

Sohmer Disrupted WSA on the Move

By LOUIS R. RIVERA

Last Thursday, seven score and ten-students disrupted the regular course of Dean Sohmer's business when they mobbed him with rants, chants, and loud accusations. The reciprocal fingerpointing and name-calling between the students and their dean took up most of the hour which was supposedly to be used to discuss relevant questions concerning military recruitment and unfair wage practices.

Amidst the verbal furor stood about half a dozen Burns guards, ready to act upon any signal from their chief officer, Alan Dandridge.

The students, who identified themselves as the Campus Worker — Student Alliance Committee, began their attack by assembling in front of Cohen Plaza shortly before noon, and marching to Steinman Hall to protest the scheduled military recruitment taking place there. The platform of their attack claimed that the objectives of the recruitment are basically racist and imperialistic, and that their aim is to exploit the working people all over the world. The principle concerns are the U.S. Marine Corps, the U.S. Naval Underwater Weapon Research and the U.S. Steel, and General Electric.

The Committee claims that by visiting our campus these firms are trying to recruit college students for managerial positions which are aimed at keeping existing forms of exploitation going.

Having demonstrated their feelings, the group marched on to Shephard Hall to a planned confrontation with Dean Sohmer. There, they were met by the Dean and his assistant, Ira Bloom Public Relations Director I. E. Levine and officer Dandridge and his guards. Each of these claimed that they "just happened to be there," guards

and all; but later this was refuted when it was discovered that Ira Bloom was responsible for their presence.

The guards lined up in front of the Office of the Dean, while Sohmer spoke with the assembled crowd. The students asked to meet with Sohmer in his office, to which he replied that he was willing to allow only a small delegation, in there. At that point the students threatened to "force" their way in. Sohmer then pointed out that he had "a three-inch gun inside."

Consequently he was asked whether he really thought that "all students are stupid." Sohmer retorted, "you're a crock and you know it." Immediately the students chanted "big firms get rich — GI's die, You're a Boss — just like Nixon is; You're a racist — just like G.E."

One student yelled, "We want some answers," and Sohmer yelled back, "ask some questions." Then a demonstrator retorted, "Why are cafeteria workers getting \$1.65 per hour?" and

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"Students must build an alliance . . ."

Scott Develops New Courses Curriculum To Be Expanded

Scott Speaks At Luncheon

By PAUL B. SIMMS

"We are in the midst of a revolution in education to make it more relevant to the people," was the opening statement by Professor Osborne Scott, Chairman of the new Department of Urban and Ethnic Studies.

At a luncheon of "community leaders," Scott spoke of his plans for the future of the new department. "We must sensitize the University as well as the students to the needs of the community. We are moving very modestly and deliberately. The department has to be thought of in terms of a long range program."

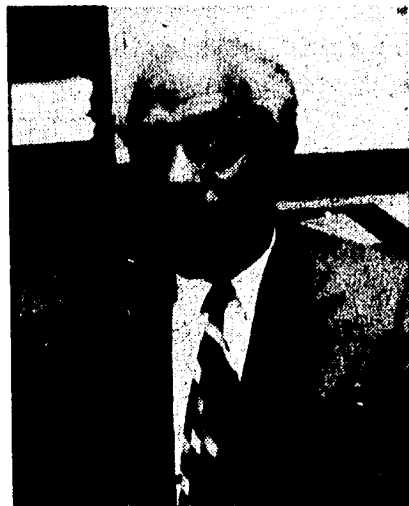
"There will be three facets of the program — teaching, community involvement, and research. Some of the suggested material will include politics of developing nations, the Afro-American Child in the Urban Community, Economics of the ghetto, management of community organizations, research in community involvement with students researching problem areas, human encounter in the urban setting, and the dynamics of teaching ethnic groups."

"We must have the support of the community to make this successful. You are the source of the information that we must relate to the students. We must forget what exists. We must think in new areas. This is the exciting challenge."

"Many schools respond to demands with no consideration for the future. This is the trap we must not fall into. We must move deliberately, with our feet on the ground. We have got to get the University relevant to the needs of today."

Scott went on to explain that presently there are two courses being taught in the Department of Urban and Ethnic Studies: Afro-American Heritage and Hispanic Heritage. Scott teaches

Professor Osborne E. Scott, Chairman of the new Department of Urban and Ethnic Studies proposed the new courses to the Curriculum Committee of the College last Tuesday.



Prof. Osbourne E. Scott

the Afro-American course, while the Hispanic course is taught by Dr. Akino. "The breakdown of the courses is 75% white and 25% non-white," Scott explained, "in keeping with the population ratio of the school."

Then questions came from the guests. Prof. Hudson, who teaches the course "The Negro in the Western Hemisphere," stated that there was too much information in both areas to deal with in one term, as it is now. Prof. Hudson wanted the material to be distributed over a one year period. Scott answered her by saying that there are 26 courses in this area offered throughout the school and that therefore he felt there was adequate opportunity to cover the information available.

Another question from a representative of the Human Resources Administration was "To what extent has there been student participation in the development of these courses?" Prof. Scott answered "I've had discussions with students. We have had committees established in classes. There will be student involvement."

Marshall England, director of LABOR, a community economic development organization, asked "How is your field program implemented?" "Through working in community action programs, we hope to instill a sensitivity to the community and its problems," answered Scott.

When asked "What community do you mean?" Scott replied "It does not only mean the surrounding community. We will touch on, and request the advice of all communities."

Attorney Hope Stevens observed that the Urban and Ethnic Studies program really should be for whites only, because they are the ones that needed sensitizing. Whites appear to be unified on the basis of cooperation among their race and the exclusion of Black people. "Can we afford to save

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Meeting before the Committee, Prof. Scott delivered course outlines in the following areas: Sociology of the Puerto Rican Community; The Puerto Rican Child in His Urban Setting; Ethnology of African Dances; UrbanAfrica; Negritude as a Cultural Movement in Afro-French Literature; A survey of Literature of Black French Speaking Countries; Major Urban Issues: Public Education, Socio Dynamics in the Urban Context; and The Afro-American Child in His Urban Setting.

As Prof. Scott explained it later, "these courses are exploratory only. They have not yet been approved by the Curriculum Committee."

Courses Tabled

The Curriculum Committee has tabled the courses for further discussion. Several questions were discussed at the Curriculum Committee meeting which could not be answered at that time. One question was raised by a member of the committee which had to do with student or faculty participation in the development of these courses. Further questions had to do with the nature of the curriculum. It was felt that some of the courses were too specific in nature without the benefit of some prerequisite.

Still other opposition to the courses came from the conservative members of the faculty who would be against any courses proposed for the Dept. of Urban and Ethnic Studies.

Presently, there are only two courses being taught in this department—Afro-American Heritage, taught by Professor Scott; and Hispanic American Heritage taught by Professor Akino.

During this week, several members of the Black student body and the Black faculty have indicated that, in fact, there has been little Black student or Black faculty involvement in the development of these new courses. According to Rick Reed, "There has been no consultation with anyone." Black member of the instructional staff, Harold Menefree, also stated that "To my knowledge, there has been no consultation with the Black and Puerto Rican Faculty, but we are meeting with Prof. Scott tonight and this is one of the things we will talk about."

Jerry Mondesire, editor of *Utambuzi*, stated quite emphatically, that he was dissatisfied with the whole idea of making whites specialists on Black psychology and Black attitudes. He mentioned that Hitler had his

(Continued on Page 2)

More On Paul's Death

From M.I.T. and Boston University comes the most far-out theory as to what's going on with Paul McCartney and the Beatles.

It is obvious that the references to Paul's death are not coincidental. Assuming that Paul is alive, why have the Beatles gone to so much trouble? And why hasn't Paul spoken out in person?

B.U. people claim that John Lennon has set up Paul McCartney as the New Messiah — therefore the spiritual death and resurrection of Paul.

The new theory claims that the Beatles are setting up a utopia on an island somewhere.

Supposedly, two Northeastern students broke the complete code by picking up a phone number from Abbey Road. According to legend, the students received invitations to "Pepperland" and have never been seen or heard from since.

Scott's New Courses Held In Committee

(Continued from Page 1)

cultural experts become knowledgeable about all aspects of Jewish people before his genocidal war. Although remote, Mondesire said that it is a thought that should not be totally overlooked. "Genocide is not as remote as many people would like to think."

In speaking with a member of the Curriculum Committee, he explained that course outlines for the classes offered next term were due in several weeks ago. "Scott probably did not have sufficient time to consult with everyone." He went on to explain that it would be very bad if there were no courses offered next term by default;

this was the feeling of Scott and some of the Curriculum Committee members.

Late Developments

Late Wednesday afternoon, Prof. Scott stated that "Our curriculum, leading to a major in this field, is being prepared and consultation will be made with several elements of our School community, faculty and student groups, etc." A meeting with members of the Black and Puerto Rican Faculty was held late last night. As of this writing, it is not known what the agenda of this meeting was, but it is certain that faculty involvement in these course developments will be a major point of discussion.

Scott to Community Leaders:

(Continued from Page 1)
these courses for ourselves, (Ed. Blacks) or rather should we make them for the people who obviously need them?"

Scott pointed out that the ratio of 3 to 1 which already existed in the two courses mentioned would probably be consistent throughout the department, implying that there would be no selection of students on the basis of color. Scott also noted that the text by William Katz "Eyewitness" was being used to teach about the Black people's role in American history.

Scott also added that he had been meeting with the directors of Manufacturers Hanover Trust and explained that they have an immediate need for Sensitivity Trainers to relate to some staff problems.

Then, Dr. John Holloman Jr., ex-President of the National Medical Association raised the question of the "forces that brought about the rather precipitous program — student activists." Dr. Holloman was concerned that there was not, in his mind, a sufficient number of courses that dealt with "Contemporary Philosophy, The Repression of the police departments against the Black Panthers and similar events." Scott's reply to this was "Anything that is happening now will certainly be dealt with by the department."

In his summary statements, Scott emphasized that the courses were flexible; in fact, he stated that the whole focus of the department was not firm yet. "There is room to grow. We are still fluid."

After a short address by Professor Akino, Dr. Holloman then stated that "Just making people knowledgeable men is not enough. They must understand how they can affect change. They must understand the nature of power. How do you perceive this? According to what you have said, I see no material on this."

"We will teach this to our students," Scott explained. "We will teach that change is something that has to be brought about by everybody."

NOTICE

The Board of Higher Education will hold an additional public hearing on Wednesday, November 5, to obtain views on a report submitted to it by the 37-member Commission on Admissions composed of representatives of faculty, students, alumni, administrators, and community groups.

The hearings will be held beginning at noon in the Hunter College School of Social Work, 133 East 79 Street.

The additional hearing was announced by Mr. Frederick Burkhardt, Chairman of the Board, as today's public hearing got under way. He said that the numerous requests to testify, and requests for further time by various organizations wishing to consult their members had led the board to make an additional opportunity available.

Persons wishing to submit a written statement or to appear in person should notify the board secretary, Mr. Michael Carfora, 535 East 80 Street, in order that a schedule may be prepared.

Proposed New Courses for the Department of Urban and Ethnic Studies

Sociology of the Puerto Rican Community — 4 Cr.

(Puerto Rican Field Research Work)

A study of the migration of the Puerto Rican to New York City and other Urban Centers; its sociological impact and problems resulting in education, housing, health services, family and community development.

Practical experience and research will be made possible by the placement of students in agencies serving Puerto Ricans.

The Puerto Rican Child in His Urban Setting — 3 Cr.

This course will be specially adapted for student teachers. It will survey the sociological, psychological and educational needs of Puerto Rican children in New York City Public Schools. Special emphasis will be given to the family, race relations, community living, and language problems encountered by this group.

Ethnology of African Dances — 3 Cr.

This course will have a two-fold approach: (1) the functions and (2) the structures and styles of African dance. The functional focus will include such issues as the reasons why dance evolved, its relationship to the society of which it is a part, and its impact on the performers and spectators as individual actors. Manifest and latent levels of functional analysis will be considered, the former based upon reports at the level of participant awareness, and the latter using the analyst's framework for explanation.

The structural and stylistic approach will consider how the elements of dance (space, dynamics, and rhythm) are used by the instrument of dance, the human body. In addition, the relationship between structure and function will be analyzed.

A laboratory component will be included as part of about half the class hours, giving students an opportunity to see demonstrated and to participate in African dancing. The purpose of this component is to develop a sympathetic and kinesthetic — as well as intellectual — understanding of African dance.

Motion picture films and tape recordings, made while the instructor conducted ethnochoreological research in Africa during 1963, will be used to illustrate the points made in lectures and the movements taught in laboratory sessions.

Urban Africa — 3 Cr.

A discussion of the Urban Development of African towns and cities, including patterns of Urban growth, urban migration and commitment impact of migration and town life upon the individual, urban living conditions, urban ethnicity, basis of political conflict, basis of political integration, and patterns of change.

Negritude as a Cultural Movement in Afro-French Literature — 3 Cr.

This course includes a discussion of the works of Aime Césaire, Leon G. Damas, Leopold S. Sengher, Jacques Romain, Jean Brierre.

A Survey of Literature of Black French Speaking Countries — 3 Cr.

This course includes a review of French African literature according to geographical divisions: Black Africa (Cameroun, Congo, Dahomey, Guinea, Ivory Coast, Senegal, etc. . .), French West Indies (Guadeloupe, Martinique), French Guiana, and Haiti.

Major Urban Issues: Public Education — 4 Cr.

A discussion of the major issues in Public Education, to include community control, quality education, analysis of structures that depersonalize the student, teacher attitudes in minority groups in relation to pupil achievement and motivation.

(This course will be one in a series in the general area of Major Issues in the Urban Community).

Socio Dynamics in the Urban Context — 4 Cr.

The analysis of communication patterns between groups and individuals with specific reference to human encounters in the urban setting. Special emphasis will be placed on types of attitudes that individuals project, manipulative behavior in human contacts and the use of role playing, socio drama, and psychodrama for understanding human relations.

The Afro-American Child in His Urban Setting — 3 Cr.

This course will be specifically adapted to the sociological, psychological, and educational needs of black children in New York City Public Schools. Special emphasis will be given to family, community living, attitudes and adjustment problems encountered by children in New York City public schools.

NO GENERAL I DONT FEEL
THAT GENOCIDE IS BASICALLY
INCONSISTANT WITH
JUDAO CHRISTIAN THEOLOGY



City University Capital Budget Request Over \$81 Million

The City University of New York formally submitted its capital budget request for over \$81 million to the City Planning Commission on October 21.

At a panel hearing held in the 15th floor conference room at 2 Lafayette Street, Deputy Chancellor Seymour C. Hyman presented the CUNY budget. The total \$81,062,559 represents \$46,163,30 in City funds and \$34,899,130 in matching State funds for initial community college capital costs.

Included in the budget request is \$48.3 million for construction of the new 60-acre, oceanfront campus of Kingsborough Community College at Manhattan

Beach. The plan, for Kingsborough, which was explained to the Commission by Dr. Joseph Shenker, acting president, features eight clusters, or inner colleges, each to accommodate 750 students, 35 faculty members and assigned counselors. The satellite subcolleges will provide basic classroom space, lecture halls, offices and dining space.

"The idea of having eight small clusters instead of one large facility reflects the policy

of the university in devising campus environments which will encourage closer faculty-student relationships," Dr. Shenker pointed out.

"The important thing, as I see it," Dr. Shenker said, "is to realize that these buildings are not ends in themselves, but represent a commitment by the university to the expansion of educational opportunity in the Brooklyn community, and that the money thus spent is not spent to serve today, but to serve an endless succession of tomorrows in helping to raise the quality of life in our city."

The total capital budget, as presented on the 21st, includes

\$69,798,258 for community colleges; \$10,064,301 for senior college rehabilitation and computer acquisition, and \$1,200,000 for campus planning and development staff salary costs. New senior college construction is financed through the City University Construction Fund and the State Dormitory Authority.

Included in the community college budget proposal, aside from the \$48.3 million for Kingsborough construction, is \$10.4 million for rehabilitation of existing campuses. A total of \$6.2 million is allocated for construction planning at Queensborough, Kingsborough, Staten Island, Hostos Community College in

the South Bronx, and Community College VII, \$2.8 million for equipment and special studies.

After it has received capital budget requests from all city agencies, the City Planning Commission will prepare a preliminary draft budget for New York City, to be ready in late November. Hearings on this draft will be held during December so that a final draft budget can be adopted by the City Planning Commission on January 2, 1970, to be presented to the Mayor. Then, on February 1, the Mayor will submit his Executive Budget for 1970-71 to the Board of Estimate and City Council.

Sohmer: You're a Crock

(Continued from Page 1)

Sohmer answered again that it was "because that's what their contract calls for."

The shouting became more intense. Students loudly demanded to "see how a scab lives." They also wanted to get into Sohmer's office to see what the office of an "imperialist lackey" looked like, after which the Dean of Students went into his office and the Burns Guards moved in closed ranks in front of his door.

While Sohmer remained in his office the students held an informative "sit-in." Their leaders discussed the political discrepancies which, as they claim, prevails throughout the City as well as the College. One leader pointed out that "the same people who brought cops into Harlem during the riot of '64 now support Civil Rights," and that the "same political leaders who brought cops into Columbia are now supporting student rights."

One young lady went on to say that "the students must



build an alliance with workers. Why should Sohmer make 17,000 dollars a year and the cafeteria workers start at \$1.65? SDS must strike out against racism and exploitation. We should all have the right to live our life without being exploited by others."

In addition an announcement was made to the effect that meetings would be held throughout the coming week to discuss plans for a boycott of the cafeteria on November 12 in support of the cafeteria workers. Soon after, everyone sitting around Sohmer's office arose and quietly dispersed.

The Death Of A Put-Down King

With the death of Jack Kerouac the curtain is officially drawn on the beat generation.

Ostensibly, a characterization of the life style of the late 50's, Kerouac was among the literary giants who were to pave the way for the heirs of the beat generation, the hip generation and the hippies.

The death of Kerouac also ushers in the birth of a new generation, the put-down generation.

The put-down generation has always been with us. It first gained ascendancy with the sixth grade class at P.S. 93 when, after the teacher had bawled out one particular troublesome student, someone yelled from the back of the room, "He put

you down. Ahhhhhh!"

The manifestations of the put-down are evident in all phases of life. You can put down the war in Vietnam and the demonstrations against the war in the same breath. The three Mayorality candidates may be put down without offering an alternative. That in essence represents the simplicity of it.

This way you are involved while, at the same time, not involved. Put-downers may even put-down other put-downers. This is one generation where no holds are barred and everything is fair game. God may be put down with the same breath as atheists. And who is actually closer to God than the atheists?

Some people claim that the

put down is similar to that school of Philosophy known as nihilism. Nothing could be further from the truth. The state of "nil" could and must be put down because it's very presence involves a lack of things to put down.

This is the one a) life style; b) philosophy; c) form (choose your own word — anything may be put down!) that all men may embrace. The put-down may prove to be the only common link in the universe of humanity. This is the only attribute that all men actually share. Since blacks may put down whites and put down blacks, and since whites may put down blacks and put down whites, a common link is formed. Perhaps this link, however tenuous it may seem at the present, may be the promise of a peace to come.

Once all men realize that all is fair game, there will be no more worries. Peace (which of course may be put down) is shortly around the corner. Put down of the year: Benjamin Braddock for not jumping at the mention of plastics.

Dear Marge,

Happy Anniversary

Sweetheart. It's #5 Now.

Love, Mike

The Philosophy of Solidarity

The CCNY Ad Hoc Black Solidarity Day Committee has announced that members of the Black administrative clerical staff as well as the Black instructional staff, Black faculty and the Black student body have planned to stay away from school this coming Monday, November 3rd, as a statement of support for the unity of Black people throughout the country.

In a press conference held yesterday, a spokesman for the group explained that it is expected that over 1500 students and "a majority of the Black faculty and instructional staff" will be absent this coming Monday. "The administrative and clerical staffs at the City College join in support with the city-wide work stoppage and economic boycott on Monday, November 3, 1969."

"There will be activities on Sunday and Monday in Harlem that we want all Black people to attend. On Sunday, a play, taken from "A Day of Absence" by Douglas Turner Ward will be

presented at I.S. 201 at 4 P.M. On Monday there will be a rally at the site for the State Office Building in Harlem on 125th Street and Seventh Avenue.

"Those who can take off should participate. Those who cannot should wear black, red, and green armbands to show some indication of their position." Another spokesman commented on the misrepresentation of the cafeteria workers position, which appeared in the Campus yesterday, but dismissed the author's statement that "workers at the College may hesitate to participate in the solidarity day because they will forfeit not only their wages of that day but also of the following day," as being misrepresentative of the feelings of "our brothers who work behind the counter in the cafeteria."

"The participation of whites is insignificant to the demonstration. We are not asking for whites to join us. One of our problems has been that when whites joined us, Black people and Black issues become submerged by white issues. If there were white participation at all, we would then have to change the title of our demonstration to moratorium or something."

When questioned on the absence of the Third World or Puerto Rican people in the publicity on the "Solidarity Day," the spokesman explained: "We are tired of telling Puerto Ricans what to do. Whitey persists in doing this, but we will not. We have proposed a Black Solidarity Day. We, as Black people, do not want to be put in the position of telling Puerto Ricans what to do."

The following is the text of the press conference:

**SUPPORT BLACK
SOLIDARITY DAY
PRESS RELEASE**

The Ad Hoc Black Solidarity Day Committee, organized at a joint meeting of black students

and black people representing the security forces; maintenance and service staffs; instructional staff; and administrative and clerical staffs at The City College, join in support with the city-wide work stoppage and economic boycott on Monday, November 3, 1969.

We protest the oppressive and repressive actions of national, state and local government and private interest groups. It is apparent to us that these social and political forces are moving toward the systematic obliteration of black people. Specifically:

1. Illegal arrests and detention of black citizens, i.e. Panthers, Brooklyn College students and Queens College students.

2. Denial of Educational Opportunities to Black People, i.e. cutbacks in SEEK, destruction of community control of local schools, systematic exclusion of black youth from high schools and colleges.

3. Destruction of Black Communities, i.e. urban renewal — which means Black Removal, state office building, increase in numbers operation and drug traffic, rent gouging.

4. Denial of Economic Livelihood, i.e. unequal job opportunities, destruction of anti-poverty programs, denial of necessary welfare rights.

5. Destruction of Black Youths, i.e. increase in drug traffic, murder of black men in Viet Nam, continuing miseducation of black youth.

We call on you to join us in the following activities here at City College:

1. Don't attend classes.
 2. Refuse to go to work.
 3. Don't shop in stores — Economic Boycott.
 4. Wear red, black or green armbands.
 5. Drive with head lights on.
 6. Participate in some Black Solidarity Day activities.
- BLACK POWER TO
BLACK PEOPLE!**

DO YOUR OWN THING . . .

DANCE

Saturday Night, November 1st — 8:00 P.M.

at

Temple Rodeph Sholom

7 West 83rd Street

to benefit

THE METROPOLITAN HILLEL EDUCATIONAL
SCHOLARSHIP FUND

under the auspices of

THE METROPOLITAN HILLEL STUDENT COMMITTEE

I.D. Cards Required

\$1.50 Contribution

To the Issue Editor of this week's Campus:

Next week you ought to run eight pages of retractions!

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Classified

Wittles '71 is Boss-A

Wanted: a good acoustical guitar. Will go up to \$60. call Howie. OR 7-2188 before 11 p.m.

To: MAK
"Sometimes you lose, sometimes you win,
Yet I can't forget what might have been."

LIP

John Braun isn't dead; he's just living with his rumors.

Piscus — the dancing Aquarian needs you.

Dear Brezhnev and Kosygin,
May the water in your toilet splash on your asses.

Mao

Danyasha,
A year already? I love you.

Bahushka

Cludy, on chance we met but kept walking. Please call Ken at WA 3-1477

Dear Mao,
Don't drink the water.

H and K

Dr. Gooder:
The supplementary reading is better than the text.

— The Shadow

God loves his angles

Mike Chertuk — From Bay Terrace
call Howie BA 5-9271

Please come back Janice.

Mike

Would you like to buy 25 lbs. of lying happiness? Just start burning. I'll be there.

L.M.F.

The sisterhood of Eta Epsilon Rho congratulates their Fall '69 pledge class.

Will you? . . . Hub,

— Arnold

I'd like to congratulate you on my most successful love life.

— Sequoia

Rhiga Starr is Humpty Dumpty re-incarnated from Never Never Land. See page 22b of Magical Mystery Tour.
— Bernard's Master — J.C.S.

Young Republicans Club, First meeting today. Important issues to be decided, Wagner 107.

Poet's Corner

By ELLEN RESCH

Face your ego wants
with love and honesty
and see
Why your ego wants.

Place your ego wants
on the altar of devotion.
Then the ocean
of divine
and sublime
all-comprising love
will unfold

What HE Wants.

The Mail

To the Editor:

Paul McCartney is dead. Long live Paul McCartney. The string of bizarre incidents surrounding Paul's alleged demise is certainly no coincidence. Those of us who did play Strawberry Fields at 45 rpm know that "I buried Paul" was taped at that speed.

Whatever the real state of Paul's health, or lack of it, there can be no question that the Beatles, or someone, wanted to raise the rumors that now exist.

Herman Bodoni

The Theatre of the Black Experience meets every Tuesday and Thursday at 5:00 p.m. in 424 Finley. All Third World Brothers and Sisters welcome to take part.

From a Black Chair

by Paul Simms

"Wallace for President, and his mama for Vice-President" was scribbled on the bathroom wall — right over the toilet where it belonged!

It is about time that someone became an expert on something else besides Black People — because the major problem that we (Black people living in America) have is not trying to make it in our own community but trying to deal with the white world.

PRESS CONFERENCE

Mayor: Can I have your attention . . . Gentlemen, please can I have silence in this room. Members of the press — the following statement was prepared late last night in the wake of disorders in the Negro community!

As of 3 AM this morning, I have declared that our great city is under martial law — with a sunset to sunrise curfew around the area known as "the Negro Community." This comes as a result of the looting and vandalism that has taken place during the past two days. I have sought the counsel of my good friend, Richard J. Daley and a noted female politician from Brooklyn, Mrs. Edna Kelley, and I am implementing their suggestions. I order that anyone caught on the streets in the Negro community after dark — for any reason whatsoever — be picked up — without exception — and detained in one of the local detention centers that have been established for this sort of situation.

Furthermore, any persons seen perpetrating acts of looting or vandalism will be shot on sight. And I have given the police department a free hand in this matter. The only instructions I have given them was to shoot to kill.

We are determined to stop these willful acts of destruction and vandalism. We must have law and order. We must have peace. The will of the majority must be upheld at any cost.

Question: What about the charge made by some of the community leaders, Mr. Mayor, They are saying that because you instructed the District Attorney to dismiss the case against a policeman that shot and killed two Black students, the community began to riot. What do you have to say about it, Mayor?

Mayor: It's a lie.

Question: What's a lie — that you ordered the DA to kill the case? He said that you did!

Mayor: No, that is true.

Question: Then are you saying that the policeman didn't shoot the two boys?

Mayor: I don't know.

Question: Then what's a lie?

Mayor: That the community is rioting over that incident. It has not been proven that the policeman was at fault. He said that they attacked him.

Question: The witnesses say that the cop was at fault. They say that he pulled his gun and shot one of them for talking back to him, and then when the other tried to run, they said that he fired three warning shots — into the boy's back.

Mayor: The boy should not have run. Next question.

Question: Do you see this as a solution to the problem?

Mayor: Yes. If they won't learn not to rock the boat, we'll just have to show them.

THE REAL PROBLEM

You see, this country has been conditioned. White people as well as Black people have been conditioned. It is only recently that Black people have begun to break out of that slavery mentality. Whites, however, still look at Blacks as slaves. You can see it in the courts! If a Black man kills a white man, he gets charged with murder. If a white kills a Black, he might get charged with anything from a misdemeanor to manslaughter. This is what is known as justice! Hell, no — it's simply American conditioning!

And now Nixon's true colors have come out. Many people are now realizing the significance of his statement on the moratorium. He said that he would ignore any mass action that the people of this country took against his involvement in Vietnam. Nixon, supposedly a representative of the people, let it be known that he was going to do his own thing and disregard the wishes of the people. This is the real problem!

The politicians have lost touch with the people. You can see it in their response to the demands of Black people. You can see it in the response that this College administration has made to the Five Demands of Black students. Whatever happened to the Black and Puerto Rican Freshman Orientation Program, for example?

More appalling is the response that politicians make to riotous situations. Take Mayor Daley for example. He be-

(Continued on Page 6)

Editorial

A Paper's Dilemma

In Monday's Finletter, John Neumann gives John Q. Student an idea of what a thankless job it is to put out a weekly newspaper. Daily copy has to be written, read and corrected. Untold correspondence has to be initiated and answered. Advertisers and printers have to be wooed. There are hundreds of components that make putting out a weekly paper like Tech, OP or Campus a challenging job which requires many hours of valuable student time.

Though there are many journalism students about, a goodly number of the all too few dedicated students are not journalism majors. The Editors of this paper are, respectively, Engineering and Psychology majors. Just as writers are needed, however, all the papers sorely need able administrators and business managers.

Mr. Neumann is very right. It is a terrible shame that in a school of so many thousands, the three major newspapers are controlled, written and published by fewer than ten people. More people should be made aware of the opportunities in academic journalism. The experience gained in dealing with people; the huge responsibility to the 20,000 students who rely on school publications, are both invaluable to the process of maturation and the total learning experience.

The editorial level is perhaps the most thankless job of all. An editor may spend many more hours working on his paper than on his studies. All things being part of the educational environment of the school, we feel that those who work on school papers; those who take an active role in copy work, layout, business, photography or whatever, should be given scholastic credit in view of their great service.

The newspaper hierarchy is not so rigid as one might think. We are not the New York Times; there are excellent opportunities for ambitious, responsible students to rise quickly to a position on the editorial board. Lower classmen eager to learn the ropes are more than welcome; they constitute the future of the paper. We gladly welcome all interested students to come in and talk with us.

On Participation

To our knowledge, there has been no student involvement and no faculty involvement in the development of the new courses for the Department of Urban and Ethnic Studies. We feel that this is a grave oversight on Prof. Scott and the people who advise him as to the nature of the Black and Puerto Rican student and faculty groups. With student representation on many of the College committees and intra-departmental consulting bodies, there is no justifiable reason for no Black and Puerto Rican student and faculty participation.

Further, we feel that no recommendation can be ap-

(Continued on Page 5)

The Original Plan For Ethnic Studies

That the student might compare Mr. Scott's proposals with those of Dr. Carley, we feel obligated to present Dr. Carley's proposed course for the department of Ethnic and Urban Studies.

SOME EXAMPLES OF COURSES TO BE OFFERED IN THE SCHOOL OF REGIONAL & COMMUNITY AFFAIRS INTER-AREA COURSES

NEGRIITUDE: Discussion of the aesthetic philosophy formulated by Africans, West Indians and Black Americans in the twenties. The literature generated by this movement, Emphasis on Senghor, Damas, Césaire, Nicolas Guillen, Jean Toomer and Langston Hughes, etc.

THE RELATIONSHIP OF AFRICAN ONTOLOGY TO THE LITERATURE PRODUCED BY BLACK AND LATIN PEOPLE THROUGHOUT THE WORLD: Such relationships as the concept of creation, the sense of the earth, humanism, anthropomorphic images, will be discussed.

RELIGION: Voodoo and Black Mysticism in Africa, Puerto Rico, Haiti and Black America.

SLAVERY IN THE WEST INDIES, PUERTO RICO AND AMERICA: Comparisons and contrasts. The effects on development of culture.

THE RELATIONSHIPS BETWEEN AFRICAN, AFRO-AMERICAN, CARIBBEAN AND PUERTO RICAN MUSIC: The similarities and differences.

CULTURAL NATIONALISM as it has developed in Africa, West Indies, Puerto Rico and Black America.

REVOLUTIONARY MOVEMENTS IN AFRICA: Their relationship to the development of revolutions in other countries.

COURSES RELATED PRIMARILY TO AFRO-AMERICA

1. The relationship of Afro-American Music (spirituals, blues, jazz) to the development of literature (Hughes, Toomer, Ellison, Baldwin, Jones, etc.).

2. Afro-American Dance, its relationship to social mores, etc.

3. The Black Church in America, its development and relationship to politics and social concepts.

4. The Harlem Renaissance: The Concept of the New Negro, The writers, and the relationship of the Renaissance to the concept of Negritude and Negritude writers throughout the World. Its relationship to the development of Harlem as a black area; migrations, etc.

5. Contemporary Black Poetry: From Robert Hayden to Don L. Lee. Its relationship to the rise of Cultural Nationalism to the renewed interest in Africa, to the Third World Concept.

PUERTO RICAN STUDIES

1. Puerto Rican Literature in New York City. The social mores which has affected its development. Its relationship to the Afro-American Art Scene.

2. Puerto Rican Music and Dance and its effect on the literature of Puerto Rico.

3. Study of Migrations: The similarities and differences between the Migrations of Puerto Ricans from Puerto Rico to America and of Black Americans from the South to the North.

4. The History of Puerto Rico since it has become a possession of the United States.

5. The Literature of Cuba after the Revolution.

CARIBBEAN STUDIES

1. A study of Calypso, its relationship to the slave rebellions, its relation to development of literature, its relationship to the political independence movements.

2. French Black Literature in the West Indies, the effects of colonialism, the effects of negritude — the relationship to European French and African French Literature.

3. A Study of Patois, its relationship to the development of music and literature in the West Indies.

4. The Ecology of the Sea.

AFRICAN COURSES

1. French African Literature.

2. The relationship of African ontology to the development of literature in West Africa.

3. Ethnology in Africa.

4. Traditional African Political Institutions.

5. The History of Apartheid.

6. African Art.

7. The Contemporary African Novel.

8. The Search for Economic Independence in Africa.

9. African Sociology.

COMMUNITY SEMINAR COURSES

1. **PROBLEM:** Means by which Harlem could develop its own economic autonomy.

2. Arts and Crafts in Harlem.

(Continued on Page 8)

Shorts

To All Concerned Students:

Due to the lack of participation and organization, we (the students) feel that this could be attributed to the fact that students at CCNY were broken down and divided into various factions (religious, racial, political, etc.), thus rendering each faction impotent. It is our immediate concern to rectify the futile but good intentions that everyone had by forming such diverse groups. This division has rendered CCNY Student Community virtually at a standstill.

Operation Awareness rectifies the dichotomy amongst ourselves. We (concerned students) wish to create a unified organization that will unite all people (oppressed people) and work together to achieve our common goal.

Meeting in Finley Ballroom, Nov. 6 at 2 P.M., Thursday.

POWER TO THE PEOPLE.
"UNITED WE STAND — DIVIDED WE FALL."

Timothy Williams
Betty Falcon
Kenny Butler
John Santana
Alaida Valentin
Tom Solo
Brunilda Forti

Exchange

Will exchange two or three demented writers for cozy village apartment, under \$100. Must love animals. Contact Dave Seifman, 338 Finley.

Revolution

Brothers & Sisters — Attention

If any brothers and sisters are interested in publishing some 3rd World Revolutionary Poetry, please take notice.

Brother Bob Feather and Sister Yvonne Delauche are editing an anthology of Revolutionary Poetry by non-professional poets.

If you are interested please submit all material for consideration to either Bob or Yvonne or leave it in the Onyx Office for them. The deadline is November 19. Please submit your material early.

Advertisers

In the future Tech News will publish on Thursdays. All advertisers are assured distribution by 12:00 noon.

(WHAT DO YOU MEAN YOU LOST IT I BET ALL WE OWNED!!)



Roamin' Forum



By MARTY KAPLAN

QUESTION: If you could vote (or are voting) in the upcoming mayoralty race, who would you vote for and why?

Jeff Primis: 1701 (upper left) I would vote for Mayor Lindsay because he is the best of the worst. He strives to form a cohesive society in New York. He has also rectified many of the mistakes his administration has made. Though Mr. Lindsay has high ideals, he is not the best man for the job. He is, however, the best available.

John Towey: 1501 (upper right) I would vote for Lindsay. He was the only one who impressed me in the T.V. debate. I could never vote for Procaccino.

Paul Balcich: 1601 (lower left) Actually, we don't have the most desirable choices this year. Marchi represents the sophisticated conservatism that has consistently sided with the upstate Republicans against the interests of New York. I can't vote for Lindsay — the man who seconded the Agnew nomination at the Republican convention; the man who said he would end the sanitation strike by calling in the National Guard; the man who sided with the Ford Foundation in the teachers strike and fomented rival hostilities in the City. Procaccino isn't the most attractive candidate either.

Susan Greenfield: 1701 (lower right) I can't stand any of them. If I could vote, I wouldn't vote for any of them. If I had to make a choice, Marchi would win by the process of elimination.

Anne Krebs: 1102 (lower center) I think I would vote for Marchi. Marchi uses his head; he is not as emotional as the other candidates.

Esther Glaiman: 1501 (top center) Lindsay. I figure it this way. Lindsay has already started making money from the City; his pockets are almost full. The other candidates have not yet started to fill their pockets. Anyway, Lindsay is very good-looking.

Editorial

(Continued from Page 4)

proved by the Curriculum Committee without first taking into consideration the opinions of students on this campus — especially those students who intend to major in the field of Urban and Ethnic Studies.

It is our hope that out of the meeting held Wednesday night between the Black and Puerto Rican faculty and Prof. Scott, some workable plan for communication and exchange is worked out. We feel that the program will be doomed to failure if this does not occur.

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DROP-IN-CENTER

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208 Finley

From a Black Chair

(Continued from Page 4)

lieves that looters should be shot to death. If a riot breaks out, don't deal with the causes of the riot — that can wait for a two or three year study. Keep them in their place for the moment. Kill a few. And then take a spook to lunch and talk about the Negro Problem. I can see Mayor Daley's closet now. A big padlock on the door and a sign "Niggers with worn out tongues — Three for a quarter — Will consider a trade! !!" But Daley is not alone.

Edna Kelley from Brooklyn said that looters should be shot to death. But did these politicians ever say that murderers should be shot to death? Did they ever say that dope peddlers should be killed on sight? No! Maybe because there are some white dope peddlers and some white murderers who would be shot 'by mistake.' Or maybe because, like I said, property is worth more than lives — especially Black lives.

That is why the moratorium was a beautiful action. There were hundreds of thousands of white people demonstrating against the genocide the U.S. is involved with in Vietnam. And Nixon said that he was going to ignore them — but he knew damn well that he couldn't. He realized that this could well be the beginning of something he couldn't handle. Brother Cleaver explains it this way:

Every man on the face of the planet earth has the right to the highest and best and most beautiful life that technology and human knowledge and wisdom is able to produce — Period. We start from there and we don't want to hear anybody saying that . . . You can't feed those people over there because I have a deed that says that I can do what I want to with that. We don't want to hear about the deeds of trust. It's only paper and it will burn. We say this — that the people have the right to the best. Because this is all that we KNOW that we have. To those who believe that they can suffer now and get their after-death — when you go before the throne of the Lord, you tell Him that Eldridge was sincere, but he just didn't know. . . . We know that the people are up against some dirty pigs in the news media. We know that they are up against some educators who miseducate. We know that there are some preachers who lie on Sunday and who will sprinkle holy water on Hydrogen Bombs. We know that — we know it. But we still say that people will always be able to wrest control of their destiny out of the hands of administrators, public servants, and civil servants, who have grown arrogant and who believe that they own this country. They believe that they own the people in this country.

But the people still have free will. The people could have a thorough house cleaning. They could sweep the halls of Congress clean. . . . They could give the world a new lease on life. It is clear that the destiny of the world is in the hands of the American people. . . . We have the duty to ourselves, to our prosperity and to the whole idea of civilization to run ourselves to death to avert a major catastrophe."

Blacks have been trying to arrest control of their destiny for three hundred years, realizing that the people in control of this country had their feet on the necks of the millions of Brothers and Sisters. Whites who have been in 'the movement' for several months or more also realize that the people who tell Nixon what to do are reluctant to recognize the rights of human beings. They have had license to murder whomever they wanted, whenever they felt like it, for centuries. It is now that the people are rising up in defiance. I only hope that the people know what they are doing. I hope that they realize there can be only two sides. Either you support genocide or you're against it. Either you condone the raping of a people or a race, or you denounce it. Either you say "My country, right or wrong — love it or leave it" or you say "Nixon, stop this war. We can't let you rape the entire world.

"Globolinks" Is An Opera For Those Who Like Children

Gian Carlo Menotti's new space opera in English, "Help! Help! The Globolinks" will have its New York premiere in a special Christmas holiday program for the entire family at the City Center Theater, 131 West 55th Street in New York City, it was announced today by Norman Singer, General Administrator. The new work will be paired with Menotti's famous Christmas classic, "Amahl and the Night Visitors," for nineteen performances from December 22 through January 4, at City Center's traditional popular prices.

Mr. Minotti, who wrote both libretto and music for both works, will be the stage director. Charles Wilson will be the musical director and producer for the City Center of Music and Drama which is presenting the special holiday production. Members of the New York City Opera and the Metropolitan Opera will take leading roles in both productions.

Mr. Menotti's basic description for "Globolinks" is "an opera for children and those who like children." It's a comedy about the invasion of earth

by almost irresistible beings, from outer space, possessed of supernatural powers, against which there is but one defense — the sound of music. This new work, which Menotti has said he wrote for children because "they are the only really candid audience left," received rare, unanimously brilliant notices in its American premiere this past August by the Santa Fe (N.M.) Opera.

Irving Kolodin of the Saturday Review said "The happiest thing about Menotti's 'Globolinks' is that it is not merely gay and charming and extraordinarily well performed, by many of the same people who will introduce it at City Center, but it shows the composer repossessed of the impulse and artistry that went into his best work of the past."

Paul Hume of The Washington Post hailed it as "a marvelous fantasy . . . a smash hit of unequalled proportions." Harold G. Schonberg of the New York Times noted that "everybody entered into the spirit of the message. If audience reaction means anything, Menotti

has come up with a hit."

"Globolinks" was written, says Mr. Menotti, "for the new generation. 'Amahl and the Night Visitors' was written for the child I was." The latter, one of the most popular operas ever written, is the tale of the encounter of a poor crippled shepherd boy and his widowed mother with the Three Wise Men, on their way to Bethlehem bearing gifts for a newborn babe, and how the youngster through faith and heroism is healed.

"Globolinks" is Mr. Menotti's first new work to be seen in New York in over five years. His "The Last Savage" was presented at the Metropolitan Opera in early 1964. The composer-librettist is currently working on "The Most Important Man In The World" on commission by Julius Rudel for production by the New York City Opera.

**WRITERS
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TECH NEWS**

The Basketball Team Will Play 21 Games This Season

City College's basketball team will play a 21-game schedule this winter, including the Sacred Heart Christmas Tournament at Sacred Heart University, Bridgeport, Connecticut, it was announced recently by Professor Robert M. Behrman, faculty manager of athletics.

The schedule is one game longer than last year's, when the Beavers compiled a 3-17 record, the worst in the college's history.

The 1969-70 season will find coach Dave Polansky back at the helm after a one-year sabbatical leave. Dave has compiled a 117-111 record in his 13 years as varsity coach at CCNY.

The Beavers will open the campaign at Columbia on Tuesday, December 2nd, hoping to overcome the trauma of last year's 95-37 pasting at the hands of the Lions. The Beavers own a 7-15 record against Columbia in a series dating back to 1907.

The complete schedule follows:

Date	Opponent	Place
12/2	— Columbia	Away
12/6	— Adelphi	Away
12/9	— NYU	Away
12/13	— Lehman	Home
12/15	— Yeshiva	Away
12/20	— FDU	Away
12/23	— Wagner	Away
12/28	— (Sacred Heart thru Christmas Basketball Tourney:	
12/30	Bates; Dickinson; Queens; Sacred Heart; Southern Conn.; Swarthmore; Trinity) at Bridgeport	

1/3	— Pace	Home
1/6	— Upsala	Home
1/10	— Brooklyn	Home
1/31	— Stonybrook	Away
2/5	— MIT (V)	Home
2/7	— Hartford (V)	Home
2/9	— C. W. Post	Away
2/12	— Queens	Home
2/14	— Trenton State	Away
2/16	— Bridgeport	Home
2/21	— Rider	Away
2/25	— St. Francis	Away

The 1969-70 season will also see the continuation of City College's rivalry with New York University, which was resumed two seasons ago after a seven year lapse. This year's contest is scheduled for Tuesday, December 9, at N.Y.U. The Beaver's are 18-29 against the Violets in a series that began in 1913. N.Y.U. won last year's game 64-58.

Participants in the Sacred Heart Christmas tourney, which will be held from December 28-

30, include Queens College, Fairleigh Dickinson, Southern Connecticut, Swarthmore, Trinity, Bates and Sacred Heart.

Eight home games are on the schedule, including contests against Lehman, Pace, Upsala, Brooklyn, M.I.T., Hartford, Queens and Bridgeport.

Freshman Games precede Varsity Games.

Home Games played at Wingate Gymnasium, 138th Street and Convent Avenue.

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Halloween!

The Editors

Mose Allison: People Have Said That I Sound Black

By P. B. Simms

When you get to Boston and you have an evening to yourself (and someone else) walk down Boylston Street until you find the building that rumbles — with a beat. That'll be the Jazz Workshop. Several weeks ago, Mose Allison performed there and believe me, it was a beautiful set.

For those who know nothing about Mose (which I find hard to believe) you first have to understand that there are two kinds of music that have originated here in America: Jazz-Blues, which is the music of the Black minority; and Country and Western music which is essen-

and then smiled. Then, he gave some advice for young jazz musicians, "When you play jazz, you are creating as you play, but within a basic structure — and from there, you go on and on. You must stay alert. You must think ahead. You must get into a fluid state with the music — get with the time, the beat. Then you can go!"

Mose spoke of men like Cecil Taylor and McCoy Tyner, as well as Ray Charles and Monk, and you can see some of each of these jazz greats in the superb playing of Mose Allison. He has played with Stan Gety and Gerry Mulligan.

I asked Mose, concerning his music, where he was going from here. He responded, "I work on a one world blues. I'm trying to keep my mind open to all kinds of music — whether its rock, country, or folk music and mesh them all in somehow."

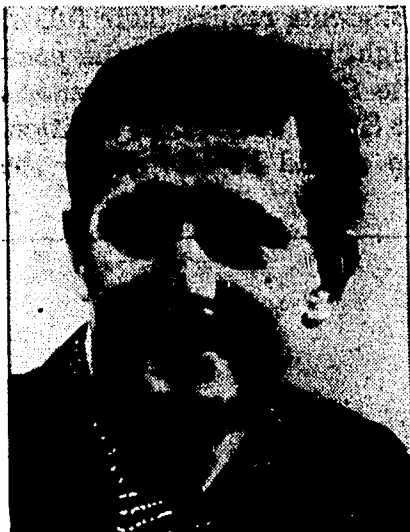
Commenting on the great jazz men of the 20th century, Mose said that they were all geniuses — which I guess is clear, looking at Miles, or Trane, or The Birdman (Charles Parker).

Playing with Mose was Alan Dawson, a drummer of master order, and Nate Hayzelwood, a strong bass player, both from the Boston area. Dawson has played professionally for 26 years and has seen the changes that have taken place during his life. "The old time (Oscar Peterson) drummer was a time-keeper. But now, the Pharaoh Sanders drummer must behave

like an energy force. The playing has already taken a turn. Men like Sonny Murry, Rashid Ali or Milford Graves have made it change. In fact, it is no longer valid to judge a drummer except by his own standards."

Hayzelwood who has studied that time. "The old time (Oscar at the famed Berkley School of Music and in the jazz world, pre-Coltrane, "I think it is because they did not try to mix the many folk elements."

Then Allison, Dawson and Hayzelwood went back to their playing. They played so many great songs, that in this limited space I have, it would be a disservice to say anything except check out Mose for yourself.



Mose Allison — "I'm trying to keep my mind open to all kinds of music."

tially "white." Mose is white and was born in the hill country of Tippoo, Mississippi—so that one would think of him as a country boy. Mose has been able to mesh both of those traditional patterns and has developed a style that is strictly Mose and very 'bad,' this is exactly what makes him unique.

"On the Corner" is a simple piece written by Mose which sings of the poor life. "I thought I'd get away / and try to leave this place / 'Cause one of these groove days / I'm gonna be a mental case / So I'm right back on this corner / I'm back on my corner / I've been in this condition so many times before." Parchman Farm, on the other hand, is a song about a prison in the South to which Mose adds his brand of ironic humor "I'm sittin' over here on number nine / And all I did was drink my wine" . . . "I'm gonna be here for the rest of my life / And all I did was shoot my wife."

With the song "What's With You," Mose shows off his tremendous piano playing ability: Subtle, accurate, dissonant blues. Mose's playing is arrogant. Throughout his performance, his songs are saying "I'm 'bad' and you better know it." Here, Mose sings about a woman he once knew "You told me, about the pace setters / You told me, about the go getters / You told me about the people in the Who's Who / But now won't you tell me baby — what's with you." "You told me, about my sad condition / You told me If I would only listen / That you knew exactly what I ought to do / But now don't you tell me baby / What's with you?"

Speaking with Mose Allison during the break was a thrill. He began by saying "You know, people have said I sound Black at least a few thousand times,"

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Notices

YERBA ANNOUNCEMENT

Yerba, City College's new Journal of the arts is now accepting contributions of poetry, prose, experimental work, and art from students and faculty until December 1, 1969. Please submit all work to the YERBA mail box in room 152 Finley.

November 5
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Marine Resources

New Book Announcement
Encyclopedia of Marine Resources. Edited by Frank E. Firth and prepared by a staff of specialists. 730 pages plus index; 380 illustrations; 7 x 10; Van Nostrand Reinhold; \$25. Publication date: October 23, 1969.

"The oceans of the world hold the key to the most persistent long-range problem of the entire human race, namely, how to provide adequate food for the always increasing population," writes Frank E. Firth in the Preface to the **Encyclopedia of Marine Resources**, published by Van Nostrand Reinhold Company.

Firth, editor of the **Encyclopedia**, notes that the ocean is the greatest potential source not only of essential nutrients, but also of an almost unlimited supply of potential fresh water, and he suggests the development of such products as fish protein concentrate and intensive cultivation of high-protein seafoods, through sea farming methods, as a means of exploiting nutrient possibilities. He further states that through expansion of desalination technology, fresh water can be obtained to irrigate the deserts, thereby converting many of the earth's waste places to fertile, food-producing regions.

Designed to meet the growing need for information about the resources of the ocean, the **Encyclopedia of Marine Resources** provides all the accumulated knowledge of the seas' major natural resources and its applications to the future of mankind in a single comprehensive volume. Over 150 topics, ranging from abalones to zooplankton, relate the importance of the biodynamics of life in the sea to the future welfare of man.

Distinguished authorities from the United States and abroad have contributed treatises on marine botany, oceanography, conchology, ichthyology, technology, nutrition, pollution, shellfishes, turtling, whaling and sealing, sponge fishes, fishery by-products, and other products from the sea.

Other special topics treated in the **Encyclopedia** are: Satellite Sensing of Marine Phenomena — a demonstration of applications of outer-space studies to marine developments; Heat and Power from the Sea — a discussion of the economic benefits possible with the harnessing of the sea; Minerals in the Ocean — an examination of the tremendous wealth in the ocean floor and man's potential use of it; Sea Farming — how the application of agricultural methods to this area can turn it into a major industry; Sharks — how the knowledge of behavior and attack patterns will save man in the sea.

Frank E. Firth, who has been assisting in the development of a marine resources program at the University of Rhode Island, has had a long and varied career as a fisheries biologist and technologist. As Fisheries Officer with the rank of Attache, in the U.S. Foreign Service Scientific, Technical and Economic Mission to Indonesia, he was responsible for programming and directing the development of the marine fisheries of Indonesia, which was acknowledged as the most successful fishery development in Southeast Asia.

Original Ethnic Studies Dept.

(Continued from Page 5)

3. Relationship of Teaching Techniques used in the Public Schools to the culture and life style of the children.
4. Harlem Architecture.
5. History of Harlem.
6. Agencies, Funding, and their role in the political structure of Harlem.

Special Features of the Regional and Community Affairs Majors

Travel

The Junior year might be spent away from the campus, conducting research and study under the aegis of a university in the Southern United States, in the Caribbean, in Latin America, or in Africa. Research might be carried out at the university of by living in an urban community, such as Watts or Harlem, under the supervision of City College or another university in the particular area.

Exchange programs should be established between City College and foreign or American universities.

Field Work and Community Courses

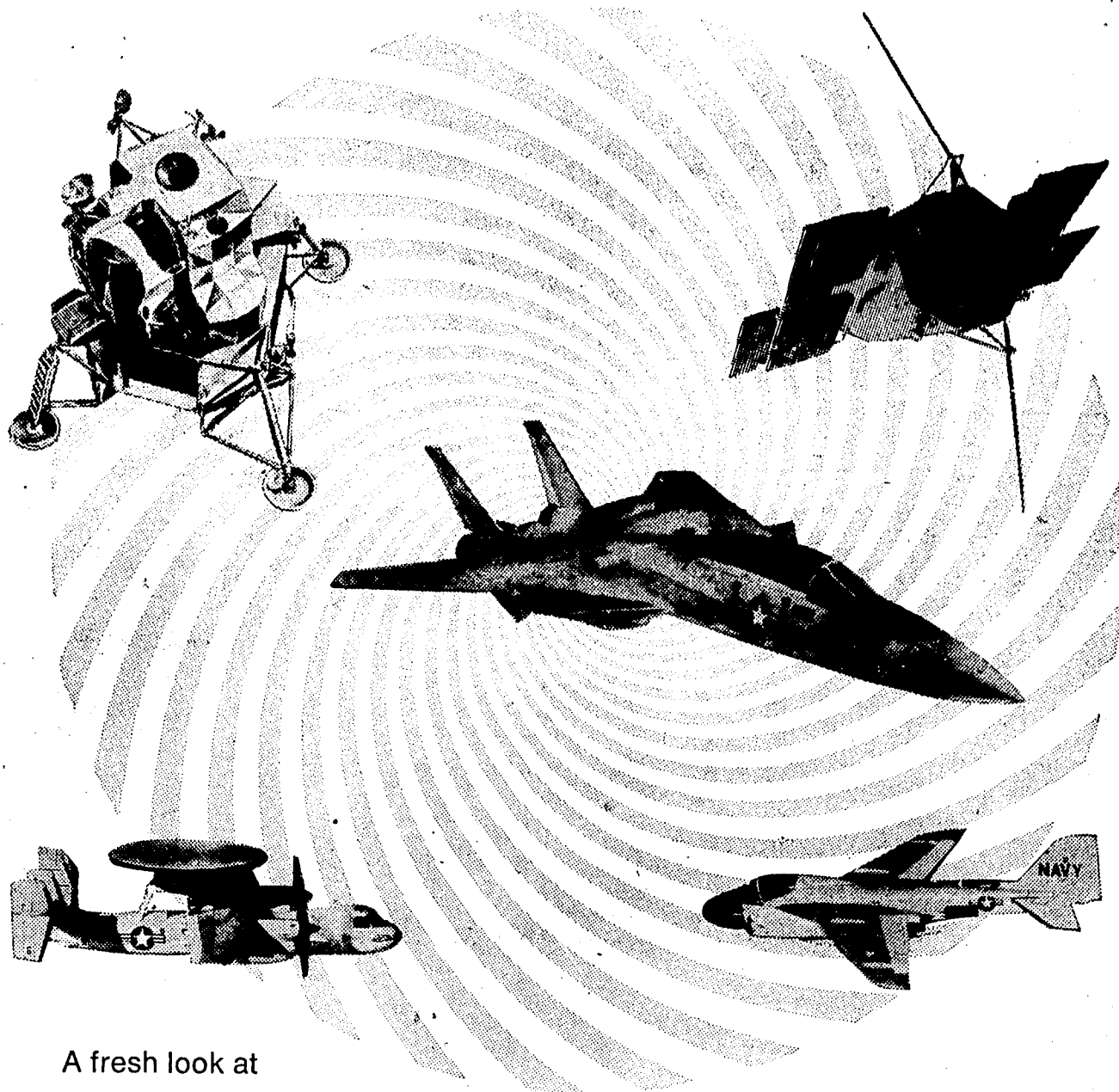
Field work may take the form of community service with a research component as one element of a course; likewise, independent field work, such as employment in a community center, should be awarded academic credit as part of a research project. The possibility of salaried jobs should

also be considered as part of the student's work in the major, i.e., cooperative work-study programs or related summer employment. A student might initiate his own program of work/service with faculty approval. Course-related work/service may include employment in local government agencies, Participation in community health centers, Legal Aid offices, or small business associations would also be possible for pre-med, pre-law, or pre-business students.

Provision should be made for the speeding up of mechanisms for instituting new courses or activities in order to treat relevant social issues and problems as they arise. Such courses and programs could have a limited life span (one-two years) and if found to have long range relevance, should become part of the regular curriculum.

City College, therefore, in its stated ideals has committed itself to the goal of teaching students rather than allowing people to pass through its portals in a harum-scarum manner.

Since the SEEK Program is established at City College, the School of Regional and Community Affairs will work with it in an attempt to help students realize their fullest possibilities. SEEK students might participate in the community activities offered by the School and write reports of the activities as part of their SEEK courses. In addition, wherever needed, tutorial help should be offered by the School.



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 If an on-campus interview is not convenient, send comprehensive resume to Mr. Richard N. Haug, Manager, College Relations/Recruitment, Dept. GR-251.



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