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THE CITY COLLEGE OF NEW YORK

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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

DSG Rallies to Get Space

by Hayden Thomas

The Day Student Government sponsored a rally last Thursday (Nov. 8) in protest of the lack of student space available. During the demonstration, the DSG sited the Goethals Building as an alternative. However, the building has already been allocated to the Art and Dance department.

More than 40 students participated in the demonstration in front of the NAC. According to DSG President Carlos Mora, "the purpose of the rally was to call the attention of the college administration to the fact that clubs need larger rooms to function at full capacity. The rooms in the Math Hut are too small to house the various clubs, and in some cases two clubs have to share one room."

"Our clubs have taken it upon themselves, the responsibility of helping our fellow students who are on probation," Mora said. "That is why larger rooms are essential for these clubs."

A Task Force created by President Harleston suggested that the Goethals Building, located on Amsterdam and 139th Street, be a possible place where the clubs can be housed, according to Mora.

President Harleston stated in his press conference last month that Goethals has already been allocated to the Arts Department, and Associate Director of Public Relations at CCNY, Charles Decicco, confirmed this.

President Harleston did indicate that the administration is actively searching for a solution to the problem. He also stated that the college could either build a new structure, or possibly allocate the Y building - old Cohen library on South Campus - for club purposes. The president also indicated that the construction of a new facility was not feasible at this time for financial reasons, but that the other alternatives are being looked into.

"The Art Department is going to be enhanced greatly because we will be back in the center of activity among the student body," said Professor Jacob Rothenberg, chairperson of the Art Department, referring to the department's move from the virtually closed south campus to the mainstream on North campus.

Professor Rothenberg said that he is not certain when the Goethals building would be ready for use in light of some necessary reservations to be completed within a year.



President Harleston

New Core Curriculum In The Works

by Monica Scott

The "Green Ribbon Committee," a select faculty task force on general education for City College students, has proposed a new academic core curriculum program, with an intended implementation date of September, 1985.

It is not another core course for any of the students, freshman included, who are presently part of the City student body.

It is the goal of the committee, lead by Professor Michael Arons, chairman of the department of Physics, to construct common general education plan for all City students. Presently, the different schools within the college (the School of Engineering, etc.) offers their own program.

Says Dean Phillip Baumel, head of Academic Advisement for the College of Liberal Arts: "With a curriculum common to all City students, a City College graduate would be a City College graduate."

The proposed curriculum consists of two overall parts. Common core courses represent specific courses that must be taken by groups of students. Other general education requirements in skills-related areas that may be satisfied either by course work or by specific exemption criteria.

Presently, the lower division core requirement of the College of Liberal Arts

include a selection of introductory-level courses from the sciences, social sciences, literature, and the arts. The requirement is the same for all students except for science majors and for students in the Honors Program.

The courses recommended by the committee include: World Humanities I, II, III, World Civilizations I, II, III, American Society (Evolution, Contemporary), Knowledge, Values and Technology, The Arts, Science I, II, III or Divisional Science.

The other general education requirements include: Physical Education, English Composition, Speech, Foreign Language, and Computer Literacy. The Professional School's curriculum differs in their science requirements.

For each of the course sequences in the common core, there will be a committee of faculty to develop the detailed course syllabus, organize the training of faculty, and oversee the delivery and evolution of the curriculum.

Different faculty members are opposed to the restricting proposed plan which eliminates subjects such as Black Studies and Economics for the required curriculum.

Professor Arons is very optimistic about their proposal, to be voted on and decided shortly.

"I am basically excited about it, although some of the faculty oppose it," he commented

Tutorials: Working For The CCNY Students

by Bobb Sanford

Students, tutors and directors have expressed satisfaction about the tutorial program offered in Math and English at Harris Hall, 138th St. and Amsterdam Avenue.

Maureen Cooley, adjunct lecturer and director of the Math lab, said the lab serves about 1,800 students 45 hours a week. A walk-in lab, there's always a tutor on hand to help.

The lab is opened five days a week, Monday and Tuesday 9 a.m. to 8 p.m., Wednesday and Thursday 9 a.m. to 6 p.m. and Friday 9 a.m. to 2 p.m.

The writing center has expanded the scope of its tutorial program. Students are now tutored in areas in which they have the most difficulty. These areas are sentence structure, verb formation, idioms and editing.

Professor Georgianna W. Lord, newly appointed director of the center, said that real commitment to literacy is an integral part of earning a college degree that is worth the paper it is written on.

"Students think that the college wants them to become expert writers. It only wants them to write in a clear and logical manner," she said.

She believes that the program will dispel a lot of fear and ambiguities the students have about English, particularly since the college implemented the new writing across the curriculum requirement for students majoring in the liberal arts and the humanities.

"Our problems are nation-wide and many students didn't have the advantage of learning standard English from childhood," the Professor said, "We cannot admit large numbers of students and then flunk them out. It is against the open admissions policy."

Professor Lord, who has taught English extensively throughout the CUNY system, hopes that the writing program will demystify, but at the same time, uphold literacy standards.

"Tutors are helping me to develop my ideas that at first seemed confused," Alvaro G. Calderon, a student from Columbia in South America said.

"Clarity," said Professor Lord, "is being able to wrap words around ideas."

The tutoring staff is very diversified and has what is called Peer-tutors. This includes sophomore, junior and senior tutors. There's also a float-in-tutor-system that assist students stuck on writing assignments. This system, however, is not to be confused. It is not geared to writing students papers, no is it an editing program.

Help is obtained, the professor said, through dialogue and clarification necessary to the completion of the student's paper.

The writing center is opened five days a week, Monday through Friday 10 a.m. to 4 p.m.

"If you want to learn how to write clear and forceful sentences and upgrade your work, come," Professor Lord said.

EXPRESSIONS

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EDITORIALS

Everything From Bubblegum to Shoelaces But...

In a recent editorial appearing in *The Campus* newspaper, *The Paper* as well as some other student organizations were blatantly attacked with a barrage of accusations. Although these words were just weak accusations supported with nothing more than "bubble gum and shoelaces", *The Paper* finds it necessary to respond because our integrity has been severely challenged.

The Campus has no access to our operations procedures, yet was able to be overtly critical in its editorial. The two newspapers have no common staff members and are in direct competition for the same reader audience, making it impossible for them to express an earnest and valid opinion for just these reasons. In addition, all of the claims were supported by nothing more than further accusations. In the future we suggest that *The Campus* leave its personal opinions off the student newspaper if it cannot substantiate the claims with anything factual.

It is obvious to us and others that this ill-conceived editorial was based on financial reasons, stemming from the Media Board, the governing body of the CCNY student media. The Media Board, which determines the allocation of the funds to each individual medium, is represented by members of each media club - SAME, WCCR, as well as the two newspapers, two faculty members, and an administrative official (the Vice President of Student Affairs). Each club has one vote as does each faculty member, and V.P. George McDonald. With this balance, it is virtually impossible for either of the student media

to receive improper treatment. There *The Campus* cry of unjust Media Board treatment is an unfounded one at least.

In addition to this, *The Campus* chose to overstep its bounds as a student newspaper, by sending a letter to President Harleston and Chancellor Murphy concerning their difficulties with the other student organizations; however, *The Campus* apparently considered V.P. McDonald not high enough on the hierarchy to warrant consultation. V.P. McDonald, who is in charge of Student Affairs and is a member of the Media Board, was directly involved with the situation according to his job title and responsibilities, but obviously his firsthand knowledge of the situation must have been thought of as no benefit in a resolution. Maybe if *The Campus* had met with him there would not have been a need to write such an editorial.

The other provocation of such an article can be determined by what *The Campus* alluded to in its editorial - racism. *The Paper* is very proud to be the newspaper of CCNY to print articles which are of minority concern, however *The Campus* has found cause to take offense at this. It is fairly obvious that if *The Paper* doesn't print these important issues then they would not get printed on campus. Being ethnic should not be considered racist by anyone, however condemning it very well can.

We suggest that *The Campus* re-evaluate itself and its own personal motives and "Masterplan" before it judge the actions of others and run into the corner to "cry foul."

Racism on Our Campus?

All too often the ethnicity and solidarity of African-Americans in this country is found offensive and unjustly labeled racism by the ignorant. It is time that these people who are unable to make a differentiation between the two wake-up and see the light.

People of African descent in this country have been fighting racism since the first slave ship docked here centuries ago. Stripped of all heritage and any links with the homeland, Africans were reconditioned in strange place to servitude and submission because of the color of their skin. This is where racism got its ugly initiation, and Black Americans have had to

survive its injustice and irrationality up to this present time.

Therefore, it is an insult for any person or group to object to Africans asserting their ethnic "Africanness" by terming it racism. Every other American ethnic subculture is accepted socially: Italian-Americans, Jewish-Americans, Irish-Americans all can identify with their native roots without being thought offensive. However, for African-Americans, a double standard applies.

Anyone who finds this identification to be racism should carefully analyze themselves, for racism may be inherent in the accuser and not the accused.

Letters to the Editor

To the Editor:

I am writing this in response to the Editorial in another newspaper (*The Campus*) which makes certain allegations against this newspaper and the Day Student Government. I feel that the Editorial is a racist attack not only against *The Paper* and the Day Student Government, but against all Third World students. As a white student I would like to state my opposition to this racism. Although I am white, I do not feel that my rights can only exist at the expense of Third World people. I sincerely hope that *The Paper* and the Day Student Government respond to these allegations by both publishing the truth about the specific charges as well as exposing the attempt by *The Campus* to build racism at City College.

the reasons why I accuse *The Campus* of racism are many:

First is the general political stance of *The Campus*. In a time when the United States government is waging war against the peoples of Central America, the Caribbean, Africa, and the Middle East, and supporting repressive governments all over the world, *The Campus* runs ads for the Marines, the Army and other government murderers. While I am sure *The Campus* would claim that they have a right to run ads from anyone who will pay for them, I don't accept that mercenary attitude. Anyone who supports or aids the efforts of the U.S. government to wage war anywhere, be it Nicaragua, Lebanon, or Harlem, is aiding and abetting murder. Although everyone in the U.S. is affected when the government goes to war, it is predominantly black and latino soliders who are the ground troops and therefore get killed. And it is young men of high school and college age who will be drafted in the coming years to fight America's wars.

Given that *The Campus* accepts military advertising, it is no surprise that their article about Lebanon in the same issue I am referring to expresses support for "The Lebanese Resistance... founded on the ideas of the late President-elect of Lebanon, Bashir Gemayel." Bashir Gemayel was a leader of the Phalangist Party, founded by his father, the late Pierre Gemayel. The Phalangist Party is a fascist party whose soliders *admittedly* were responsible for the brutal massacres of thousands of innocent Palestinian civilians in the Sabra and Shatila refugee camps in 1982. And I do not call the Phalangists fascists just because I don't like them - Pierre Gemayel founded the Phalangist Party in 1936 after a visit to Berlin. Gemayel stated, "I saw discipline and order... and said to myself, 'Why can't we do the same thing in Lebanon?'" The list of atrocities committed by the Phalangists is endless. However, to name one in particular, Bashir Gemayel led the siege in 1976 of Tal-al-Zaatar refugee camp and the subsequent massacre of its inhabitants. This is the man whose ideas *The Campus* admires. This is the party that runs the government *The Campus* calls "... one of our most promising, modern republics."

The second reason I accuse *The Campus* of racism is because of the Editorial itself. They start out by misrepresenting the criticism of their black staff members. Just because someone is black does not mean they represent the interests of black people. Evidently certain *Campus* reporters were accused of not being interested in the concerns of black people.

If *The Campus* wanted to deny this they should've stated *why* that charge is not true, rather than present the charges against their reporters in a vague and confusing manner. *The Campus* then accuses *The Paper* of "connect(ing) everything from shoelaces to bubblegum to 'The Master Plan' against their people." Again, where are the facts? Many things happen in this society that are attacks against Third World people, from police brutality to Klan organizing to the military occupation of Puerto Rico and the violent repression of the Puerto Rican Independence Movement. It is easy to dismiss these things by calling someone paranoid, much in the same way the U.S. State Dept. recently called the Nicaraguan government paranoid. Considering that the U.S. has mined Nicaragua's harbors and funds the contras who wage war against Nicaragua, the charge of paranoia seems a bit absurd. If *The Campus* is not doing the same thing it is up to them to explain it.

In reference to the controversy over the former D.S.G. executive vice-president, regardless of what happened, for *The Campus* to imply that most of the D.S.G. senators are racist or anti-white or wrong because they decided to "dress African" is outrageous. *The Campus* evidently feels it is racist for anyone *except* themselves to express their self-identity or cultural heritage. The next thing *The Campus* criticizes the D.S.G. for is that "Several D.S.G. members will freely admit that they are there to serve 'their people'". In case *The Campus* hasn't noticed, CCNY is a predominantly Third World school. Why, therefore, shouldn't the D.S.G. members want to make sure their people's interests aren't served? It took many long years of struggle for black and latino people to gain any rights at all, including the right to a college education. Should they now stop struggling and just hope that those rights get taken away? Who should fight for the rights of Third World students if not Third World student leaders? *The Campus*? Ronald Reagan? It is black people, not white people, who are the victims of racism in this society.

It is easy, particularly in America, for the media to twist the truth to suit its own purposes. *The Campus* has couched their racism in rhetoric, accusing others of racism. *The Campus* is, as they claim, fighting for its "rights". Their "right to be the local reactionary, racist, voice of white supremacy. And I, as a white American, also have "rights" here in America. the "right" to join the Ku Klux Klan; the "right" to kill people who aren't white almost anywhere in the world; the "right" to a police force that murders people like Michael Stewart and Eleanor Bumpers. White "rights", white privilege, white supremacy, has always been at the expense of Third World people. I want to reject these so-called "rights" because I believe that it is possible for all people to live together in peace. But it will only be possible when those who have always been oppressed gain their human rights and their self determination. *The Campus* implies this struggle is "anti-white", that this is a struggle along race lines where either black people or white people win out. The logical conclusion of that implication is that unless white people make sure black people are oppressed, white people will somehow "lose". I, for one, reject the ideology of race war and hope other

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students will as well. The privilege one gets for being white and the (relative) wealth we all get for being America is the direct result of the torture, murder, slavery, oppression, genocide, and terror inflicted on most of the rest of the world. Morally, emotionally, and spiritually we gain no privilege at all.

I would encourage everyone at CCNY to take a good look at the facts. We all have choices to make, and if anyone of us chooses to build our lives on the graves of Salvadorean, African, and Palestinian children we should not be surprised when someday we are made to pay for the blood on our hands.

Joy Morgenstern

To the Editor:

I disagree that people who drop too many courses, don't pass the basic skills tests, or fail too many remedial courses should be put on probation. I feel that dropping courses should be left up to the person's discretion, and the results of remedial courses and basic skills test are in most cases irrelevant to what a person can actually achieve.

Dropping courses should not be a criteria for putting a person on probation. Dropping courses simply signifies that a person is not able to handle the work required of these courses at the moment (whether it be emotionally or mentally). If a person can't handle the work of certain courses at a certain time period, then the person should be able to take these courses at a later time, or take other courses in their place. No penalty should be placed on these people, because after all, dropping a course does not affect the school or the student's GPA. If a student drops a course there's just one less student in the course and there will be more individual teaching time per student. If anybody loses, it's the student. This is because the student gets less financial aid, and he or she has to stay in college longer to complete the necessary number of credits needed for graduation. Thus, I feel that if a student can't handle some courses, and he knows the consequences mentioned, he or she should have the right to drop these courses for a time when he or she is prepared to take them.

Secondly, I don't feel that a person should be just on probation simply because a person hasn't passed the basic skills tests or has failed too many remedial courses. I feel that these basic skills tests don't measure a person's true capability of a skill, I am a perfect example of this. I was in English honors classes throughout my four years in high and it was the easiest subject for me. Yet, I failed the writing test. I was amazed when I found out, because I know the strengths of my writing. I didn't think that it was fair for somebody to judge my whole writing capabilities through the fifty minute writing test. My high school scores should have taken precedence. Everybody is entitled to an "off" day. Also, person who fails too many remedial courses does not necessarily mean that the person has not put in enough work. On the contrary, a person who fails a remedial course could have put in more work than a person who passed the same remedial course. A person who is doing well will not be treated fairly if put on probation, due to these two new categories.

I am strongly against the three new categories being used to place even more students on probation. The whole idea of having freedom in college is to be able to choose one's schedule, whether it be to add or drop courses. Also, a person who is doing well should not be held back in

their college life because of a fifty minute basic skills test, or a remedial course that just can't be passed. I say, abolish these three new categories!

Arleen Cruz

To the Editor

There are three new policies for a student to be put on probation. They are failure to pass remedial courses, failure to pass basic skills, and dropping to many classes. I agree with these new policies because they will benefit both the College and its students.

Firstly, students who do not pass basic skills tests and remedial classes can't do well in their other classes. For example, if a student is an engineering major, and is not able to read English very well, he will fail all his classes because he can't read his engineering textbook.

Secondly, students who drop out of too many classes cause trouble for their academic advisors. For example, an advisor and a student plan a program, then during the semester the student drops the course. The advisor, who thinks the student is still in this course programs the student for another course for the next semester. The student will not receive credit for this class, but he still moves on to the next class. When graduation time comes, the records will show that the student did take the class, and he or she won't be able to graduate.

Finally, putting students on probation will motivate them to do better. For example, Suzy has remedial math, and she does her work now and then. She has failed the class over and over again. She then gets a letter telling her she is on probation. Automatically, out of pride in herself, she will try harder to pass her math class.

In conclusion, City College is trying to get back the name it had for itself in the nineteen-sixties. By bringing in stricter policies, students will be well trained for their profession. When these students do well in their profession it gives the college a lift, but when they do bad the college is looked at as not a good college. So with bringing in tougher policies, the school is ensured of bringing its standard up to where it used to be.

John Ashmiade

To the Editor

The statistic looks awful if one thinks about it. However, considering what the institution and its management are trying to achieve, one would agree it is a worthwhile endeavor to try and improve the standard of this school. Two important questions ought to be asked. First, "Is college education every individual's right or is it a privilege?" And secondly, "What is having a college education really for?" If these questions can honestly be answered, then I think everyone would agree that putting students on probation for failing basic skill tests, dropping too many courses and failing remedial courses is a move in the right direction.

Cost for college education has been on the increase during the past few decades, and it does not seem that there is going to be a reduction or a stop to this ever rising cost. But, during these decades, the greater part of these costs is carried by government grants and aids to whomever wants to attend college, regardless of the person's ability to successfully complete or pass the basic requirements for college education. But now, these measures being employed by the school will ensure that it is those that have these abilities and

needed requirements that get the chance and the money to attend college.

Another major issue to be raised here is what is the need for a college education if one gets out of college without learning anything. Recently, in the news, there was this person who spent four good years in a College, somewhere in Illinois, and could not write his own name correctly or even add two and two together. This person sent into college with the tag, a college student and came out a college illiterate. I think, if our aim of college education is to breed minds that will hold the world together tomorrow, we'll have to do a damn good job of it or we don't do it at all, and what better way to start than making sure that people admitted to the college would successfully complete the process and that those that are in already are drilled so that they'll come out a richer mind.

David Odebode

To the Editor:

I disagree with the new probation policy at City College which states that students who drop too many courses, fail too many remedial courses, or don't pass the basic skills test should be put on probation.

When most students first enter college, they are undecided about what their majors are going to be. They talk with counselors on topics they might be considering as a major. They take these classes the first semester and before the semester is over, they lose interest and drop most of the classes. As a result of this, due to the new policy, they are put on probation. Probation doesn't help the student to decide their majors, it just helps them to drop out of college. Being that they are undecided, probation must make it worse for them, so they drop out of school.

Remedial courses for some students is a headache, especially foreign students. They seem to have problems with the ways in which New York teaches to the ways they were taught and due to this they end up failing the classes. Putting the students on probation would not help them to pass their classes, instead it will put more pressure on them. It will decrease their confidence in themselves and increase their will to quit. They should help the students instead of threatening them.

The basic skills test helps the college to know the students' weakness and strong points. They'll know which area the students are good in and which area they will need help in. If the students are put on probation, how are they suppose to improve? In a way you'll be telling them they need improvement but not how they can get it. Probation lessens the students coming in and increases students dropping out.

Low-grade-point average was formerly the only reason for probation and should still be the only reason.

Sharon Heming

To the Editor

During the open admissions era of the 1970's, there were many students who came to City College having problems in reading, writing, and math. These problems were not only the faults of the students, but also that of the elementary and secondary schools. I do agree with the new probation policies because it will help force people to concentrate more on the basic problems that they may have and it will regain the prestigious reputation City College once had.

The new probation policies will increase people's concerns on the basic problems they may have and therefore, they will work harder to overcome their obstacles.

When I was in high school, I graduated with a 91 percent average, but I had problems in my writing because I was lazy in proofreading. With these new probation policies, I now force myself to proofread and provide more attention on any essays or reports I write. My writing has improved because of the attention I now provide to my writing.

City College with this new probation policies will regain its prestigious reputation it once had. With higher standards, City College students will have a better chance of getting into prestigious graduate schools or getting better jobs. (My friend Jose graduated from Columbia University, and was able to get a good job in the competitive field of computers, just because he graduated from one of the best schools in the country.)

The new probation policy will force students to concentrate more on their basic problems and will re-establish the prestigious reputation City College once had.

David DeJesus

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Editorial

In response to the many letters we received regarding the probation situation here at CCNY, *The Paper* would like a little more insight into our last issue.

First of all, probation here at City College is unlike that of any other school, academic probation includes criteria outside of the classroom performance (GPA). It seems strange that the college would alter the criteria in this way in light of the fact that there is a larger foreign student population on our campus. These probationary criteria are inherently biased against non-American English speaking students. Therefore, a student performing up to academic standards with an above average GPA can very easily be "rewarded" with probationary discipline. Is this fair?

Another misconception by many seems to be that probation structured in this way will provide students with natural "precautionary" guidance. In other words, it is supposed to serve as a warning to students. However, warning students with a probation letter is not productive at all, especially if students aren't strongly urged to use the guidance and counseling facilities. Instead of instituting a more aggressive probation system, the college administration should have instituted a mandatory counseling service that aggressively guides students. This probation system is ineffective without proper counseling measures.

But still, the bottom line of the whole probation problem here is that, even though it is a "precautionary measure" and "constructive discipline," a mass dismissal, though not likely, is conceivable, and this puts the whole idea of aggressive probation as a positive measure, in a totally different light.

Thank you for your response.

If you read only one newspaper this year — then make it *The Paper!*

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To the Editor:

In reference to the November 6th article, I believe it to be extremely important that an atmosphere of harmony, integrity and congeniality remain on the campus. Over the years, *The Paper* has remained the most progressive, informative and unbiased medium in the City. However, this segment of "Rank Johnson" in the publication has left much to be desired.

First of all, the author of this cartoon does not seem to have anything positive which he would like to impart to his readers. Secondly, to stereotype a group of people, maybe due to (an) unfortunate encounter(s), is self-defeating and dangerous. Hopefully, *The Paper* will realize it has erred in its judgement in publishing this cartoon and continue in its strive for excellence.

**Rohan Marshall
Public Relations
Caribbean Students
Assoc.**

To The Editor:

As one of the readers of your publication (*The Paper*), I found the literary portion of the cartoon (Rank Johnson) on the last page of your November 6th issue very distasteful and prejudicial. The fact that it stereotypes and gives a negative view of Rastafarians is in my opinion cause enough to get, one who lives this type of life, angry.

There is no organization, religion or group where there is total perfection. An entire group should not be judged by the actions of a negative few. Contrary to popular belief the Rastafarians are peaceful people who will only resort to violence when their safety, beliefs and way of life is threatened. The New York City Police Department and media has seen fit to bestow upon us the negative title of "a violent drug cult," which although is a horrendous lie, seems to be accepted by the public majority.

Ignorance in this case is no excuse, one should not write about something he knows absolutely nothing about. Especially an article that will be read by the public and one that could give the public the idea that every Rastafarian (in your own words) is the "scum of the streets" or belong to "a sinister crime group".

I can honestly but regretfully say I found your cartoon neither amusing nor entertaining, not when it judges a people unjustly for the actions of certain individuals. In the future I would appreciate it if you and your staff would research and examine more extensively as well as intensively articles that are to be printed so as not to offend others.

Your cooperation is necessary, after all one of the Rastafarian's motto is "One Love and Unity". Thank you.

Sincerely yours,
Michael Moxam

To The Editor:

Most Rastafarians are stereotyped as marijuana (ganja) smokers, Reggae musicians or a "sinister group" that is malicious and harmful as implicated by Gregory Newson's cartoon *Rank Johnson*. Obviously, there is a need to educate the public about Rastafarians; as to who they are and from whence they originate.

There are two sects of Rastafarians on the island of Jamaica. Each are products of Ethiopianism - the biblical Ethiopia or sentiments for the country of Ethiopia and

or the continent of Africa. They both have strict dietary laws, believe in a Black God and emerged during the Great Depression in Jamaica.

The sect which many individuals are not familiar with are members of the Ethiopian Orthodox church (EOC). Their Bible contains eighty-one books; Thirty books of the Hebrew Bible, twenty-nine books of the Christian New Testament and twenty-two books which include the Ethiopian Bible. They believe that Jesus had one divine nature and many of the members do not use ganja as a ritual aid or wear "Dreadlocks". The EOC members are labeled Rastafarians because their Bible contains Kebe Negast (Glory of Kings) which presents Negus of Ethiopia (Haile Selassie) as part of the legendary line of King Solomon. This sect originally got their start in 451 AD in Ethiopia and emerged during the early 1930's on the island of Jamaica.

The other denomination which many people believe to be the "true" Rastafarians was originally founded by Leonard Howell, Joseph Hibbert, Archibald Dunkley and Robert Hinds who were all ministers. They began recruiting followers from the slums of Kingston to the hills of Sligoville (about 20 miles from Kingston) which they named Pinnacle. There the followers adapted the use of ganja and the dreadlocks headdress. They believe that Haile Selassie (Ras Tafari the great grandson of King Saheka Selassie of Shoa, crowned Negus of Ethiopia in 1930) to be the Black Messiah who appeared in the 'flesh' to liberate all Blacks exiled in the western hemisphere and people oppressed throughout the world. Some of these members are followers of the EOC.

Each denomination has converts that drift in and out depending upon their sense of fulfillment, common struggle or hope. There are numerous details that are not presented here and some books that may be of interest to the reader are Leonard Barretts' *The Rastafarians*, (Beacon Press. 1977), Emphraim Issacs' *The Ethiopian Church*, (Boston: Henry Sawyer Co. 1968) and Edward Brathwaite's *The Development of Creole Society in Jamaica, 1770-1820*, (London: Oxford Press. 1971).

In conclusion, it is wrong for any group of people or individual to type cast groups of people before making clarifications, it indicates to the masses their ignorance and or instigates racism. Furthermore, all Jamaicans are *not* Rastafarians, all Rastafarians are *not* Jamaican, all Rastafarians *do not* use ganja or wear dreadlocks and finally, *all* people who wear dreadlocks and use ganja are *not* Rastafarians!

Lauraine Buckley

An Open Letter Gregory Newson

To the Editor:

It has come to my attention that the editors of this newspaper have received some criticism concerning my comic strip, *Rank Johnson*. This criticism centers around my portrayal of Rastafarians.

First, it was certainly not my intention to in anyway define the Rastafarian people and their lifestyle. Rather, I chose to use them merely for the interesting character possibilities it would provide for Rank, in terms of his acting and make-up

Rank Johnson.

abilities. I was also careful to say the plot focused on a "sinister group of Rastafarians" only. If I'd boxed the story around the Mafia, would every Italian student be upset?

As a black man who has spent the last 6 years of his life working to succeed in commercial art, I am well acquainted with discrimination and I fail to see where I have been guilty of it in terms of Rank Johnson.

Rather, what angers me is the conclusions some people have drawn reading only a few episodes. I assure you there are many surprising twists, and turns in the story, that should put an end to this premature and unfactual criticism.

Naturally, I welcome all comments. But please, don't hassle your editors. Send your letters (good or bad) to me in the newspaper and I will answer each one.

Thanks for your reading.

Sincerely,
Gregory Newson

Editorial

Due to an overwhelmingly negative response from students on campus, *The Paper* has decided not to continue the cartoon *Rank Johnson*.

Gregory Newson responded to the letters which found his cartoon discriminatory with a respectable point of view. However, we examined the rest of the cartoon and found it to continue its negative depiction of Rastafarians.

Although the cartoon did indicate "a sinister group" of Rastafarians, we feel the cartoon is only perpetuating a negative view of this group of people that the media as a whole is constantly doing. Rastafarians are not understood by some and even misunderstood by many and the cartoon *Rank Johnson* will only further this misconception, controversy and confusion.

To the Editor:

What with all the Reagan Administration's belligerent posturing towards Nicaragua ever since the elections, all signs seem to point to an ominously imminent invasion of Central America. Although it's going to get harder and harder to get a realistic perspective on the whole situation by usual means, there are ways of finding out what's going on. Beginning November 26th, the Day Student Government will present a 2 week photo exhibition, with quotes of Guatemalans, about conditions in the country. On November 28th at 3:00 there will be a program about the refugee crisis and the sanctuary movement. A representative from Riverside Church, which has just declared itself a sanctuary for illegal refugees, and one of the Guatemalans who are now living there, will speak.

The sanctuary program is cosponsored by the Student Committee for non-intervention in Central America and the Caribbean, a campus group which has put on a series of events over the course of the semester. Through films, speakers and open forums they are trying to build a platform for information about the region that is difficult to get through newspapers and TV because it may not be supportive of presidential policy on December 5th, at 3:00 in NAC 1/202 they will do their last program about the Puerto Rican solidarity movement. With unpopular and murderous governmental tactics and media that is supportive of these policies, it is up to us, and a responsibility, to inform ourselves. These programs going on here at CCNY is one good place to start. Go to one.

Jenny Radtke

RANK JOHNSON

THE CHIEF'S REPORT OPENS RANK'S EYES TO AN EVIL PLOT: A GROUP OF MILITANT RASTAFARIANS SOMEWHERE IN LOS ANGELES -



EXPRESSIONS

Old Man

There is . . .

Something somehow permanent in how he stands

At dusk, amid the whispering of the trees
To watch the darkening world turn on its side . . .

I wonder what he sees then, what he feels.
For it is more than careful vigilance
That keeps him there, gazing at the sky as if

he'd see right through it, staring long enough . . .

And more than resignation that demands
He finally return . . . (still a bit gruff
For all his quietness.) And coming in,
There's something somehow slow in how he walks,

With something of a tatter to his form,
and a lost distance in his tired eyes
That a strong, ringing voice would yet draw back

To hold, palm up before me, as the price
Of being true. But being of the warm
and solid age, how could I know his talk?
If he came reaching his truth out to me,
I could only lose myself in those eyes.

Or else I doubt I'd ever know its use.
I couldn't understand that voice until,
I too felt something slow about my walk,
And with something of a tatter to my form
Stood long somewhere to cast my backward eye

Upon the distance lost. And feeling cold,
Roamed, at last, within his very soul . . .

J.C.

The Surgeon

Surgeons must be very careful
E.D. Has announced.

With their scalpels sharp!
Slicing through your defenses.
Clean hands, covered with gloves.
Protecting them from us,
Us from them. Like aliens
visiting them from another world,
Possibly another race?

Sterile rooms, sterile bodies.
Sterile minds.

As cold as a winter morning.
No life, No life.

Tracy De Windt

Surviving

The strong man is gone
and leave me here

Leave me here to struggle,
To paddle my own canoe
Against the tide.

Leave me here to twist
And turn

To fall and rise

but they never realize

Only the strong survived

Only the strong survive,
Weak fade by the way side.

Weak like me get left behind

Weak like me get pushed out of line

Weak like me

Yes weak like me say

Only the strong survive.

Andrew Brown

Untitled

When time allows such times to cease
And slows things down so the world is at peace,

Only then can I find, with the eye in my mind
A place, a world of an undiscovered kind.
A place where fantasies flow endlessly,
As if the Dreammaker had saved them for me.

Azure skies sing lullabies to mountains and
treetops below,

While the zephyr whispers in a gentle tone to
rushing rivers that flow.

And nature with her careful hand

Carved this picture to a plan

That if I had to describe the scene,
Words would fail and end the dream.

Then time continues as it did before
Back to where treetops listen no more.

How can I compare a moment ago

To the presence of now and things that I
know?

Until next chance when time so sleeps

I'll be trapped in a world where reality keeps.

Robert A. Seaborn
Spring 1980

FINLEY STUDENT CENTER

Announces

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Prizes will be drawn every hour on the hour.

FOR YOUR INFORMATION

compiled by T. Antoine Guiden

CLUBS The newly formed *International Students Association* invites students to their meetings on Thursdays from noon until 2 p.m. in NAC 6/121. This is a cross-cultural organization whose main purpose is to gather individuals from diverse ethnic, racial, religious and educational backgrounds to share experiences and create a conducive, unbiased and healthy environment for learning. According to the organizers ISA is also formed to help foreign students cope with the "confusion, disappointment and depression" resulting from adjusting to a new environment. The club also encourages the participation of American Students.

OPERA *The Opera Ensemble of New York* will open its 1984-85 season at the Lillie Blake School theatre located at 45 East 81st Street (betw. Park and Madison) on December 7 at 8 p.m. The Ensemble will perform *Amahl and the Night Visitors*, a Christmas classic by Gian Carlo Menotti. There will be nine additional performances. For more information on times, dates, and discounts call (212) 288-1485.

RESOURCE CENTER *The City College Chapter of United Campuses to Prevent Nuclear War* has established a center of nuclear-related materials in the reference section of Cohen Library. *The Nuclear Peace Resource Center* provides written materials representing contrasting views on disarmament negotiations, nu-

clear weapons, the military budget, and defense industry employment. Also on file are films, tapes, and lists of local and national peace organizations. For further information contact Mimi S. Daitz of the Music Department.

ENTERTAINMENT Collosus Productions presents *A Night of Sheer Elegance* at the Eastwood Inn located at 3371 Eastchester Road in the Bronx on December 28 starting 8 p.m. The evening features Curry Allen with Triad; magician Phelston Jones; The Valley Dancers and music by Scorpio. Also included is a rolling bar and a gourmet banquet. More information for this formal affair can be obtained by calling (212) 547-4254 or (914) 668-2095. Call after 5 p.m.

FUND RAISER The New York Committee in Solidarity with the People of EL SALVADOR presents the *Second Annual Chinese Banquet* on December 7 at the Silver Palace Restaurant located at 50-52 Bowery. The purpose of this affair is to raise money for the people of El Salvador. The recently returned medical fact-finding delegation will present their report along with Dr. John Constable, a Harvard University expert on burns. For more information call (212) 242-1040.

HUMANITIES SUMMER SEMINARS The National Endowment for the Humanities will be sponsoring *Summer Seminars for Undergraduate Fellows in the Humanities*. The program will offer students about to enter their senior year

the opportunity to study significant texts in the humanities at a major research institution under the scholar. Students selected will receive a stipend of \$1,500 for a six week seminar and \$1,000 for a four week seminar. The ten seminars being offered are: *The Individual and Modern Society* with William Banks; *Religion in a Democratic Society* with Walter Capps; *Three German Texts and the Rise of Totalitarianism* with Sol Gittleman; *The Prose and Poetry of John Milton* with Janel Muller; *Jonathan Swift and Mark Twain: Ironists in Context* with John Sitter; *The Critique of Political Rhetoric: From Plato to the 1984 Political Campaign* with Lloyd Bitzer; *In Search of Heroes, Values, and Leadership* with Karl Galinsky; *Democracy in America* with W. Carey McWilliams; *Geoffrey Chaucer's Canterbury Tales* with Russell Peck; *Shakespeare, Keats, Whitman, Yeats: Lyric Poetry* with Helen Vendler. Posters describing the seminars are being mailed to the dean's and the registrar's office at the

school, so check with them periodically. **TREATMENT OF REFUGEES** The quality of treatment of recognized refugees has deteriorated, according to a report released by a U.S. committee. The reports says that according to events in Europe, the U.S., Zambia, Uganda and Thailand, refugees have suffered "savage acts of piracy, armed attacks on refugee camps, acts of forcible return or rejection at the frontier, unjustifiable detention and manifestations of xenophobia."

TALENT AUDITION Busch Entertainment Corporation, one of Anheuser-Busch Companies, will be holding *Auditions for 240 entertainers, technicians and stage managers* for the European-themed park's 1985 season. Auditions will be conducted in seventeen cities. They will be in New York City January 8 at the Actors and Directors Lab, 410 West 42nd Street, from 10 a.m. to 4 p.m. For more information call Karen Teitelbaum, (212) 980-1212.

DONORS WANTED

Semen will be used for artificial insemination for couples who cannot have children due to male infertility. All donor types are needed. Donors will be fully screened and tested. Accepted donors are paid.

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Weddings Anniversaries Depositions
Concerts Meetings
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The Committee on Honorary Degrees invites nominations of candidates for honorary degrees to be conferred at the 1985 Commencement. The following criteria should be used in nominating candidates:

The candidate should have achieved distinction in an activity consonant with the mission of City College. Such achievements may be measured by contributions of an extraordinary character to the arts and sciences, or to the professions, both for their own sake or for the public good; distinguished service to the City, State or Nation, in an elective, appointive or career capacity; or extraordinary service to the City College.

Nominations should be sent to Associate Provost Harold Johnson Administration 232, no later than December 7, 1984, and should indicate the reasons for the nomination and as much biographical information as is readily available (Copies of standard reference entries are acceptable).

Isley, Jasper, Isley: The Legacy Continues

by Meta E. Wheattle & Steve Lawrence

"Isley, Jasper, Isley," former sub-members of The Isley Brothers, met with CBS/Epic Records on November 8, 1984 for a press conference. The trio, consisting of Marvin Isley, Chris Jasper, and Ernie Isley had made their first appearance in 1973 on The Isley Brothers' "3 + 3" album, but have presently branched out to form their own debut album entitled "Broadway's Closer to Sunset Boulevard."

The 5:00 p.m. conference began with a preview of their latest video featuring the LP's first single, "Look The Other Way." The video which was produced under the direction of Steven Kahn, combined an assortment of galactic laser effects and an array of lively dancers that were, of course, led by the dynamic vocal trio—Isley, Jasper, Isley. The message beneath this song, Ernie explained, is about being human. "It's not about turning your back on others; actually it's the opposite... for when I get there, I'll look the other way to you."

In addition to the title cut, the album also features, "I Can't Get Over Losin' You," "Kiss and Tell," and "Sex Drive," which is being considered for video production. When questioned on their individual views in respect to video production in the music industry, it was a collective decision that videos are instrumental in the additional sale of records.

Isley, Jasper, Isley began their musical career in Cincinnati, Ohio. Being the youngest of the Isley clan, the trio perfected their artistic talents with the older members of the group. At this time, they had the opportunity to practice on the instruments when the Isley Brothers were not performing. They later developed a sense of innovate music, which was originally inspired by the Motown sound and jazz techniques by such a great



ISLEY, JASPER, ISLEY

artist as Ramsey Lewis. Before long, they gained recognition for performing at high school parties and later as studio workers for the Isley Brothers. This recognition later developed by 1973 into a six member band which continued to sky rocket for ten successfully years. 1983's "Between The Sheets" album marked the twenty fifth anniversary of the group as a whole. Their separation was not intended to erase The Isley Brothers period. The importance is to maintain all positive past accomplishments.

Isley, Jasper, Isley initiates the concept of three artists performing as individuals

but yet as a whole, meaning that no individual talent is undermined within the group. Ernie Isley explained the ideology behind their concept stating "you can't get away from your history, but you don't have to be in the past."

"Broadway's Closer To Sunset Boulevard," is the first album produced since their transformation into Isley, Jasper, Isley. This album also marks the distinctive switch from acoustic to electronic sound. To them, today's technology shows a visible improvement. In the past, electronic techniques had to be produced by alternate means, in contrast to today's

methods of producing pre-set sounds.

Their secret to fellow artists who wish to be successful is to create something better than themselves, then applying themselves. "It's not just having talent in the raw, it has to be pushed into pursuit," this is the secret to longevity. But longevity is sometimes altered by off stage obstacles. Performers have to deal with real life, despite success. "You have to live off stage or life will inevitably become one performance after another." "Have talent, and pay the price of discipline and effort," those without training will not really go far.

The group believes that inspiration comes from expanding and analyzing the music itself. "A song can hit you at anytime, Ernie states. The studio is as important as the music itself, for the creativity derives there. Isley, Jasper, Isley would like to be perceived as a rock and roll band, and concentrate on just playing music. According to their beliefs, radio stations are now tuning into the audiences changing states and the constant transition from disco to rock and roll. Radio stations have a tendency to lean towards artists rather than music. Meaning Black stations lean to Black artists and pop towards white artists. But radio has evolved so that they are now playing music as a product. Artists such as Prince, Michael Jackson and Stevie Wonder have upset the balance of pop/rock distinctions. The trio also expressed an interest in college radio stations. To them college is a plus, to further basic training, they advise classes in music theory and composition.

Isley, Jasper, Isley will probably be performing around 1985, but first they would like to establish the new identity. They would like to start their tour in New York. We here at City College would like to wish the trio the Best of Luck and Success and "Keep on fighting the Power."

The Fashion Korner with Allison Kimble

In today's society, one has to dress up according to one's schedule. From school to work, your wardrobe must coordinate. Trends in fashion have come and gone, but like anything else of importance, one must keep on top of it. Versatility is the key word to one's dressing success. We have evolved from "belled-bottom" pants to the current pistol-pointed, straight-legged look. What is next? No one knows for sure. Unfortunately, what the future holds for us in terms of fashion cannot be pre-determined.

However, let us take a look around the campus grounds. You see: "punk funk" (you know, those people that wear all the colors in the spectrum at one time) "business wear" (skirts, jackets, slacks, shirts, and those neck-choking ties) and the "preppy" look (oxford shoes, shirts, pullovers and penny loafers). Then there is the majority of us who tend to play it safe with denims, sweat-shirts, and sneakers. If you prefer this type of attire, that's fine. But you don't have to look like the next person. Be daring! Dress up those old jeans by wearing an over-sized sweater (look in your father's closet), some neon socks, and a pair of matching shoes or sneakers. Bright colors make you feel better about yourself and the world around you. Many of us are afraid to try anything out of the norm, but life would be monotonous if everyone wore the same thing. Use your imagination! You can be who you want to be, however you want to be it! But always strive to be more than what you are, because there is always



room for improvement.

Now, there are those of us who know the look we want, but never have the money we need. For example, the new Guess pants you see at Macy's, with the matching jacket and the matching high price tag to go with it. Forget about those high-priced name tag designer jeans and high-tail it over to Alexander's. You can find the same style of slacks and jackets for half the price.

Who needs a name tag across the derriere? It's the quality of the fabric that counts, not the name, so don't be misled. Before you patronize (Alfie) Bloom-

ingdale's or Sak's ("Whack's") Fifth Avenue, shop around for some bargains. Thrift shops are number one. They carry anything and everything you may want at discounted prices (the Village, West 4th Street). Stay way from those ridiculously high priced glamor bonanzas (like Bloomies, Sak's, Lord & Taylor's), and opt for other stores that sell discount goods at quality prices.

This column is intended to inform you on the latest fashion trends, and to instruct you on how to get special student discounts on fashion wear and cosmetics.



We welcome your questions and ideas, and will be glad to answer any questions you may have. Write to *The Paper*, room 1/118, attention Allison Kimble.

Now that we have done something with your every day wardrobe, we must style your hair. Tune in to the next issue for my article on Hair; the Long and Short of It. P.S.—Special Discount for C.C.N.Y. Students: Livia Jackson, Fashion Coordinator for Bee Line Fashions, is offering a 10% discount on all items in her brochure, which can be seen in room 1/118. All that is required is a small down payment on all purchases. See you there!