

THE PAPER

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

CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK IN HARLEM

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Students United Can Never Be Defeated

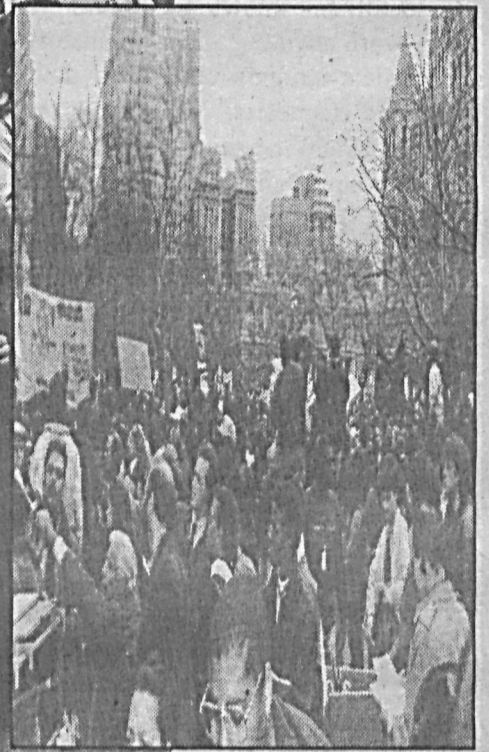
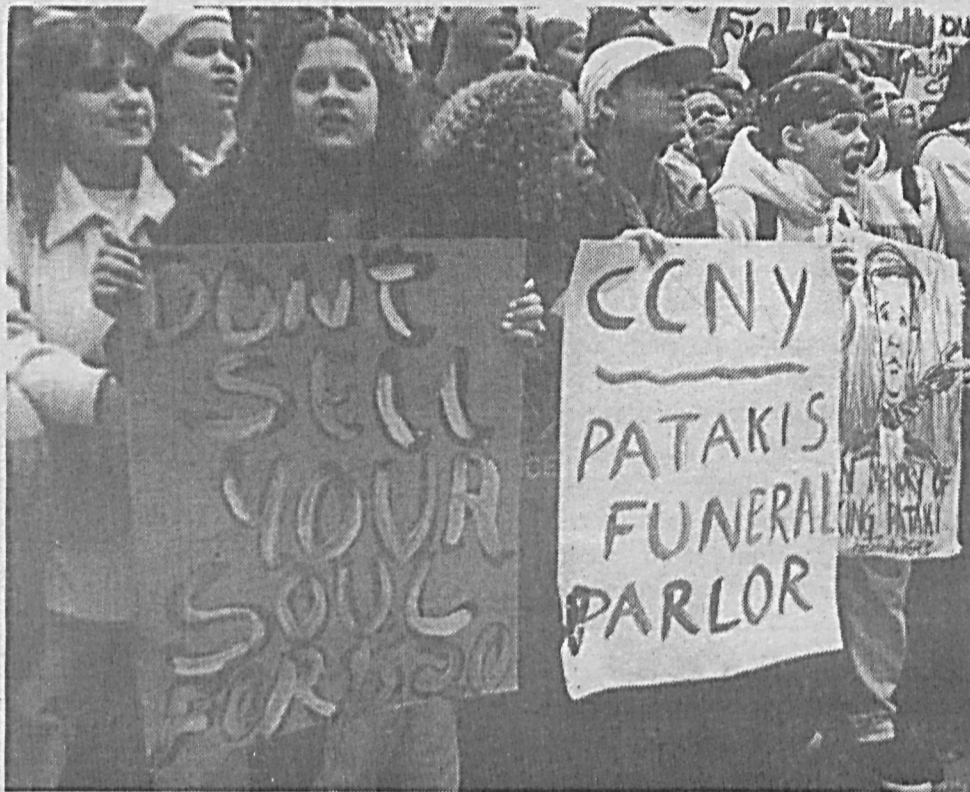
BY KAYDEION LEE

March 23rd dawned cold and clear. On the way to the rally at City Hall many students on the train chanted anti-budget cut slogans and discussed how they would be hit by the budget cuts. Many students expressed concern about how the budget cuts would affect all of New York, not just the students.

As I approached City Hall, I noticed the huge numbers of policemen who were outfitted in riot gear. There were police officers seated on their horses, and suspiciously I glanced around looking for dogs and waterhoses. I honestly felt as if I was already trapped. The boys in blue had surrounded City Hall Park with blue barricades. But there were many strong young faces in the crowd representing CUNY and high school students and brave aged faces in the crowd representing the alumnae of the CUNY and SUNY schools.

Speeches were heard from professors who supported the protest as well as senior citizens who also will be affected by Giuliani's proposed slashing of the City's budget.

After the inspirational testimonies from professors and fellow students we tried to march to Wall Street. The police would not allow us to leave the City Hall park in a group. We were forced to turn around, which frustrated us in the crowd who felt we officially had a right to march in the streets. The Park was filled with more than the



officially estimated 8,000 high school and college students and many were willing to compete with the police in a waiting game to gain access to the streets. But there were others who were more inclined to physically confront the police.

I believe that someday the revolution will come, but I do not believe that fighting a police officer in full riot gear, a gun, a baton, and full permission to crack open heads was wise. However, some felt that the time had come to fight, and these people were the ones that caused many in the crowd to be hurt.

Unfortunately, the press has focused on the violence that occurred during the student protest, but hopefully the discerning reader has noticed that only 45 people were arrested from a crowd of more than 8,000 people. On a positive note, many students who attended were determined to be involved in a protest of the mind rather than the fists.

The most distressing outcome of the rally is that its true purpose has not been recognized by the politicians it was intended to reach. Giuliani has been quoted in many national newspapers as saying that the cuts are "not an unreasonable thing to suggest" and that compared to many private institutions CUNY students "still are obtaining an education for free." It seems that the only people the budget cuts will not affect are those who can send their children to these private institutions. The comments that Governor Pataki and Mayor Giuliani have made in reference to the March 23rd rally demonstrate how removed they are from the plight of those who will be hardest hit by the budget cuts.

As a protestor against the budget cuts across the board, I felt as if I was involved in a part of history. I had the privilege to meet and speak with the

already hard-working students from CUNY and SUNY and I also had the chance to experience the truth behind the chant "STUDENTS UNITED CAN NEVER BE DEFEATED!!" □

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Editorial

As children, we learn that if one's hand is placed in fire, it will get burnt. So the connection between fire and agonizing pain is established as *not good*. Throughout life we learn the history of many cultures and places but more importantly our own. Drawing stunning conclusions with our hindsight vision being 20/20, becoming pundits and even philosophers. So I ask myself what has happened to all this knowledge? Did we really learn anything about the history of people's struggle other than date, event and characters. What about the plot, effect and message?

We have made a cliché of Frederick Douglass's statement "without struggle there is no progress." We need to define what we are struggling against and what we want to achieve. For in the end we'll be fighting against each other, not for the piece of pie, or the 40 acres and a mule, or the American dream but for the crumbs, left overs, the bone that you throw to the dogs to keep them from bothering you, while you eat.

Let me draw your attention to the most recent public protest, organized, if that is the correct word to use, to vent what is commonly believed our objection, dismay, and outrage at the proposed budget cuts. After deep analysis it seems that the organizers only went as far as getting a permit, gathering students and faculty in the street, along with harmonic outbursts of rhythmic rhetoric that sounds all too familiar again and again. What did we hope to achieve? This event was to show the City and State that we, the students and faculty holds the key to the development of New York. Instead what we showed may just hurt us more than it would help us. We know that the media would play up the negative side (at least I hope so), as history would have shown us being the visionaries that we are. The main purpose of a demonstration as an event to bring to the attention of the authorities public objection to particular aspects of our society. Appealing to their moral conscience, initiating an emotional response which in turn changes their

attitude and solve the problem. If used to often this effect becomes less and less stimulating. Frankly, the authorities here have grown numb to such actions. There are several ways of looking at them - either they don't understand what they are doing to us, or their conscience were placed on hold, or frankly they just don't give a damn. We are using methods that have now become archaic or antiquate. New more powerful methods must be employed.

History has also shown us that the only two factors which influence politicians are money and votes. So we should ask ourselves, can influence them by money? Can we influence them by votes? Are we a people blinded to what is taking place today, always playing catch up in somebody else's game, trying to get in time to the beat of somebody else's drum? I say to my people, start thinking for yourselves. We need new strong leaders. We need visionaries. We need wisdom. We need courage, and at this point God knows we need prayers.

City College To Receive 15-Volume Gift From The Library Of America

Through a grant provided by The New York Times Company Foundation, City College will receive a 15-volume gift set from the Library of America, a non-profit organization dedicated to preserving the collected works of America's best writer's. *Newsweek* has called this award-winning series "the most important book-publishing project in the nation's history."

The City College library will acquire a seven volume set, entitled,

"Great American Statesmen," featuring a selection of works by four of the nation's greatest leaders, according to The Library of America— Frederick Douglass, W.E.B. Du Bois, Thomas Jefferson, and Abraham Lincoln. The set also includes the two volume collection, The debate on the Constitution.

In addition, The Library of America will donate to CCNY its American Literary Sampler, an eight volume selection containing works of

Willa Cather, Ralph Waldo Emerson, Flannery O'Connor, and Richard Wright, as well as other great American authors. CCNY will also be presented the critically acclaimed two volume anthology, American Poetry: The nineteenth Century.

Each of the cloth bound volumes averages 1, 100 pages, has a complete chronology of the author's life and career, and contains up to five of the author's works. □



Ever Get Somebody Totally Wasted?

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Community Affairs

Phenomenal Women:

A Celebration Of Women's History Month

BY RENEE STEVENS

The Hamilton Heights Preservation Association, in celebration of Women's History Month, hosted a panel discussion entitled "Black Women: Forging the Road Ahead." The Association featured a select and distinguished sample of the many phenomenal women of color in society.

Held on Sunday, March 19th, the discussion included such renowned panelists as Dr. Muriel Petioni, who has been a practicing physician in the Harlem community for over fifty-three years. In addition to the numerous committees on which she serves, this octogenarian has worked diligently to raise three quarters of a million dollars for the Harlem Hospital Endowment Fund. She is currently heavily involved in the planning of the Empowerment Zone as the chair of the committee dealing with health issues.

The educators in the house were Drs. Mary Schmidt Campbell and Sherrill D. Wilson. Dr. Campbell, a former New York City Cultural Affairs Commissioner, is presently Dean of the Tisch School of the Arts at New York University. A co-author of Harlem Renaissance: Art of Black America, she was also instrumental in the establishment of the studio Museum of Harlem in their perma-

nent space and in its accreditation from the American Association of Museums.

Dr. Wilson, the director of the Office of Public Education and Interpretation of the African Burial Ground Project, serves as the founder and operator of Black history tours of old New York. She is the co-author of Getting Men Involved: Strategies for Early Childhood Programs and the author of New York City's African Slave Owners: A Social and Material Culture.

Readily stressing the importance of a strong presence of Black and Latino justices, Justice L. Priscilla Hall, in addition to her many community outreach projects, serves as a judicial mentor in the Association of the Bar's Committee to Encourage Judicial Service. During the course of the discussion, Justice Hall, who was elected to the New York State Supreme Court in 1993, demonstrated her compassion and hominess as she aired her philosophy and practice of demanding that all trials in her courtroom be fair and impartial.

Despite the complaints concerning the portrayal of people of color in the media, avenues toward change are nevertheless being paved by two adept journalists. Meteorologist Janice Huff, who has received a St. Louis Emmy for "Best

Weathercaster" joined NBC in January of this year. WPIX anchorperson Valerie Coleman-Morris, who has earned three Emmy Awards, is the creator of the CBS Radio Network show "With the Family in Mind." In addition to her many talents, Ms. Coleman-Morris has utilized the ability to "speak" in sign language to enhance her communication skills.

These women are not only role models, but they are ushers into a new era of greatness. They are all living testimonies to the achievements that we, as people of color, can attain through work, determination, and vision.

The distinguished panel members have arrived at their current levels of success by travelling disparate routes. However, despite their different origins, all of these women have achieved success with the similar ties of love for their work and devotion for their communities.

All of these phenomenal women have triumphed over obstacles of racism, sexism, and ignorance. They all acknowledge the need for people of color to replenish their communities with knowledge, power, and avenues to positive productivity.

Among the topics addressed in the discussion were the importance of maintaining our diversity and mar-

keting our differences as assets rather than the deficits small-minded people perceive them to be. The panelists asserted that we cannot submit ourselves to ideas or beliefs that would limit us. As one panelist eloquently said, "If you let negative thoughts inhabit your head rent-free, what type of police are you living in?"

about the sponsor

Residents of the immediate Harlem community have decided to create a solution to one of the several problems that face the neighborhood.

To achieve this goal, the Hamilton Grange Preservation Association was formed to "disseminate and share with neighbors the resources that surround us." The Association functions to inform everyone of the rich cultural heritage of Hamilton Heights. The area has always been the home and foundation of "prominent people of color, including artists, politicians and other civic leaders." The association also utilizes resources for the renovation and refurbishment of area apartments for people on limited budgets.

It is through jazz concerts, seminars, and other events that this not-for-profit organization makes its efforts to re-instill vitality and power in the community. □

Wealthfare or Welfare

BY HUGH THOMAS

It is obvious that changes are coming to the American people in leaps and bounds from every direction. What is also true is that it seems like the shakeup, overhauling and reforming will impact the underprivileged the most. Whether beneficial or otherwise is left to be seen. In one way or another there will be changes, be it in the form of tax cuts, spending cuts, welfare reform and affirmative action.

One of the most crucial items on the Republican legislative agenda was recently approved by The House of Representatives, the welfare reform bill. After about sixty years of social welfare policy this bill changes control of Federal programs to the states. These programs serve more than 40 million Americans.

The bill has now been sent to the Senate where alterations are expected to be made to its most stringent provisions by lawmakers of both par-

ties. One of these sections being the denying of cash assistance to families headed by unmarried women under the age of 18.

If the bill goes through and many fear it will, funds for Federal programs such as family assistance, child care and school lunch subsidies will be given in block grants to states to use as they wish to help the poor. Also under this bill welfare recipients would be limited to five years of cash benefits.

While Republicans see this as a big victory in fulfilling the Contract With America, Democrats say that the bill is cruel to children, cutting programs for poor people to finance tax cuts for the wealthy. President Clinton said in his weekly radio address that, "the House bill would actually make it harder for many people to get off and stay off welfare. And the bill doesn't really do anything to promote work. Indeed, it removes the responsibility for states

to help people gain the training and skills they need to get and keep off and keep jobs. It cuts child care for working people struggling to hold down jobs and stay off welfare." Clinton is disappointed that the Republicans could not come up with a plan to reform this program and still encourage work and responsibility. Republicans say that this response is typical of the Democrats and the public is tired of it.

The major disagreement about the bill come in the areas of abortion, food assistance programs and immigration policies. President Clinton's election platform planned to reform the welfare system, now the Republicans have taken it one step further and the President is being forced to play catch up. While some Republicans feel that if people, like animals, are given a constant free lunch, they, like the animals will never learn to be independent.

Other members of the House feel:

that the bill will deny benefits to legal immigrants, that it should provide more money for child care and it will encourage abortion as a way to stop illegitimate births. Objections to the bill in these areas are also echoed by the different fractions of our society. The committee of Catholic Bishops sent a letter to Congress voicing their displeasure with sections of the bill. They feel that the bill will punish children for the mistakes of their parents, and also force women to look at abortion as an attractive solution to their problems. The Department of Health and Human Services estimates that nearly 70,000 unmarried teenage mothers will lose cash assistance if the bill becomes law. Also the new five year limit on cash benefits will eventually deny aid to more than four million children.

Wealthfare, continued on page 10

EXPRESSIONS

I Cried Like A Baby

I watched them,
My brothers and sisters
march.
They walked, head up
tall and singing
"We shall overcome,
We shall overcome
One day."

Step by step
Jim Crow walls came
tumbling, tumbling
those walls came tumbling,
down,
down,
down.

I watched them,
my brothers and sisters,
marching, walking,
crawling,
following THAT MAN.
The man who
Had a dream.
One big enough
to fill the whole world.

Step by step
they walked
And I cried like a baby.

'Cause they burned them,
and bombed them and
beat them
until they bled.

Still they marched.
"Nigger, what do you want NOW?"
Their filthy epitaphs
shouted at MY people!

Their angry faces
faded into the wind
"cause my people kept on
marchin'.

Montgomery, Memphis,
Selma, Chicago and
Washington too.

My people walked,
they kept on marching
'cause they knew that
Justice was long
overdue.
And I cried,
I cried like a baby.

It was my people
their blood,
their tears,
their steps,
that made the walls,
those stifling walls,
that caused those walls,
to come tumbling down.

And when they killed
him,
shot him dead
blew his life away,
Martin Luther King, Jr.,
the one who had been to
the mountaintop and
looked over,
the one who told us
what he saw,
the one who walked
side by side with
garbage men, maids, and jews,

When they shot him
and he died,
I cried like a new born
baby
hungry for mother's milk,
craving the sweetness of
true freedom.

I cried 'cause
they killed Yusef.
My chest heaved with pain
'cause Martin said,
"No lie can live forever!"

I cried 'cause
more blood
will be spilled
before we can finally sing,
"Free at Last,
Thank God Almighty,
We're free at last."

I sat there
and cried like a baby.

Marcia Kelly

EXPRESSIONS

Still I Survive!!!

Could it be that you hate me
 Because I stand as a reminder
 Of the atrocities you committed against my people?
 Does my black skin reinforce your guilt
 For enslaving a race of people to satisfy your greed?
 Does my ebony hue awaken the fear in your heart?
 I know you fear me because you can't destroy me.

For centuries you tried...

You lynched me

You burned me,

You beat me,

and infected me.

But still I survive!!!

You tried to kill my soul and weaken my spirit...

You stole my language,

You robbed me of my history,

and forced me to watch as you destroyed

my mother, my father, my children.

You tried to kill my knowledge...

By denying me my education,

miseducating and undereducating me and my children.

But still I survive!!!

You tried to destroy my self respect and pride,

By labelling me

lazy,

ignorant,

thief,

whore,

You tried to tell me I am not as smart,

or genetically inferior.

But still I survive!!!

What you fear you try to control or eliminate.

But you can't control or eliminate me.

You never could.

I've excelled despite your limitations.

I've reclaimed my history.

I know I am a descendant of

The Masters of science and technology,

The creators of the Pyramids,

The original Kings and Queens,

The First People.

Despite all...

Still We Survive!!!

Injustice

come not in this world to live,

but to die.

come not into my heart to love,

but to hate.

love not your enemy

but yourself.

teach not your generation

but your mind.

look into my mind

touch my beating heart,

find my true being...

then kill it.

forget me

remember my teachings, my words.

burn every written word

erase every mind.

remember who was,

a black man,

judged by the color of my skin,

not by the context of my heart.

marlon calliste

WAR

War, Attacked physically, lynched.

War, Attacked mentally, indoctrinated with Democratic lies.

War, Mislead by a beast called "The Military Industrial Complex"
 Thought I was "Free" until they told me to "be all I can be."

War, Spiritually lost until my soul cries out in eternal pain.

War, Engulfed in "The Gulf"
 wondering why!

War, Mommy can't pay the rent, so I'll send some money home.
 There is an Army of Homeless in New York, unlike my Green
 Uniform.

War, All I hear is bombs, Gunfire, and young people dropping all
 around me. Why!

Johnny Pugh

Black Faculty Spotlight

Dean Brown

BY LORNA BAILEY

If you are a Liberal Arts student, you should know about Dean Brown. Here is the woman behind the dean you do not know.

Born March 31 in a year she never says, Lillian Jeanette Brown was named after her mother and aunt respectively in Richmond, Virginia. She has one sister and like the rest of her family, is a follower of the Episcopalian faith. Growing up in Richmond was difficult in those days due to segregation, however the dean said, "I grew up in a fairly insulated, protected environment."

Brown's parents were among the small percentage of African Americans who went to college. Her mother was a teacher but spent most of their time as a home maker. Her father was a physician who was aware of the harsh realities of his world. In an effort to cushion his family from this ugly side of life, he impressed upon them the value of a good education. Although he sent his daughters to elementary school in Richmond, he sent them away to boarding school for their high school education. Years later when Dean Brown graduated, she went to Virginia Union University, a small black college also in Richmond. Her parents met there as students and eventually when her dad became a physician they married

and started a family. Brown herself has never married but she has one child whom she adopted.

When Dean Brown came to New York, it was supposedly only to further her education. "I had no expectations of staying in New York ... I was coming from a small state in the segregated South, I was coming to the big city in an integrated society. I found New York a very strange place."

Not unlike many of us, Brown had no burning desire in terms of career choice. In high school she knew for sure that she would go to college. She smilingly revealed, "The issue was where I would go to college not if I would go." Her father wanted her to follow in his footsteps and become a doctor, but "like a typical, traditional woman, I entertained thoughts of having four kids," she said.

Reflecting on her early college days while she was an undergraduate, she said, "a black woman with a Master's degree spoke to us about social work and stimulated my interest." Greatly influence by the speech, she needed no second bidding when a friend and student from Columbia University introduced her to the school of social work there. She packed her bags and headed for the Big Apple not knowing she would

take root there.

"As things happen, I just moved along with it," she said. "I am not a good advertisement for planning a career," she added. She accounted the steps she took to get her present position as Dean of City College. After completing graduate work, her first job was at Jacoby in the Bronx as a social worker in the pediatric unit. "It was a wonder job," she exclaimed. However in 1967, due to personal reasons Dean Brown decided to quit. It was at this point that she met a psychologist who was a Queens College faculty member. She told her about the Search for Education, Elevation and Knowledge (SEEK) program. She applied for a position and became a counselor at the annex of the SEEK program which was located on 70th street in Manhattan. At the time, the program had a dormitory where students went for two to three semesters before moving into regular campuses. Brown had a case load about 50 students. The annex was phased out in 1971.

In 1971, the dean joined the CCNY family. She remained with the SEEK program and became supervisor of counseling in 1982. By 1986, she was the director. "The shift from social was gradual, as long as I was counselor. I was doing a lot of social work, but as I moved into administra-

tion, the actual social work counseling activities became less," she revealed.

Thereafter, she became Associate Dean for Academic Standards. Her counseling skills were beneficial to students, even then because some students had problems managing their time, juggling family with school and work. She had learned through experience how to juggle work and school. She had to do this while in pursuit of a doctorate at Rutgers University. Today, she has achieved an EEd. in the field of psychology, counseling and guidance. I took her nine years which culminated in 1981. She hung in there.

When Brown became Acting Dean of General Education and Guidance in 1993, she maintained ties with the SEEK program because it falls under her jurisdiction along with the tutoring programs.

Dean Brown now tries to give some of her time to her community by being involved in charity work, especially for children and the mentally ill.

She admires City College students and encourages them "to hang in there! Continue to struggle! Don't be overwhelmed by the time it takes. Be willing to compromise because life circumstances do not always enable us to do what we want to do. Work hard and be patient." □

Arresting The Budget

BY TANYA S. HIBBERT

A forum was held on March 9, in the Anronow Theater to discuss the impending budget cuts. Among the speakers were Ms. Candice Camilo president of the Student Government at BMCC, Dr. Else Nunez-Wormack vice counselor, Honorable Ed Sullivan CChair of the Assembly Higher Education Committee, Dr. Sandi Cooper Former member of the CUNY Board of Trustees, and Dr. James De Jongh Chair CUNY Faculty Senate. The forum entitled "Arresting the Budget" served a dual purpose. One was to address the budget cuts and alert students of the impact the proposed cuts would have on CUNY. The other purpose was to outline strategies and give dates for various protest activities on campus.

Governor Pataki's budget cuts would mean a 158 million dollar cut from CUNY - between 7 and 21 million is expected to come from City College alone. That translates into a \$1000 tuition increase. It also translates into the elimination of the Search

for Education Elevation and Knowledge (SEEK) program. The SEEK program was created to increase the number of African and Puerto Ricans attending CUNY and has been in existence for twenty-five years. The elimination of SEEK would mean the elimination of tutoring and counseling services vital to the students currently enrolled. The program does not need counseling; the students do.

Also targeted by Governor Pataki are the Tuition Assistance Program (TAP and Aid to Part Time Students (APS). In addition to the aforementioned cuts, there is also the proposed reduction in faculty and staff. What this means is that classes already filled to capacity will become even more overcrowded, thus jeopardizing the quality of education. If the proposed budget goes through as planned 20% of class sections will be closed and 500 courses faces the prospect of being eliminated. For anyone who has ever had to stand in those long lines at registration only to find out the class they need has been eliminated, this is a

serious issue.

There is more involved in the issue of budget cuts than dollars and cents. There are people involved-people of various ethnicities. Of the students that currently attend CUNY 67% are from "minority" groups. In the SEEK program, 85% come from homes where the average income is \$9,000 or below. Within the CUNY system the average income is \$20,000. 24,000 are welfare recipients. Everyone comes to college to improve his/her standard of living so that the so called "American Dream", can be realized. Governor Pataki doesn't want that. The Honorable Ed Sullivan said it best when he stated, "They don't want you to go to college because you are a threat to them-more so with a college education than without."

There are ways that we can try to put a halt to these proposed cuts. We can organize by districts and call our city council members. We can call on all the politicians of this city and find out whether or not they plan to support Governor Pataki's proposed cuts. We

can also write our legislators, and tell them how we feel. We can organize ourselves, take part in rallies, and attending budget meetings. Our education is at stake. There are those who feel that letters and phone calls are useless. To them I say a whisper is still better than silence. Perhaps the most important thing we can do is what we should have done in the beginning - vote. **A voteless people is a voiceless people.**

Of the 15,000 City College students only 40 attended the budget forum. I find it hard to believe that so few people were actually concerned. These cuts concern everyone, even those who are financially able. Why such a low attendance at the budget forum? I don't know, but to those who were present I commend you for your effort and your concern. For those who weren't present, I have but two questions, where were you while others tried to secure your educational future? And to those who were eligible to vote, did you exercise that right? □

Opinion

BY VAHID McLAUGHLIN
DSG SENATOR FOR SOCIAL SCIENCE

- NEW YORK PUBLIC INTEREST RESEARCH GROUP

March 23, 1995 will be remembered as a day of unification for and political censure against the students, faculty and staff of New York's public education systems. Accompanied by faculty and administrators, and many thousands of NYC's public school children, CUNY students massed together for a demonstrative appearance of unity at City Hall. The objective was to rally support behind those whose economic subsistence and educational resources would be greatly diminished by the Republican-led budget cutbacks and funding freezes (to education, social services, etc.). The intent was, and still is, to raise public awareness. The march was organized by the CUNY Coalition of Students, many of whom desired to see a substantive, promotional demonstration, regardless of their anger.

Yet our collective efforts were distracted. A handful of radicals and revolutionaries who feed off high emotional energy and the sight of large crowds, ran rampant. They unwittingly drew media attention away from the actual substance of the demonstration, and solidified the legislative opposition's stance through their violent insurrection.

The Republican leadership blasted back at students, and failed to acknowledge the students' discontent through a direct answer to their problems. In effect, what occurred, was a broadening of the schism between the poles of oppressed (good) and oppressor (evil): the "progressive" ideology of an equitable, just future for all was disregarded and an un-democratic philosophy which sequesters and ignores the rights and ethical concerns of "those-who-are-not-Republicans," was allowed to flourish.

Characterized by an overwhelming police presence, backed by the Mayor, the demonstration turned from student protest to student unrest.

Massive discord and disorganization of the CUNY Coalition's demonstration at City Hall - the hench-work of a few radical Coalition students who knew not the nature of "civil disobedience" - was only an initial local point for the later disturbances between demonstrators and police. Keeping in mind the lack of possession of a formal marching permit, the CUNY Coalition encouraged students to march, disregarding the prospects for violence against the seditious flow of students and their supporters. What followed was a clash of heated energy - a tumultuous barrage of student bodies against police barricades of blue: night-stick armed, plastic helmets donned and aggression raging. Sixty students were arrested, myself included; so too were a handful of professors and grad students, and one particularly outspoken chair of a City College department. "The students were angry.

Yet the plight of students is for recognition in the face of staunch governmental opposition, and their peaceful weapons of choice have historically been significant numbers and significant determination. It appears that this time our numbers and determination have been misinterpreted (although I highly doubt this) by our Republican leaders. Downplaying students' actions on the 23rd, the Mayor claims our actions after the demonstration would have caused harm to the stu-

dents themselves. This would in turn have been cause enough for quick police action: responding by harmfully silencing the student demonstrators. Republican leaders' Giuliani and Pataki denounced the demonstration, while justifying the martial law-like police presence by claiming the students presented a "danger to themselves."

This is petty nonsense. It exemplifies the expanding alienation between the apathetic Mayor and Governor and the so-called "underclass" whom they consistently attack, and yet have unreal expectations for. Students want peace and fairness and justice above all things. Especially the "underclass" who constitute New York's public education system.

Our anger cannot afford to be mocked nor downplayed as self-destructive and misdirected. It is directed and focused. It is collective. It is the culmination of fear and frustration and disgust and hope. It is the exercise of our constitutional rights to peaceful expression. And it is our expression of pride in the fact that we have an education system which serves our goals for development. We are not criminals, miscreants, and hooky-players. And we don't appreciate rich people (Giuliani, Pataki, Gingrich) who attack all the dynamics of a poor and middle-class who struggle to make a bare-bones economic subsistence, throughout years of class and race injustice, while all the while praying for a better future.

We were not in class on Thursday, March 23 because we expect that more than 50,000 of our brothers and sisters will not be in class next semester, ala prospective tuition increases, APTS and TAP funding freezes, and the destruction of a much needed remedial program SEEK.

Although students of New York's public schools (colleges down to grade school) have long been known to express their unsettlement over political and social inequity through bursts of protest and participation, none expected to see the physical and emotional contention which emerged on the 23rd. Student protesters matched by a profound police presence ignited a deadly battle, which was obviously avoidable. Our City has yet to see such an abhorrent abuse of power, on the part of both executive officials and the police, toward peaceful protesters. The students were there to ensure the safety of what remains of their Q.O.L., not to incite bottle-throwing and beatings.

In response to the protest, students and supporters received verbal flagellation from an apathetic Mayor and Governor. They told us we should have been in class. We should realize we are dealing with the "real world". We should be out trying to find jobs in an increasingly complex labor market, were meritocracies run rampant, and unskilled, under-educated labor is waning, to the tune of a "downsizing" division of labor. We should assume that we will have a future regardless of the threats made against our educational and economic support bases. We should go quietly and die.

We will not.

We will continue to present our point of view in all possible ways. We will win by any means necessary. We will not go quietly and die, nor will we attempt to find jobs at McDonald's or Woolworth, when our schools provide us with the resources and education to build our own empires.

We shall endure! □



Gary Pierre-Pierre: Representing ethnic diversity in American media

After many years of inequality and underrepresentation in the communications industry, minorities are now recognized as being a necessity in this profession. New York Times columnist Gary Pierre-Pierre is a profound example of the new diversity in American media. As a native of Haiti, Pierre-Pierre shares his innate expertise and knowledge of a country that few are privileged to give.

The political unrest that has plagued Haiti in recent years allowed Pierre-Pierre to utilize his unique talents in covering a top story. "Being able to speak the language of Creole was of tremendous help while I was [in Haiti]. The [inhabitants of the country] did not take kindly to those who spoke English. I was able to

interview many different people without any suspicion....Knowing the rules, whether you are in Haiti or East New York, is very helpful. Being able to communicate with the people can be very beneficial."

Pierre-Pierre was one of the very few reporters covering Haiti that could speak Creole. When the Aristide story broke, he was working for the Florida affiliate of the New York Times. His in-depth coverage of Haiti earned him attention from the big-time New York contingent of the Times, which subsequently landed him a position as a writer for that publication. He is presently on-staff.

Nine years of pleasant life in Haiti laid the cultural foundation for Pierre-Pierre's nationalism. He enjoyed a comfortable upper-class

lifestyle on the island before arriving in New York City in 1971, shortly before his 10th birthday. He first lived in an apartment on the upper West Side with his mother, before yuppies dominated the area. The transition was not easy. "I was not prepared for this change," Pierre-Pierre urges. "Coming from a comfortable island lifestyle, into cold, cruel New York was very difficult."

Years of perseverance and a passion to practice journalism eventually landed Pierre-Pierre at Rutgers University. Seeking a change in scenery, however, led him to Florida A&M U., a predominantly black school. He majored in Caribbean-African studies, which has greatly aided in his endeavors. "My educational background, along with my

heritage has been of great help in my profession."

Graduating in 1986, Pierre-Pierre went into the Peace Corps for two years as agricultural teacher-trainer in Africa, which only strengthened his knowledge of international affairs. He came back to Florida in 1989 and worked for the New York Times regional paper, covering local and community events. Soon thereafter, Pierre-Pierre's interest in the Haiti story grew. The rest, as they say, is history.

"I have always wanted to be a journalist," he asserts. "Journalists are historians, people who leave behind a legacy that anyone can use for tomorrow." □

Activities Of The Alliance To Save Student Aid

Congress is considering some of the largest cuts in federal student aid programs in history. The proposals include eliminating the interest exemption on Stafford loans while students are enrolled, the campus based student aid programs, and State Student Incentive Grants.

Eliminating these programs would cost students and their families about \$20 billion over the next five years. The cuts would increase student indebtedness by up to 50% and reduce grant and work-study funding. If these cuts are enacted, many poor and middle class students

would be forced to defer their dreams of attending college.

To preserve and protect student aid, American Council on Education (ACE) and more than 30 other higher education associations — representing presidents, students, faculty, trustees, and administrators — have united to form The Alliance to Save Student Aid. The Alliance has started a grassroots campaign to educate members of congress — particularly the newest members — about the importance of these aid programs to all Americans and to our nation's future economic competitiveness.

To help students, their families, college and university employees, and other citizens let their members of Congress know how important it is to maintain funding for student aid, the Alliance has established an 800 number — 1-800-574-4AID — that will, for a small fee, connect callers directly with their representative's office.

The 800 number was announced at a student rally in Columbus the day before the Budget Committee hearing, and several hundred students lined up to make calls. Rallies and press conferences also were held in

Arizona and South Carolina prior to the hearings in those states, with large numbers of students making calls through the 800 number.

In addition to these activities, the Alliance commissioned a major public opinion survey by KRC Research and Consulting, a highly respected polling firm located in New York City. The survey, results of which were released, showed extraordinary public support for federal programs that help students go to college, and strong opposition to proposals to cut or eliminate such programs. □

Wealthfare, continued from page 5

The overhauling of the bill entails the replacing of 40 Federal programs with 5 block grants giving states control over cash assistance to poor people, food assistance, child care and protection of children of abuse or neglect. (1) School lunch and school breakfast programs would be merged in one block grant. Federal nutritional standards would be eliminated. (2) States would also receive block grants to pay for foster care, adoption assistance and programs to prevent child abuse. (3) The Special supplemental Nutritional program for Women, infants and Children (WIC) now providing 6.5 million people with vouchers to buy food. This program would be merged with others in a "family nutrition block grant." (4) Aid to families with dependant children for which the

state will set its own eligibility requirements and benefit levels. Federal money could not be used for cash assistance to unmarried women under 18 or to children born to mothers already receiving welfare. Adults will be expected to work after two years, and no family could receive cash assistance for more than five years. (5) The bill would deny food stamps to able-bodied childless adults who are not employed within 90 days, even if they are willing to work and cannot find a job. (6) Assistance to Disabled: Alcoholism and drug addiction would no longer be classified as disabilities. The bill would also establish stricter standards for children, ending SSI cash benefits for more than 360,000 youngsters previously found to have mental or physical disabilities. □

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Campus Affairs

Death Becomes Us

BY JILLIAN BRAITHWAITE
AND NNEOMA NJOKU

We are all concerned about Pataki's proposed budget cuts and how they will effect us. If the budget goes through as planned, it will result in monumental repercussions for CUNY. But one of Pataki's campaign promises is already in effect. The death penalty has been reinstated in New York State, after nearly twenty years. More and more people believe that the death penalty would deter crime. Do two wrongs make a right? Pataki seems to think so. Apparently, he didn't do his homework. If he had, he would know that death penalty is in no way a deterrent to crime. Capital punishment wasn't the answer twenty years ago and it's not the answer now.

Study after study proves conclusively that capital punishment does not act as a deterrent to murder or any other violent crime. The death penalty will, however, have a huge impact on the Black community.

In the entire history of the American

judicial system, no white person has ever been executed for killing a Black person. In many ways the Black community was condemned to death long ago. Poverty, unemployment, poor education, drugs and the violence of racism are built into the American society.

The death penalty is in no way a solution to the problem. One solution to the problem is a good education. CUNY is the place that many Black youths in New York City go to get an education that will keep them off the streets and out of prison. But Pataki would prefer to see them on the streets and on street corners.

It's not that Blacks can't stay out of trouble without school, but the devil tends to find work for idle hands to do. And politicians have no concerns for us. Why should they? Those of us who have the right to vote couldn't be bothered to exercise that right.

If there is one thing you get from this article, it's that you must exercise your right to vote. If you don't, conservatives such as Pataki are elected and

minorities are negatively affected.

Let's not make the same mistake twice,... the mistake of thinking that your vote won't make a difference, the mistake of finding it a hassle to leave your house to go and vote, the mistake of thinking that its okay not to vote because the lines were too long.

Pataki made no effort to hide his feelings on the death penalty. From the get go, he said if he was elected he would do every thing in his power to reinstate capital punishment. This is one politician we can not call a liar.

If Pataki's supporters hadn't believed that the death penalty was the answer to rising crime rate, Cuomo probably would be celebrating a fourth term as governor.

The importance of voting is in play. The death penalty is targeted towards minorities. Pataki, on the other hand, couldn't care less about minorities and he couldn't care less to please us because he knows we don't vote, and if we don't vote, we can't get him out of office.

A politician will always be a politician, they tell the people what they want to hear to get their votes. Once they've gotten the votes and are elected, they can then do what pleases them.

In this case, Pataki wants to first take us all out of school by increasing tuition and decreasing financial aid. From there, it's to the streets and then to jail. From jail,... to the "the chair".

Capital punishment is just a way for Pataki to legalize killing minorities. That's just step one. Step two, three and four are on the way: force them out of school and onto the streets and then into jail.

The people who did vote for Pataki, possibly did so because they felt impotent when faced with the ever increasing rate of crime and violence. To them the death penalty possibly seemed like a viable solution to the problem.

Okay, so if you don't like politicians, or for any of the afore mentioned reasons you decide not to vote, when it hits you hard (and it will), remember this article. □

Students Better Prepared Academically For CUNY

New York City high school students who want to attend CUNY are getting the picture—it is important to take academic courses to prepare for college. According to a new report, freshmen who enrolled at the City University of New York in 1993 and 1994, the first two classes to enter under College Preparatory Initiative (CPI) guidelines, completed substantially more academic courses in high school than 1991 first-time freshmen.

CUNY Chancellor W. Ann Reynolds said, "We are extremely gratified that this partnership with the Board of Education is succeeding. Research by the U.S Department of Education and the College Board has demonstrated that academic subjects such as sequential math, particularly algebra and geometry, laboratory science, and foreign language provide the foundation for college success."

New York City Schools Chancellor Ramon C. Cortines expressed his "enthusiasm and support for the College Preparatory Initiative. This partnership with CUNY has been vitally important for us in the New York City public schools."

CPI was adopted by the CUNY Board of trustees in April 1992 to strengthen the preparation of high school students so that they graduate prepared to succeed in college and the world of work. It called for phasing in academic expectations, starting in

September 1993, through the year 2000, when all incoming students should be expected to have completed 16 units of academic courses by the time they graduate from high school.

High school students have been getting the message from their guidance counselors and their teachers who have collaborated with CUNY, and from a series of colorful informational CUNY brochures mailed to 8th - 11th graders and their parents.

When it adopted CPI, the CUNY Board of Trustees reiterated its continuing commitment to open admissions. Students who have not completed the expected high school academic courses will be admitted but will be required to take college level courses in those subjects.

The list of high school academic courses needed to succeed in college was initially drafted by an advisory committee of the University Faculty Senate. Over the last three years, hundreds of CUNY and high school faculty have collaborated in academic discipline groups, conferences and retreats to define academic expectations for high school curricula.

To further support CPI, The City University of New York, the largest source of teachers for the New York City public schools, has launched programs to increase the number of certified teachers in math, science and special education at Brooklyn College, Lehman College and Medgar

Evers College through CUNY's Workforce Development Initiative.

CUNY is also participating in the AT&T Foundation's Teachers for Tomorrow program, supported by a \$400,000 three year grant, in partnership with the school system and the United Federation of Teachers. It

aims at improving the training, and cutting the dramatic attrition rates, of teachers in inner-city schools. In addition, a special task force has been working on restructuring the clinical component of teacher education at The City University of New York.

The nation's leading urban university, The City

University of New York comprises ten senior colleges, six community colleges, a technical college, a graduate school, a law school, a medical school and an affiliated school medicine. More than 213,000 students are enrolled at campuses through the five boroughs of the City of New York. □

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Community Affairs

Death Befalls Us

BY ALI RAHMAN

The wall of a dilapidated seventy one unit, six-story tenement building, located at 142 West 140th Street, Harlem collapsed destroying human life. Leaving three dead and eight injured. Twenty-seven families that occupied the building at the time, had to be registered with the American Red Cross. Fortunately, the remaining tenants were either at work or at school. The accident took place at 7:50 am on March 21, 1995, ironically the first day of spring, the beginning of new life.

The property is owned by Marcus Lehman. Sources say that the building has over two-hundred violations! other sources claim that kick backs and other kinds of favors were given to Lehman, as well as other landlords who own buildings in Harlem. Is this the truth or fiction? Could these deaths have been prevented? Right or wrong, It is time that we as a community contact our legislators about this horrible "crime". They must be alerted of the emergency conditions that continue to exist in the Harlem community.

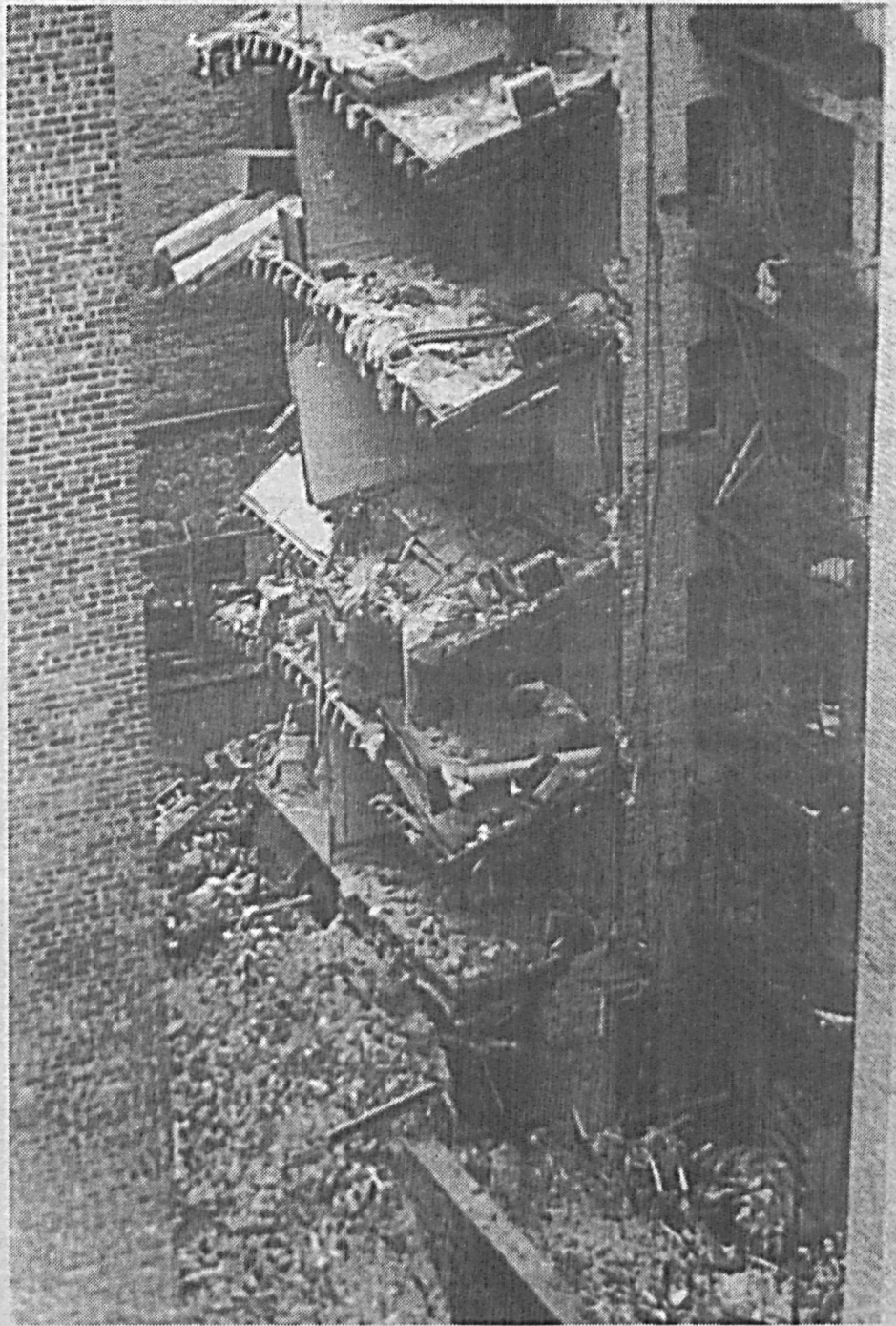
I have walked through the rubble. I observed rescue units and firemen, from local ladder company (26) searching and digging for dead bodies, only to find pieces of separated limbs. A genteel, elderly, white-haired Irish-man, who worked for the American red cross, who wished to remain anonymous, introduced me to some of his co-workers, who were volunteers for the Harlem chapter of

the American Red Cross. These were courageous human-beings of African-American descent who were doing their part to help service their community.

The building adjacent to the collapsed building is a senior citizen home now. It once was p.s. 139, an elementary school, better known as Douglas. From inside this building we were able to walk to a side entrance to a locked door. Once opened, the dust filled atmosphere clouded my view. Tilting my head from the first floor to the top floor of 142 west 140th, the missing wall exposed six floors of empty beds that were once slept in. I began to cry! my eyes filling with tears, visualized the wall and ceilings crumbling from beneath those who were sleeping on the of morning of march 21st .

When I was younger I lived at 105-07 West 143rd Street, it was a six storied walk-up tenement. My apartment had five rooms. The kitchen floor was sunken down but the living-room stood up! Which means that the building was sinking. I didn't complain because the rent was cheap. My lack of complaint was also due to the joy of living in Harlem with the tremendous history it carried. The building is still standing now. But for how long? The landlord/owner is responsible for his property, but who is really at fault here besides the private owners? What about the city governors? The architects? The engineers? The city contractors? Who's monitoring our communities? The

times and ages of most of these Harlem buildings must be checked-out. They should be check on consistently and on a yearly basis as a prevention from future disasters. The blame is not one sided. We who live in Harlem must be committed to doing our part for the up keep and upliftment of our own community. We must realize that we are living under diabolical conditions and when



it comes apparent to us that we are looked upon like animals, and treated as such, we must fight back! not march.

Never again! never again! We must say to the politicians, landlords and yes even us here at City College that never again should a building in Harlem collapse and kill humans

again! In the face of this catastrophe we should remember these words from poet Langston Hughes:

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.



Arts & Entertainment

The cool World

BY ALI RAHMAN

Most of the time when I go to the theater, I fall asleep because of the bad scripting, bad directing, and bad acting. When I see a performance I let my spiritual vibe work. I clear myself of all negativity and look for the positive within the message which is being conveyed to me.

I must confess, when I was invited to review *Spirit wasn't born so Spirit can't die*, I did not know what to expect. Glancing at the flyer put me in the frame of mind that I was going to see a remake of a Billie Holiday or Duke Ellington saga. However, this play which was written by a second year drama student, Terrance Kennedy, was a refreshing surprise. This play did not put me to sleep, and it also stirred my curiosity.

The musical/real-life drama, was set in Harlem, New York. In the 1940's Harlem was bursting with an abundance of energy. The dialogue was expressive of people of African descent living in Harlem during that period. While viewing this play, my mind started to wander and images of James Baldwin's writings started to emerge. One book that came to mind

was *Go tell it on the Mountain*. James Baldwin's writings were unique in style. So much that he was able to capture the true essence of African-Americans' poor times and life styles in Harlem.

Permit me to give you some of the essence of how expressive the meanings of the play were. Kennedy stumbled upon the real expressive language of Black folks in his play. I say stumble because, after interviewing him, he is still not aware of his powerful product, yet!

This is not a put down on Kennedy, but in time when he matures educationally and with more experience he will realize his God given talent.

Very special kudos go out to Axia Kendricks. Her acting abilities show a great range and dimension. She is a good example of the phrase, "to be young, gifted and black." The character she plays "Tommy", is a tacky, straight hair, wig-wearin', big lip, big mouth, welfare Negro. More importantly she is led to believe, in her ignorant ways, that she is beautiful. She is introduced to a smooth-pimp Negro con-artist who convinces her

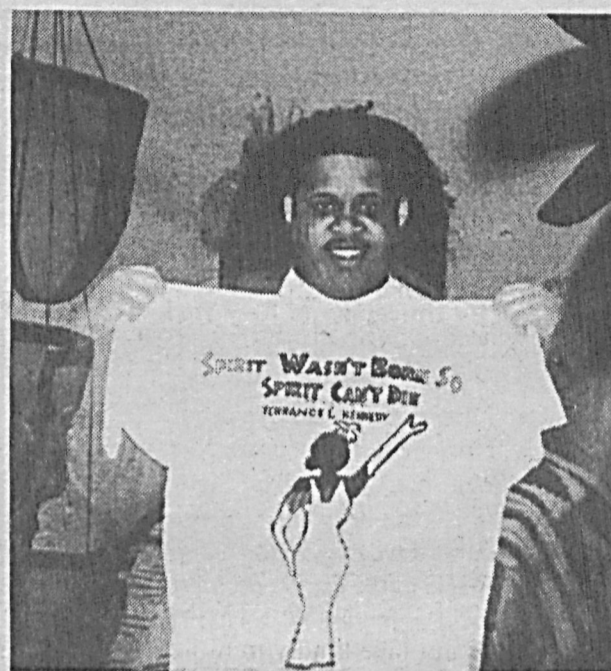
that "mammy" is back in style. He is so convincing that she falls in love with him, not knowing that she is being duped.

Michael Harley plays a drunk who always speaks out of turn. Old-timer, the drunk, is a reject of society. He is hated and despised by the white as well as the Black society.

Hell hath no fury like a woman scorned, but Tommy confronts Bill, played by Ian Eaton, when he claims that there has been a misunderstanding.

She is very angry and humiliated and she launches a campaign for true liberation for black womanhood. From the bottomless pit of angry frustration she yells, "Niggers, niggers, niggers!" Slowly, she begins to take off her wig, her make-up begins to disappear and she begins to realize how blind she has been. She cries out, "niggers stole my mind!"

Kendricks is very powerful in



Terrance Kennedy

spelling out truths and falsehoods, the myths and realities about the real African-American life styles right here on the ground.

CAST: Miguel Pinero, Sandra Villegas, Nisha Beech, Ingrid Arthur, Ian Eaton, Michael Harley, Charlene Modeste, Lincoln Douglas, Axia Kendricks, Candice McKoy, To Mr. Kennedy.

"Let's do it again.!" □

"Agnes of God"

BY ALI RAHMAN

Theater is alive once again at City College!

I was recently invited too see two plays at Shepard Hall. The performance was by the second and third year students of the drama club. The first play was "Agnes of God." The fully acclaimed Broadway winner of numerous awards, and an Oscar winner to boot.

"Agnes of God" was written by John Pielmeier, for this performance it was directed by Mr. David Ellner. Mr. Ellner is a very fine actor in his own right. I was impressed with his acting

performance last year. He played an odd beat, schizoid character in Molieri's "The flying Doctor." Now Mr. Ellner has combined this acting and directing abilities, to present three talented young women, equally as well.

The three principal characters in the play were, Agnes played by Dorothy Park, Dr. Martha Livingstone played by Kiebioli Calnek, and mother Miriam Ruth, played by, Amy Littlefield. The third year acting students of the drama club, good directing and fine acting. Theater is alive at City College! □



Left it right Amy Littlefield, Dorothy Parl and Kiebioli Calnek



ROUSE HOUSE

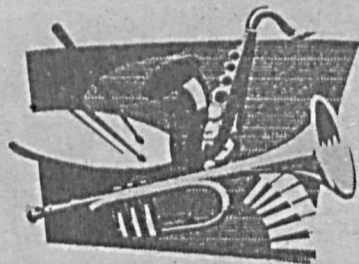
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For Your Information

THE 149TH COMMENCEMENT OF THE CITY COLLEGE

of the City University of New York
Commencement will be held Thurs., June 1 1995 at 10am in Lewisohn Plaza. Rain or shine. Degree candidates will receive instructions on participating in the ceremony in late March, including info on ordering academic attire. You must wear an academic robe to participate in the commencement exercises. For more info call (212) 650-8311/8498 or go to NAC room 4/101.

R.O.U.S.E. HOUSE PRESENTATIONS

R.O.U.S.E. House presents its 6th annual Fashion and Talent show on Apr. 28th at the Aronow Thetrrre located in the N.A.C bldg. at 137th Street and Convent Avenue.
Show time: 7pm prompt.
Tickets: \$6 in advance, \$8 at the door.
For additional info call (212) 650-8999.

FELLOWSHIPS PROGRAM SEEKS APPLICANTS

The City College Fellowships Program is seeking to recruit academically gifted *undergraduate* students interested in academic careers. Students are invited to apply on their own, or members of faculty may submit nominations. For nominations, names of students and ID numbers are to be sent to the Undergraduate Fellowship office, NAC 6/316. Application forms are available at the Fellowships office and should be submitted by April 30. For eligibility and additional information call Renee Philippi or Saul N. Brody at (212) 650-8388.

CCNY Billiard Club Presentations

The CCNY Billiard club presents their Spring '95 Pool Tournament.

Advanced division entry fee: \$5. Prize: \$100 and trophy. Intermediate level entry fee: \$5. Prize: Cue stick and trophy. Beginner's level entry fee: \$3. Prize: Trophy. First rounds on April 27, 12-2pm. Finals, May 4, 12-2pm. Registration forms are available at the Finley Student Center information desk and from any club official.

Three-Play Festival

A Three-Play Festival will be at the Victoria Five Theatre at 235 W125th Street, on weekends through May 14, 1995. The Box office is open on Tues., Wednes. and Fri., 3-6pm. Tickets are \$20. Senior citizens and students: \$10 (7 day advance purchase . . . \$15. \$8 for students). For general info and group sales call (212) 289-5951 9am-6pm Mon-Fri.

THE CITY COLLEGE DAY STUDENT GOV'T AND THE OFFICE OF EXTERNAL RELATIONS Presents

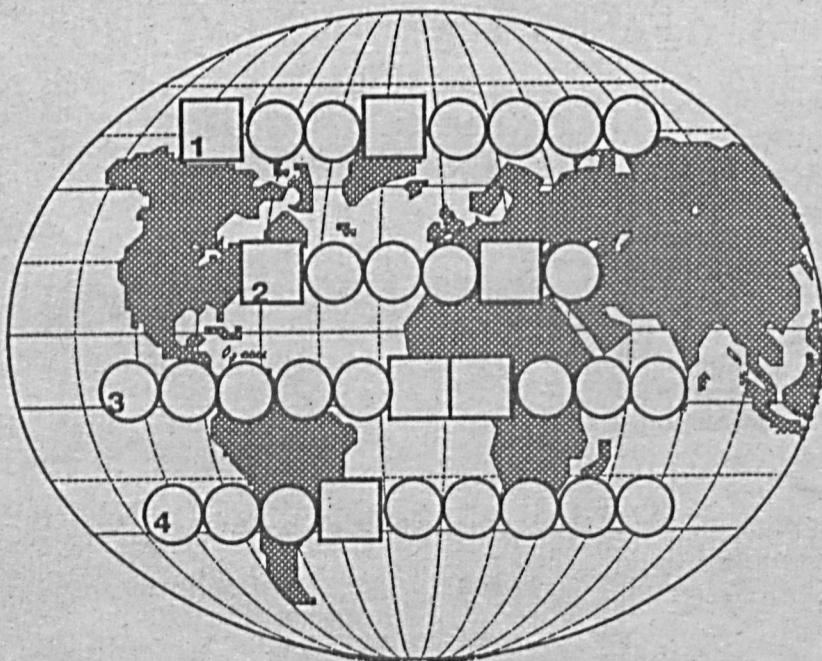
What: 2nd annual Tribute To The Arts, the C.U.N.Y & Harlem community celebration of the arts.
Who: Featuring CCNY African Dance Class, Young Witnesses for Christ Gospel Choir, Creative Outlet /dance theatre of Bklyn, Citidance, Eddie Torres & friends, and Kerri Edge Children's Dance Ensemble.
Why: Proceeds will benefit the City College Child Development Center.
When: Fri. Apr. 7, 1995
How much: \$8 w/student ID, \$12 without.
Where: Aaron Davis Hall 135th & Convent Ave.
For more info call 212-6508176/6400,
For Tickets 212-650-7100

PEACE CORPS WORLD WISE PUZZLE

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

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

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



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

--	--	--	--	--	--	--	--



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

Solution: 1. Adriatic 2. Athens 3. Yugoslavia 4. Gorbachev = Albania