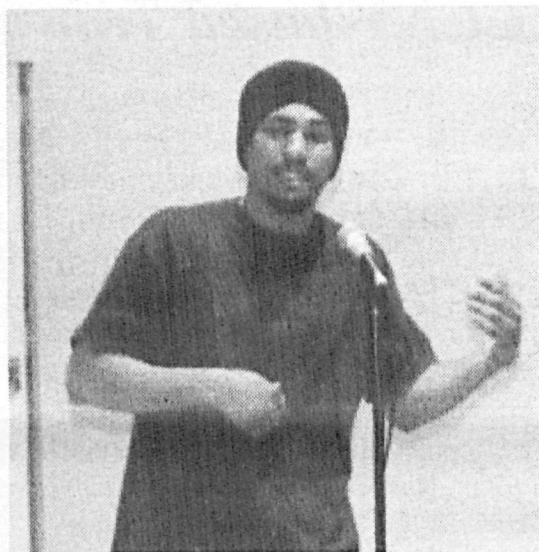
According to the complaint

that was filed with the US District Court (Eastern Dist., NY), the lawsuit alleges that the companies, consisting of AETNA, FleetBoston Financial Corporation, and CSX Railroad, "through their predecessors in interest, conspired with slave traders... to knowingly facilitate crimes against humanity, and to further illicitly profit from slave labor." To allay the qualms of

those who feel that such a case is moot or that there are no legal grounds for this, Ms. Paellmann justified the suit using equity (which is based on the belief that one should not profit from his misdeeds) as a basis, and also cited how African-Americans, in having to deal with Jim Crow, lynching, and other forms of terrorism, were unable to focus their attention on a reparations lawsuit in the past. In addition, she spoke of how the Nazi Holocaust lawsuits and two UN resolutions dealing with "Crimes Against Humanity" (which eliminate any preset statute of limitations on past crimes) provide the precedent for this case. In addition, the insurance policies she received from Aetna (who, at the time they sent them, were unsuspecting of the implications), along with the research done on FleetBoston and CSX, would provide a firm legal foundation for the case. Finally, she showed how this issue transcends race: "We're focusing only on corporations. This is not personal...with this approach you are not attacking Whites. It is African-Americans versus the corporations, who have no race."

Throughout this event, the undercurrent of African culture and optimism pervaded, which gave those in attendance something to cheer about. The poetry done by *The Paper's* Kahlil Almustafa, and by Queen from Southern Illinois University, served to give the audience more than adequate prepara-

tion for the topic at hand. Ms. Paellmann's grasp of the issue gave the audience even more confidence in her to see this suit through. "She is one of my she-roes," said Professor Samad-Matias of Black Studies. "Everything is good to me. It is very satisfying," said Queen of Ms. Paellmann's talk. Regarding the targeting of corporations, Eternal, a companion of Queen's, explained, "It's new to me. It blew my mind. It gives me the spark to do more research into this." Some students, such as Ron Bruce, were not as enthusiastic about the odds in this case. He relates, "I don't expect too much due to the opposition that will come about." On my



Kahlil Almustafa reciting poetry at the event.  
Photo by Ernesto Johnson

part, I asked Ms. Paellmann how much success she could expect in the same jurisdiction and court that recently overturned the convictions of the three cops involved in Abner Louima's assault. Her answer made me realize the amount of faith she had in pursuing this case: "I am very optimistic to the chances of success. I believe that success has everything to do with our ancestors; I don't think that in this regard the judges will go against us." Such an answer could only be gotten out of one who has made the effort to find her ancestral and spiritual roots.

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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

Volume 58 No. 4

A Medium For People of African Descent

April 25, 2002

CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

## Mideast Conflict Hits CCNY

By Ernesto Johnson

On April 12, 2002, members of *The Paper* discovered a defaced wall in NAC room 1/209, with inscription of SWASTIKA next the word Israel. This incident prompted Harry Mars, Assistant Director of Co-Curricular Life to file a report and notify campus security, who then notified the police. CCNY's President, Gregory H. Williams drafted a memo to the college community expressing his dismay, and implored that this incident does not re-occur. He warned that "the use of hate slogans or symbols against any individual or group is repugnant to me, and I will do everything within my power to stop it."

Another message located by the eastern elevator between the third and fourth floor read "Kill All Terrorists." Messages of this type are dangerous because they create division.

Promoting messages in this manner violates another's property, its offensive, and divisive, it alarms people, and lastly it's counterproductive. In the worst-case scenario, vandalism may advance a retaliated act, which can escalate matters, and that's the last thing needed now.

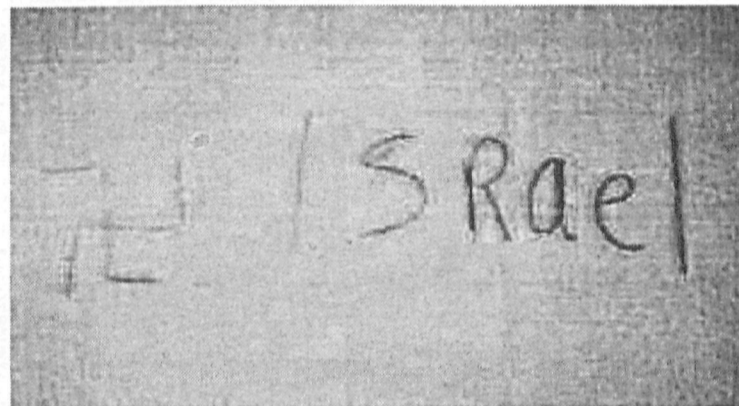
Just like the hot ninety-degree temperature last Thursday, things got hot on

CCNY's campus. On April 18, 2002, pro-Palestinian/Israeli students assembled in the blazing heat at Lewisohn Plaza located in front of the NAC to protest violent actions taking place in what each group considers to be their homeland. The two events began in separate locations, and unexpectedly merged outdoors at Lewisohn Plaza. The pro-Palestinian organizers of the rally included, Amnesty International, CCNY Coalition Against the War, International Socialist Organization, The Messenger, and Women In Islam. The opposing group consisted of supporters of Israel.

The two groups were positioned opposite one another against the walls in Lewisohn Plaza with their tables full of leaflets, hand-made posters, banners and other handouts. Signs of protest and support adorned the walls of both pro-Palestinian and pro-Israeli groups. Students congregated between the opponents to collect facts and fiction about the events affecting the Middle East, or they rendered their support to whichever side they favored. Proponents for and detractors from both sides argued vehemently in an attempt to convince listeners that each are victims of the conflict in the Middle East. Emphatic chants of "We Want

Justice" resonated from Palestinian supporters as Israeli supporters responded with rivaling chants of "We Want Peace." These and many other chants came from the two groups.

The following are anonymous accounts taken from students who were Pro-



Vandalism in Rm. 1/209, 4/12/02

Israel

"Peace will come when Palestinians mothers care about there own kids, rather than having them blowing up others."

"The Palestinians people will have to stand up against their leaders who use terrorism to gain support."

"Banish both Sharon and Arafat to a deserted island."

"Both sides are partially responsible for what happened."

"There are no moderates on either side."

"The Palestinian and Arab world needs to realize that their leaders are corrupt."

The following are anonymous accounts taken from students

who were Pro-Palestinian

"The news is manipulating the minds of the public with their one sided reporting which favors Israel."

"Israel should not be recognized as a state because of the way they were conceived. They took Palestinian land."

"The only way to end the violence is to free Palestine."

"Palestinians are always depicted as terrorist while Israeli's are said to be only r e t a l i a t o r s ."

"Arafat is not the voice to all Palestinian people. He's also

not as powerful as the media makes him out to be."

"Sharon doesn't really want peace in the Middle East."

"Israelis have denied medical care and cut off water and electricity to Palestinians...how wrong is that?"

"This is like the Holocaust part two."

With the Middle East conflict, the officials elected to represent the interest of the people have done a lackluster job in resolving this matter. Many lives were lost, and things appear to be worsening. I hope our generation can be more accepting of our differences and learn to live with them without disputing in the same manner as our elders are doing now. One way we can start to understand one another is by listening. It is important for all parties to have their voices heard, but there are more resourceful ways of having this done. In the near future, *The Paper* will moderate a RESPECTFUL speak out to promote better relations between Palestinian and Israeli students. We will allow everyone's perspective to be heard. Look out for bulletins with more information.

CCNY, united we stand y'all!

## A Call to Action:

### Suggestions for the Incoming Student Government

A message from The Paper

#### 1. Advocate for Black Studies department.

City College, located in the heart of Harlem, has a large Black student population and NO FULL-FLEDGED BLACK STUDIES DEPARTMENT. Since African history is an undeniable, and often-forgotten part of world history, a Black Studies Department would give students a complete understanding of themselves and the world.

#### 2. Insist on regular bi-monthly meetings with administration.

To most students at City College, the administration is NOT ACCESSIBLE; almost invisible. We want Student Government to make sure that students have opportunities for open dialogue with all levels of administration.

#### 3. Defend students against budget cuts and tuition increases.

Most City College

students juggle the responsibilities of being a student, a parent, and a full-time/part-time worker. Student Government must not also leave them the burden of fighting fiscal penny-pinchers.

#### 4. Advocate for an increase in full-time faculty.

Students feel many adjunct professors are difficult to find and lack loyalty to both them and City College. More full-time faculty will give students the

quality education they deserve.

#### 5. Force administration to address student needs.

Student space is supposed to be for students. Student Government must ensure that the administration caters to the needs of currently enrolled students as opposed to the needs of some future-specialized City College.

#### 6. Address student apathy.

Most students think

of City College as just a commuter school, but this campus offers a far more holistic educational experience than what simply goes on in the classroom. To address student apathy, the Student Government must create, and implement a plan that allows students to completely benefit from their college experience.

# "Lost" Malcolm X Papers Found



Photo courtesy hogrockcafe.com

By Kelechi Onwuchekwa

Several key materials of the late Malcolm X, including drafts of his famous "The Ballot or The Bullet" speech, recently appeared in an auction. Recent negotiations have yielded a deal in which these materials are to be returned to the Shabazz family.

These materials, which also include photos of the slain activist - speaker, drafts of speeches, and manuscripts, were found in a storage facility in Florida recently, as reported by Artelia Covington of the National News Publishers Association. They were supposed to be put up for sale by eBay's Butterfield auction house, but the family,

upon hearing of the situation, forced the ceasing of the action due to "irregularities in the sale." Later, through the efforts of the Shabazz family attorney, all of the materials were acquired from James Calhoun, the man who initially had the materials in storage.

Upon announcement of the settlement, it was revealed that the materials would be given to the Schomburg Library for Research in Black Culture for future viewing. The Schomburg Library, it should be noted, sits on the avenue that bears the name of Malcolm X. According to the article, this revelation by the family's attorney ended a dispute over who else would attempt to claim the materials. The dispute not only included the man who held the materials, but also several key scholars, including Professor Manning Marable of Columbia University.

Professor Marable, upon hearing of the intended use of these materials, approved of the actions. According to Ms. Covington's article, Professor Marable stated that: "I think that Malcolm's memorabilia must be in New York City and there

must be a special relationship between those papers and Harlem." In addition, Howard Dodson, director of the library, stated in the article that, "Malcolm did deliver some of his most famous work right here in Harlem and was quite knowledgeable about the center...It is one of the most successful locations for the papers and this is the best place geographically."

It is important to note that the agreement between the counsels for the Shabazz family and Mr. Calhoun are tentative, and that further negotiations need to be made regarding the hand-over. Moreover, initial contacts with the Schomburg Library have yielded that there are no plans for an exhibit in the near future as well as anything ancillary to such an exhibit, even if the materials are handed over in the near future. In addition, neither Mr. Dodson nor Ms. Diana Lachatanere, head of the archives division that oversees the maintenance and availability of such historic materials, were available for contact with *The Paper* at press time.

## Letter to the Editor

By Rodolfo Leyton and Candice Rivas

We were at the demonstration "Justice for Palestine" on Thursday April 18, in front of City College. A group of pro-Israel/Zionist students staged a counter-demonstration to support Israel's action and the occupation of Palestine. The US media and foreign policy defend Israel's side of the story. Pro-Palestine demonstrators are not against Jews, we are against Zionism, which is an idea that defends Israel's right to forcefully exclude Palestinians from their homeland. We are also against US's unconditional support for

Israel because it wants a powerful ally in the oil rich and volatile Middle East. Palestinians live in apartheid like conditions in their own country where Israel controls the water, electricity and food supplies. Just last week Israel launched the most savage offensive in 20 years on the refugee camp Jenin. They bulldozed the entire camp and up to 500 people have been murdered.

The truth that Israel is committing genocide on the Palestinians is hidden. Israel is backed by the United States with 6 billion dollars a year for tanks, F-16's, helicopters and bombs, yet they cut money for

CUNY and social programs. Palestinians only have rocks and home made explosives to combat this overwhelming offensive.

That's why it is important to support oppressed people right to defend themselves. We also marched along with 50,000 in Washington D.C. on April 20<sup>th</sup> against US foreign policy, even though US media won't talk about it there is growing support for the Palestinian people and we all have an interest in fighting for justice in Palestine.

## The Paper

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# A Primer on the Israeli Occupation

By Kahlil Almustafa

## PART I OF II

The conflict between the Palestine Arabs and Jews began during the late 19th century. Although these two groups have religious differences, (Palestinians include Muslims, Christians and Druze) land is the reason for this struggle.

Until 1948, this controversial area was known internationally as Palestine. Following the war of 1948-49, this land was divided into three parts: Israel, the West Bank (of the Jordan River) and the Gaza Strip. This land area is approximately 10,000 square miles or about the size of Maryland.

Jewish claims to this land are religiously based. They believe this land was the historical site of the Jewish kingdom of Israel promised to Abraham and his descendants. Their claim to forming a Jewish state on this land intensified because of extensive European anti-Jewish practices.

Palestine Arabs' claims to this land are based on continuous residence in the country for hundreds of years. They neither believe the Jewish land claim is valid nor that they should forfeit their land to compensate Jews for Europe's crimes against them.

During worldwide nationalist movements of the 19th century, Jews and Palestinians began to identify themselves as their own nations. The Jewish national movement, Zionism, identified a place where Jews could come together from throughout the world through the process of immigration and settlement. Zionism's main belief was that all Jews constitute one nation and that the only way to stop discrimination and acts of violence against them was to be concentrated in their own state.

The Zionist movement began in 1882 with the first wave of European Jewish immigration to Palestine. The area was mostly Arab with

only a small percentage being Jewish.

Until the beginning of the 20th century, most Jewish people had a religious and not a nationalist attachment to the land. They observed traditional orthodox practices. Immigrants from Europe brought the Zionist movement to Palestine. Most of the Jewish immigrants lived secular lifestyles, committed to creating a Jewish state.

The increasing numbers of Jewish immigrants, land purchases, and settlement in Palestine generated increased resistance by Palestinian Arabs. They believed this stifled their national aspirations to be self-governing.

In 1920-21, clashes broke out between Arabs and Jews resulting in deaths on both sides and the displacement of Arab peasant tenants. In 1928, Muslims and Jews in Jerusalem clashed over their respective religious rights at the Wailing Wall, considered a holy site by both. This conflict resulted in a week of violence where 133 Jews and 115 Arabs were killed and many were wounded.

After Adolf Hitler's rise to power in Germany in 1933, Jewish land purchases and settlements in Palestine increased. At this point, most Jewish people did not support Zionism. Most orthodox Jews,

in fact, were anti-Zionists. They believed that only God should reunite them with their promised land. The Nazi genocide of European Jews during World War II, however,

1947, the UN General Assembly voted to partition Palestine into two states, 56 percent for the Jewish state and 43 percent for the Palestinian state. The land given for the Jewish state would be slightly larger in anticipation of large numbers of Jewish immigration. The area of Jerusalem and Bethlehem were to become international zones.

The Zionist leadership accepted the proposed plan, but secretly hoped to expand their territory. The Arab leaders considered this proposed plan an international betrayal. They believed that the proposed Jewish state was a settler colony only made possible by years of forced Zionist settlement.

Although Arab leaders opposed the plan, it was adopted. Fighting between Jews and Palestinian Arabs followed. The Arab military was defeated by the Jewish military, armed by its international supporters. By the spring of 1948, Zionist forces had control over most of the partitioned territory. By June of 1948, its military conquered territories beyond the UN partition.

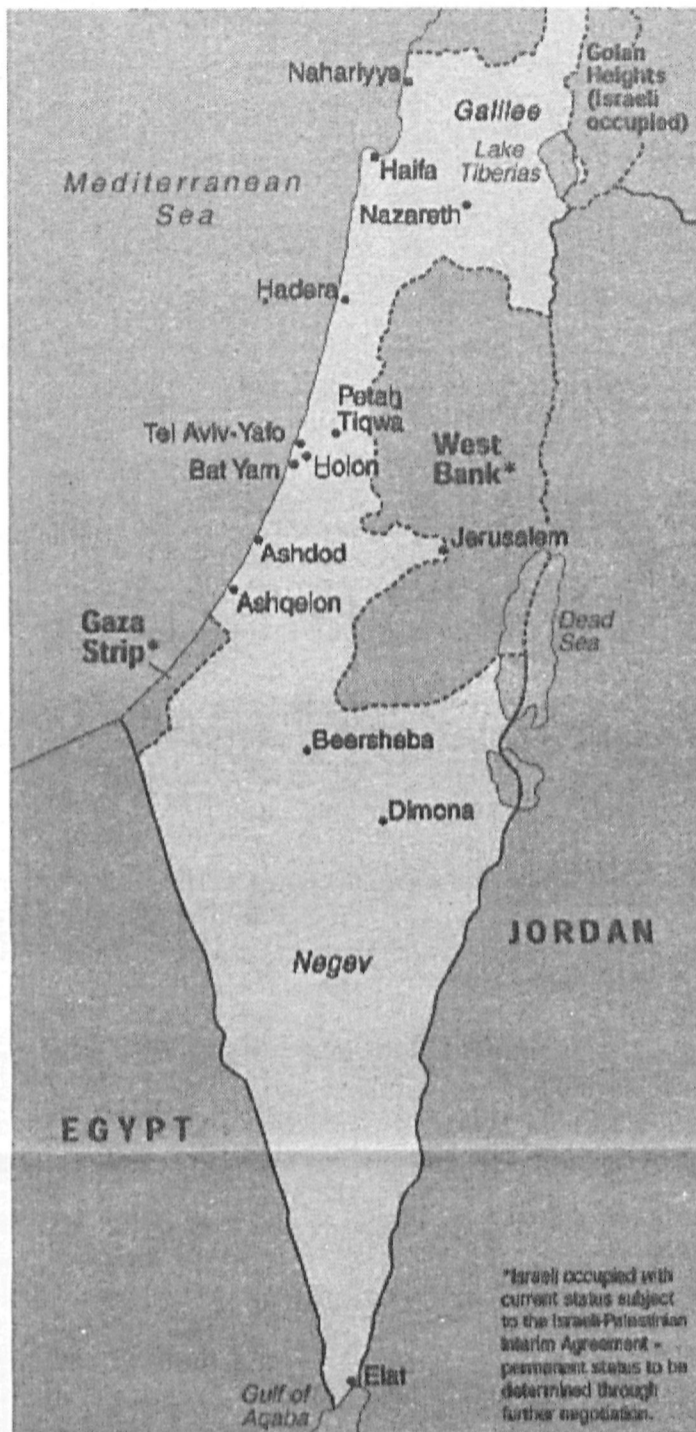
In 1949, the country once known internationally as Palestine was divided into three parts: The State of Israel, encompassing 77 percent, the West Bank occupied by Jordan, and the Gaza Strip occupied by Egypt. No Palestine Arab state was established. Between 1947 and 1949, over 700,000 Palestine Arabs became

refugees, many because of Zionist or Israeli military actions.

In June 1967, Israel found itself involved in a diplomatic crisis resulting in war. The 1967 war, which lasted only six days showed Israel's military strength. They defeated the Egyptian, Syrian and Jordanian armies, capturing the West Bank, the Gaza Strip, the Sinai Peninsula and the Golan Heights. Israel established a military administration to govern Palestinian residents of the occupied West Bank and Gaza Strip. Palestinians were still denied many basic political rights and freedoms. Even displaying the Palestinian national colors was forbidden.

Since 1967, Israeli policies in the West Bank and the Gaza Strip have included curfews, house demolitions, and closure of roads, schools and community institutions. Hundreds of Palestinian political activists have been exiled to Jordan or Lebanon. Tens of thousands of acres of Palestinians land have been confiscated. Over 300,000 Palestinians have been imprisoned without trial and over 500,000 have been tried in Israeli military court systems. Prisoners have faced torture, deaths, and abuse while detained. Hundreds of thousands of Jewish citizens have violated International law by settling in the West Bank.

Today, there are about 3 million Palestinians living in this area, over 700,000 as Israeli citizens. Although they are considered citizens, they do not have the same rights as Jewish citizens. Most have been subject to a military government. All Arab people have suffered from discrimination with fewer resources for education, health care, public works, municipal governments and economic development to the Arab sector. Another 3 million live outside of the land they consider to be their homeland. Palestinians in other Arab states generally do not enjoy the same rights as the citizens of those states.



reduced Jewish opposition to the Zionist movement. It also gave rise to international support for the founding of a Jewish state.

Following World War II, a United Nations-appointed committee of representatives from various countries went to Palestine to investigate the growing conflict between the Arabs and the Jews. The plan was to divide the country to satisfy the demands of both groups. In 1946, 1,269,000 Arabs and 608,000 Jews resided within the borders of Palestine.

On November 29,

trying to outdo one another.

Wright is most known for his wide-ranging roles, such as the drug lord in *Shaft 2000* and Martin Luther King Jr. in *Boycott*. Mos Def, known as one of a few positive hip-hop artists, has had previous Hollywood acting roles in *Bamboozled*, directed by Spike Lee and *Showtime*, starring Eddie Murphy and Robert De Niro.

The play will be showing at Ambassador Theater, 219 W. 49th Street, (212) 239-6200, until July 28th 2002. Tickets range from \$75 for the orchestra and \$15 for the rear mezzanine, but well worth the admission price.

## Review: TopDog Underdog

By Kahlil Almustafa

Everyone is talking about *Top Dog/Underdog*, the new drama/comedy written, directed and starring African-Americans. The play hit Broadway's Ambassador Theater April 7th, after a limited run at the Public Theater

off Broadway. Suzan-Lori Parks recently received a Pulitzer Prize for writing the play and more awards are sure to follow.

George C. Wolfe directed this Broadway hit, starring Jeffrey Wright and Mos Def. Wright continues to show his versatility with his

role as Lincoln, a former Three Card Monte hustler. Mos Def replaces Don Cheadle in the role of Booth, Lincoln's younger brother. He makes a flawless transition from rockin' mics to Broadway. The brothers attempt to survive together on what little they have always

# Nonsense at Election Debates

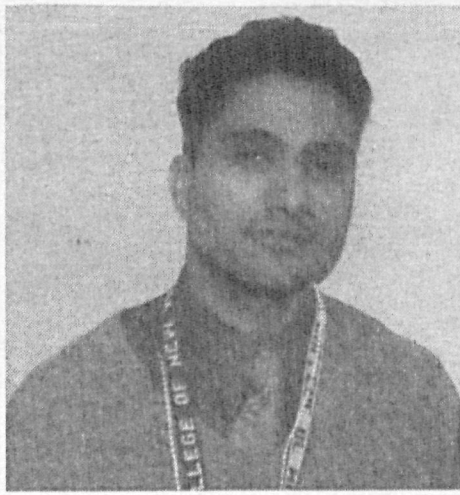
By Sheria McFadden & Cecily Canady

On Thursday, April 18<sup>th</sup>, in the student lounge, the New York Public Interest Research Group (NYPIRG) hosted an undergraduate Student Government debate pitting candidates representing *All CCNY* against the *CCNY Renaissance* ticket. The student candidates running for USG president were Jonathan Rinaldi of *All CCNY*, and Edward Corcino of *CCNY Renaissance*. They discussed their goals to represent the concerns of City College students as USG candidates.

The students came eagerly, determined to get comprehensive answers about departmental, and administrative issues. Students asked direct questions and demanded immediate answers, but both candidates had wavering responses. Due to vagueness from candidates, many questions had to be asked two or three times. For student observers curious about this year's candidates, it was like pulling teeth getting clear, concise responses regarding plans of action and responsibilities if allowed in office.

Students were not impressed with the show Jonathan Rinaldi put on while answering questions. One student referred to the debate as "a comedy show" and felt that she was getting entertained rather than informed. It was a real concern to the students that these potential presidents were not taking the position sincerely.

All CCNY's pamphlets list Budget Cuts, Financial Aid, Education, Technology, Career Development, Tutoring, and Stress relief as their platforms. It became clear that their pamphlet was merely like a supermarket list when they failed to acknowledge and inform the



CCNY Renaissance Presidential Candidate Edward Corcino

Photo by Kelechi Onwuchekwa

students of their concerns and interest in these matters.

Jonathan Rinaldi boasted about the diversity of his slate, but was not clear on what issues they would address if he became USG President. All CCNY didn't focus on any issues besides the size and cultural diversity of their slate. They used this as their argument for being the better team.

Since current student government president, and African-American, Kenneth Williams was elected into office there has been a sustained effort to racialize all discussion regarding his actions. The ALL CCNY platform of racial diversity is a clear response to that atmosphere. Cultural diversity has been proven not to be a key tool in student government. In the past, many student governments large in size, and numerous in cultures have fallen into difficulties because of it.

CCNY Renaissance addressed the issues of Faculty, media, and international students. They suggest that, if elected, they would work at the following:

**They would petition the financial cuts that the students oppose.**



All CCNY Presidential Candidate Johnathan Rinaldi

Photo by Kelechi Onwuchekwa

**Team with Faculty and address CUNY for more tenured professors Build Newspaper stands for the media's voice to be upheld Adhere to international student concerns**

Corcino seemed very annoyed with his opponent Rinaldi's comical approach to the debate and protracted argument of a multi-cultural body of 25 members. Edward used Jonathan's clown act to make his slate stronger in the debate.

Although he failed to answer directly, Edward seemed to understand the issues towards which he committed his slate. Jonathan Rinaldi's answers had a lot of ideas but very little research.

The students were very serious and concerned about the issues, but Jonathan Rinaldi and Dion Powell of All CCNY presented themselves like fraternity boys at a party school. Former USG President Rafael Dominques told them, "that the entertainment was cute but they should stick to the issues."

Like George Bush during his presidential campaign, Dion Powell, candidate for Executive Vice

President, was overheard on camera after the debate shouting obscenities. Powell has also been seen around campus proclaiming, "I will buy a vote if I have to."

CCNY Renaissance's presidential candidate Edward Corcino said that, "A slate does not have to have all ethnic groups on it to be diversified." He feels that addressing the issues of all ethnic groups is what is more important. Unlike the All CCNY representatives, CCNY Renaissance appearance was more subtle and sophisticated. However, when it came down to answering the questions, he too danced around the issues and gave no clear understanding to their platform. At times, Edward Corcino sounded very redundant.

When the questions came up regarding the increase in student activities fee full-time: \$49.35 to \$72.85 & Part-time: \$33.35 to \$ 56.85 and a technology fee of \$75.00 both candidates for USG president said, they support the new fees. Their reason being that the money would allow student clubs and organizations the opportunity to receive more funding for events and the technology fee would provide more money to upgrade City's computer technology.

USG is the body but the students play a large part in decision-making. Before the debate there were about 15-20 students in the student lounge engrossed in "Jerry Springer," when Lee from Finely Student Center turned off the television they rose in unison and headed for the door. The debate was ignored. I yelled out "Do you care about who's representing you?" and one student yelled, "Mind your business." With lack of student involvement and clueless candidates, our student body will echo the irresponsibility.

## NYPIRGate

By Malik Lewis

Watching from the audience, the Spring 2002 Student Senate Election Debates, one realizes that politics is much more a knack than it is a calling; a knack of which none of this year's student government candidates possess.

The debate became intense when student government senator, and campus event organizer Ikponmwosa "IK" Edorisiagbon stood-up, and spoke-up regarding the alleged ties between the ALL CCNY student government slate, and the City College-based branch of NYPIRG presided over by Enrique Cepeda, who incidentally moderated the debate. Before Jonathan could respond to the question, Enrique Cepeda, Coordinator for NYPIRG and "moderator" defended his organization and Rinaldi's slate by saying, "NYPIRG is a student supported organization and students are allowed to join any organization or club supported by student funds."

Rinaldi, a member of NYPIRG, responded to the allegations

with index finger pointed in a manner reminiscent of President Clinton during his presidential sexual scandal, denied any official link between the two groups. Rinaldi advocated for NYPIRG by saying "Students should get to know Enrique and his organization because they are the only ones fighting for students" own account.

Strictly as a matter of public interest, there was a rumor floated on campus earlier this term that NYPIRG was trying to form a slate capable of pushing its way into student government. In support of this allegation, Folasayo Fadahunsi and another CCNY student with close ties to NYPIRG had tried to run for student government positions before being reprimanded by a member of the administration for violating certain "conflict of interest" clauses in the student government charter. That attempt was stifled, and the NYPIRG slate was not allowed to form.

Not soon after, Rinaldi emerged with serious ambitions to take control of the student government. With significant factionaliza

tion in the current student senate, given its cultural diversity, and inability to reach unanimity on several issues, the ALL CCNY slate began its fledgling mobilization drive only weeks ago. The rumor is that ALL CCNY, which was so named because it represents "true diversity" on campus, began as an Asian students coalition with Rinaldi as a Trojan horse for issues exclusively of interest to Asian students. This rumor has yet to be substantiated, but represents an undercurrent of distrust felt by observers of the political process on campus.

The tension between NYPIRG and the current USG body reached the boiling point last month when a petition was circulated in favor of cutting-off student activity fee funding of NYPIRG on campus by City College. The petition moved quickly through the halls of the NAC building collecting 500 signatures in two short days, but failed to be ratified as a referendum item for lack of roughly 150 student signatures. In response to the move to cut NYPIRG's purse strings, Mr. Cepeda, and a few NYPIRG interns attempted to disrupt the lobbying process of the petition writers, and engaged in actions that required the

notification of faculty administrators. NYPIRG currently receives \$4 dollars per student in activity fees; more than USG, "The Paper", and campus athletics. That \$4 per student is then sent to a central office, and dispersed based on need, and past performance to the many branches of NYPIRG across the city. We may or may not be getting what we pay for. If cuts are to be made at CCNY following the certification of a new budget in Albany, NYPIRG seems the most logical place to start fleecing. Their uneasiness regarding their status here on campus is justified.

Unfortunately, NYPIRG has sought to violate that most sacred of policies, impartiality, in its support of the ALL CCNY slate to ensure its own campus longevity. Certainly no one is arguing that NYPIRG does not provide a useful service to the CCNY community, but at a cost of \$4 per student, is it a service we can afford? While most of the allegations made by IK, and countless others seldom rise beyond the level of mere rumor, they do give one pause. What do our student government candidates really stand for, and who is pulling their strings?