

# THE PAPER



CITY COLLEGE OF THE UNIVERSITY OF NEW YORK IN HARLEM

Volume 88 Number 2

A Medium for All Peoples of African Descent

September 21, 1988

## Housing for C.C.N.Y. Students

Chant Andrea Funchess

City College provides its students with a great deal of student services. If there are any personal or school related problems, students can seek out counselling, if students are experiencing difficulties with their courses there are an abundance of tutoring services available. If a student has any type of grievance with the college, he or she can take the matter to the Student Government, and they will represent that student and present their grievance to the proper authorities. So one could say that City College is a college that cares about the welfare of its students.

However, there is one significant need of the students that is not being met by the City College Board, or the entire C.U.N.Y. school system for that matter. This concern is housing and/or dormitory facilities. In the past decade an increasing number of foreign students and out-of-state students have been enrolling in City College. Not to mention the fact that it is very expensive for a student to have to pay for his/her education and then have to worry about paying outrageous rents to uncaring landlords. Life would simply be a lot easier for the student if the college would provide some type of housing facility.

After interviewing with Mr. Edward Evans, Director of the Finley Student Center, it has been stated as to why City College lacks dormitories. Mr. Edwards informed me that the CUNY system does not allow for these dorm systems to be built, it is simply not in the policy of the CUNY system. He mentioned fact that the CUNY schools were originally (and still are) intended for commuter students - students who live within the

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## The Paper: The Struggle Continues

by Marcus Allison

This academic year marks the twentieth anniversary of the student takeover of City College. For approximately two weeks, Black and Spanish speaking students controlled City College, and demanded changes in the college curriculum, the admissions policy, and the racial mix of the school, which was approximately 98% white at the time. This student takeover could not have been possible without courage, and the recognition of the importance of student struggle. The Paper is a College Newspaper that was born out of this struggle. Those students who were involved in the Student Takeover of 1969, also played important roles in the formation of *The Paper*.

Before *The Paper* came into existence, there were three college newspapers. Unfortunately, none of the three newspapers addressed the concerns and problems of the Black and Spanish speaking students of City College. One of the three newspapers, *Tech News* as it was called, was an engineering newspaper that usually held a very conservative right-wing stance to the social issues of the day. It was decided by a group of Black and Spanish speaking students to join *Tech News*, gain political power within the organization, and therefore change the focus of the newspaper.

Eventually, the colour of the leadership of *Tech News* changed, as did the political outlook of this student newspaper. *Tech News* metamorphised into *The Paper*, and *The Paper* became more socially conscious. *The Paper* addressed the needs, concerns and issues of Black and Spanish speaking people in City College, and in the surrounding community. In the words of James Small, a professor in African Studies, "There was a need to have an organ that could express the views and aspirations of the Black and Hispanic population." Traditionally, the staff of *The Paper* has been or rather, has tried to be socially perceptive and socially receptive to the Black and Spanish speaking community.

One issue most dear to the Black and Spanish speaking population of City College of 1969 was the aim of

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## Non-Resident Tuition Discrimination

by Ventura Simmons

Why is your tuition being increased? An excerpt from the Board of Trustees July 14th meeting minutes should give you some insight on what their excuse is and help you plan your strategy for protesting.

### 1. COMMITTEE ON FISCAL AFFAIRS, FACILITIES AND CONTRACT REVIEW

A. Non-Resident Tuition: In moving the resolution, Mr. D'Angelo made the following statement:

On June 6, 1988, Governor Cuomo announced a program of budget reductions intended to help fill a projected \$900 million revenue gap in the State's 1988-89 budget. Proposed agency-wide budget cuts of \$406 million, a \$300 million transfer from the Infrastructure Trust Fund and postponement of pending legislation comprised the elements of the savings plan.

The City University's share of the Governor's proposed agency cuts is composed of \$12.6 million in cuts in the senior college budget, \$4.2 million in increased tuition revenue from a \$1,500 annual increase in non-resident charges beginning in the spring of 1989 necessary to generate the required cash savings, elimination of all 1988-89 funding totaling \$2 million for four community college programs, and a \$600,000 cut in senior college capital rehabilitation funding. A June 16 letter from the Division of the Budget advised the University on expenditure limitations for 1988-89. These limitations incorporated those elements of the Governor's proposal that do not

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## A Conspiracy to Neglect Our Children

Ventura Simmons

Is there a conspiracy to destroy the Child Development Center through isolation and neglect?

In our October 9, 1986 edition we received this letter from students and parents of the children at the City College Child Development Center.

### LETTER TO THE EDITOR

Child Development Center  
City College of New York  
New York, NY 10031  
(212)690-8207

September 23, 1986

All Newspapers Concerned:

The students/parents of City College are receiving treatment of a grossly

unfair nature. They are being discriminated against for being parents.

The obstacle they are now facing is that of the City College bus, which transports many City College staff, faculty, and students from subways at 137th St. and Broadway to 145th Street and St. Nicholas.

The City College administration has recently made a rule that no children may ride the bus. The reason given is that there is no insurance coverage for them. This is a smoke screened act of discrimination. It seems that the City College administration is "anti-children" even when they are students of the City College, Child Development Center.

Furthermore "insurance and liability" is a lame excuse for disallowing the children on the bus. It is only a drop in the bucket for the administration to pay a larger premium and/or secure a new policy including the children if that indeed would be the solution, to accommodate the many student/parents and children who really utilize the bus service.

The administrations should see this request as a minor form of assistance to City College Students who are also parents.

The Child Development Center has had to fight a long, hard battle for everything they have received, what

they want most is to be recognized as a "vital" part of the City College community and they again aren't asking for anything they don't deserve.

The College should be proud to have a facility that assists student/parents in continuing their education. Since more than half of the students at City College are parents, they should be happy to have a program that helps their students with the growing problem of affordable child care, instead of setting up obstacles that might force some students to give up their education.

Education, in our community is the

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# THE PAPER

City College of the City University of New York  
138th Street & Convent Avenue  
N.A.C. Building, Finley Student Center, Room 1/118  
Harlem, New York 10031

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# JESSE JACKSON: What does he want?

by John Pugh

There are many unanswered questions about the state of Black leadership and this article will attempt to make you think about the subject and give a brief profile on various leaders who are popular today, and get some idea as to how we can solve our problems as a people. Black leadership is in bad shape at this point and time in America's history. That does not mean that there are not good leaders, but it does mean that Black people's plight has gotten considerably worse in the 80's. Most of the Black leadership's attention was focused on reacting to various attacks that either killed or hurt Black people. These acts were usually done by police who used excessive force, or racist mobs who attack individual Blacks (usually young males.) Instead of just responding to racism, we must develop long range goals with various short term goals and build a power base for our future survival on this planet. Many people feel that there has not been effective leadership since the death of Martin Luther King Jr., mainly because he was able to galvanize various segments of the Black community, and also attract widespread support from society in general. After Dr. King spoke on the Vietnam war he became a threat to the power structure. The only leader who has wide ranging support from all sectors of the Black community is Jesse L. Jackson. The majority of Black people were behind Jesse Jackson's quest to become the first Black man to win the office of President of the United States. Although he did not win the race he had an effect on the way the election was run. Firstly, he got at least ninety percent of the Black vote constantly throughout the whole primary of 1988, received even greater numbers of the white vote than he did four years ago when he first ran for President. He also gave what many felt was the best speech at the Democratic National Convention. During his campaign, the democratic leaders were saying "what does Jesse want?" Many of the party bosses did not want to see Jesse with that much power.

Jesse Jackson was born on October 8, 1941 in Greenville, South Carolina. He attended High School at all Black Sterling where he was a star in football, basketball, and baseball. He was offered a pro-contract with the Chicago White Sox which he refused so that he could

attend college. Jackson received an athletic scholarship to the University of Illinois, but he was told that the only spot that was available for black players were linemen, so he transferred to North Carolina A&T. It was at this school that Jackson began his career as an activist. Jackson got involved with the sit-in movements to integrate downtown Greensboro, North Carolina. He led a successful movement in Greensboro then he became field director of the southeast region for C.O.R.E. Jackson graduated from N.C. A&T in 1963 at this point he entered Chicago Theological Seminary, and while there he began to work with Dr. Martin Luther King, Jr. He would go wherever Dr. King needed him. The group that King headed was the Southern Christian leadership conference. In 1966 Dr. King put Jackson in charge of a program in Chicago called Operation Breadbasket. The program was an instant success. It was geared to help poor people get jobs and food. It encouraged Blacks to support stores that hired Blacks and boycotted those that didn't. It was effective. Jackson was there when Dr. King was killed, and he stayed with S.C.L.C. until 1971 when he split from them along with his staff, and he started a new organization called P.U.S.H. Jackson remained in the same capacity through out the 70s, and even to this date. Jackson started a Black Expo that highlighted African culture, and Black people's achievements, while projecting a positive image of Black Americans. Jackson also started project EXCEL in 1976. This program was geared toward students. It was a self-help program that encouraged students to strive for excellence. What made it work was Jackson's ability to excite the students. Even in the beginning of his career he was able to encourage people with his oratory skills Jackson's critics have always said that Jackson was "all talk and no action." The 80's have proven that Jackson cannot only talk well, but he can deliver people to the voting booth. Jackson received the highest percentage of the Black vote in election history. Congressional seats along with Senate seats were decided by this man's actions. And now, even after Jackson lost the primary you can still hear the Democrats saying "What does Jesse want!" ♦

## The Paper Ad Rates

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One Eighth Page (5" x 4")	25.00
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### Advertising

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### Public Notice

The synthesis of *The Paper* could not have been made possible without the knowledge, and experience of Professor Tony Batten, our faculty advisor. Professor Batten is the manager of W.H.C.R., our Jazz F.M. radio oasis of Harlem, located in N.A.C. room 1/513 at City College.

### The Paper

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increasing the Black and Spanish speaking population on campus. Their struggle has led to open admissions and a college population that more closely reflects the ethnicity of the community that it is in.

We the staff of *The Paper* recognize the sense of commitment, and the level of courage that both Black and Spanish speaking students had in 1969. This sense of commitment led to the establishment of *The Paper*, and the establishment of the African Studies and Puerto Rican Studies departments. This semester we plan to focus primarily on student activism in City College, and the effects of it. We will present to you the many ethnic groups of City College, the events that made your presence at City College possible. We can only hope that you will read it, learn from it, and be inspired by those students who made education possible for many Black and Hispanic students at City College. ♦

## Move Toward Less Student Apathy

You are not here to only get  
a degree.

You are here to improve the  
quality of life.

# CAPITALISM VS. DEMOCRACY

by Abdullah

The notion that "capitalism" and "democracy" are synonymous, or that they can even co-exist in the same place is a fallacy. Apart from the fact that they describe two different types of systems—the former describes an economic system, while the latter describes a socio-political system—history has taught us that any attempt to bring them together results in contradiction and hypocrisy.

The term democracy was derived from two Greek words: demos, meaning people; and kratos, meaning rule. Thus, democracy is literally defined as "rule by the people", but such a literal definition excludes some of the profound concepts implied by the term. Two such concepts are "equality" and "freedom."

The new Encyclopedia Britannica (1985) encompasses these concepts by defining social or economic democracy as "any political or social system that tends to minimize social and economic differences, especially those arising out of unequal distribution of private property." In comparison, capitalism is defined by the Concise Oxford Dictionary (1986), as the "dominance by private owners of capital and production, for profit. The contradiction in terms immediately becomes clear: one system tends to establish a more egalitarian society, while the other thrives on establishing economically dominant groups.

Still, the leaders of many western countries—the U.S.A. being the leading culprit—deliberately mislead their

citizens into believing that they live in democratic societies, simply because general elections are held every four years. However, a quick glance at the atrocious systems in South Africa blatantly demonstrates that elections do not make democracy. Let me point out too, that capitalism is the economic system that prevails in South Africa, and that, as is the case to varying degrees in other western-types societies, exploitation of the 'under-class' by the economically powerful is the foundation on which the system stands.

This, coupled with the fact that African slave labour was used for capital gain in building the U.S.A. and other western countries, present irrefutable evidence that the agents and advocates of capitalism would trample and destroy all the ideals of democracy in order to produce personal profit. And, even as they do this, they arrogantly insult our humanity by asserting that "all men are created equal," while the very forgers of this infamous document, the U.S. Declaration of Independence, participated in the dehumanizing act of slave ownership at the same time.

Thus, since it is true to say that the U.S.A. has been capitalist from its very beginning, it is equally true to say that it has also been undemocratic for just as long. Regardless to what concessions are made, meaningful change towards democratization can come about only through the dismantling of the vicious capitalist system which perpetuates a massive poverty stricken under-class,

while maintaining and supporting an apathetic elitist minority. This major discrepancy between the economic status of the two necessary groups in a capitalist society is one of the most fundamental obstacles to democracy, since it ensures that the masses are dominated and controlled by a small elite. To be dominated is to be stripped of the power to make important decisions; while, to be controlled is to consistently have these decisions made for you. Such is the plight of the majority of people in a capitalist society. They have no control over where they work, what hours they work, how much they make or when they get paid. These details are all decided by the monied minority. Clearly, the economics of capitalism force the people into a subservant position from where it is impossible to rule. In other words, it becomes impossible for them to exercise democracy.

The question for the masses in western societies, therefore, is whether they want capitalism or democracy, exploitation or freedom to move towards egalitarian societies. The choice is a distinctive one; there is no compromise or median. As for the politicians, they will have to abandon their policies of deception and brain washing, and allow the people to make their own decision. The people must know that they cannot have both; they must choose one or the other. ♦

## We are the Media

WCCR  
(Student Radio)  
Room 1/108

WHCR-FM  
(College Radio)  
Room 1/513

The Paper  
(Newspaper)  
Room 1/118

The Campus  
(Newspaper)  
Room 1/119

Nightwatch  
(Magazine)  
Room 1/216

S.A.M.E.  
(Film & Video)  
Room 1/117

Microcosm  
(Yearbook)  
Room 1/120

WORK WITH US

The Caribbean Students' Association has launched a Jamaica hurricane relief drive. As part of this effort, CSA is accepting food donations under its "Bring a Can" programme. Canned and other non-perishable food stuff can be dropped off at the CSA headquarters located in room 919 in the Math Hut.

Trinitociti, an affiliate of CSA, will be hosting a party on September 23, at 7:00 p.m., in the NAC ballroom. Some of the proceeds from this function will go towards the CSA Jamaica relief fund. One week later, on September 30, the main body of the CSA will host a similar event, specifically for the hurricane fund.

All donations accepted by the CSA will be channelled to Jamaica via the Jamaican Consulate in NYC. The CSA represents the official link between CCNY and the relief efforts for Jamaica. Please give freely to support a worthy cause.

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**The Paper**

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**The Department of Black Studies and Distinguished Leaders of The Harlem Community celebrates The Black Presence on the Campus of City College**

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- Dr. ben
- Dr. Edward Scobie
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- The foreign minister of the Republic of Mozambique

Friday, September 30, 6 p.m.  
NAC Building—Room 0/201 City College  
Saturday, October 1, 6 p.m.  
NAC Building—Arrow Theatre  
For information call (212) 690-8117/8118

### Day Care

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only way any of us will achieve.

Sincerely,  
Student/Parents of children  
at the City College Child  
Development Center

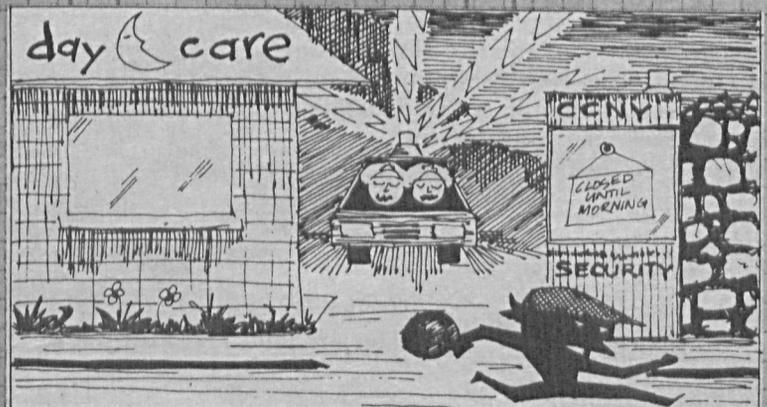
Since then, there have been several break-ins and robberies. In a letter addressed to Mr. George McDonald, V.P. Student Affairs, dated March 7, 1988, it was stated that there is not an effective alarm system, and that the lack of security leaves south campus, specifically The Child Development Center, vulnerable.

In their March 1988 edition NIGHTWATCH the evening student newspaper, carried an article by Enid Graham dealing with the robberies. So, we all now know that there are extensive problems at the center, but what has been done about it?

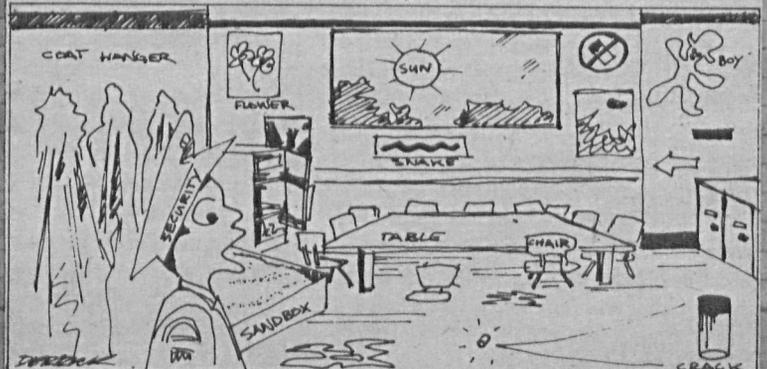
Administration claims that everything possible has been done to prevent further break-ins. But when I called to find out if the center had been compensated for its losses, and their problems solved I was informed that nothing sufficient has been done. The staff of *The Paper* encourages everyone

to go to The Child Development Center at The Schiff House and get first hand information about their ordeal. We must become more active in protecting the

positive institutions that nurture OUR children. Pressure must be applied to our reluctant administration to become more active in working in our interest.



THE FOLLOWING MORNING →



Graphic courtesy of  
*Nightwatch* magazine.

# THE PAPER



SEP 26 1988

COLLEGE ARCHIVES

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THE PAPER

SEPTEMBER 21, 1988

## Dormitories

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general New York City area. However, when the colleges began to attract students from various other states and foreign students, then the issue of housing was brought to attention.

But, when the question was posed as to why Hunter College and Brooklyn College (which are CUNY schools) have their own dormitories, Mr. Evans stated the following reasons: When the issue of dorms was brought to the Hunter College Board, the students argued that since the school is basically for nursing majors—the "Nursing students must be close to the hospital." As a result the dorms were funded and built. As for the dorms at Brooklyn College, it seems that the Speaker of the Assembly for Brooklyn College just so happened to be from Brooklyn, and this speaker was able to get the necessary funds for the dorms without the aid of the College Board.

After a series of debates and arguing to get the dorms built, the end result was dormitories for Brooklyn College.

Mr. Evans is very much aware of the need for dorms for the students at City. At one point he and his colleagues tried to get the top floor of Logan Hospital, located on 133rd St. to be used as "rental rooms" for the CCNY students, but as fate would have it, the college Board is simply reluctant to get involved with the housing issue of the students.

Mr. Evans did mention that it might be possible to get these dorms built if the students and the Student Government were somehow able to get the necessary means of finance on their own. But he made it quite clear that the chances of that happening would be almost zero to none. A project like this would take a great deal of time and a lot of money. ♦

## Tuition

*continued from page 1*

require legislative approval, that is, reductions in senior college spending authority but not the elimination of member items or the increased tuition. The last two items require legislative agreement, and the tuition increase requires action by the Board.

A spending plan must be submitted to DOB that identifies permanent savings as well as one-time reductions. The plan must, of course, not be in deficit. If tuition and other revenues are inadequate to meet the budget level, the University must further reduce spending on a dollar for dollar basis.

**EXPLANATION:** On June 6, 1988, Governor Cuomo announced a program of State-wide and agency-specific budget cuts and other actions, in a document entitled "Summary of Proposed 1988-89 Budget Reductions," intended to help fill a projected \$900 million revenue gap in the State's fiscal year 1988-89 budget. For The City University of New York, the actions included a \$12.6 million cut in the senior college operating budget, elimination of \$2 million in special

programs at the community colleges, and the substitution of \$2.1 million of State aid with revenue from a Spring, 1989, increase in non-resident tuition of \$1,500 per FTE student on an annualized basis.

The State Division of the Budget has indicated that the 1988-89 senior college cut will be increased from \$12.6 million to \$16.8 million in the absence of the recommended tuition increase. Subsequent Executive budgets for the senior colleges will reflect the full year value of the tuition increase of \$8.4 million.

There are approximately 9,700 non-resident students at the senior colleges who will be affected by the Governor's proposal. Nearly two-thirds of the non-resident students at the senior colleges are foreign students. The increase for the Spring, 1989, semester is acted upon now in order to permit non-resident students as much advance notice as possible to file the necessary immigration forms and formulate their annual budgets for study at City University. ♦

Senior College Residents	Current Rate per Semester or Credit	Proposed Rate per Semester or Credit
Full-time Undergraduate	\$ 1,275.00	\$ 2,025.00
Part-time Undergraduate	96.00	170.00
Full-time Graduate Level 1*	1,600.00	2,350.00
Part-time Graduate Level 1*	844.00	1,594.00
Master's part-time*	136.00	198.50
Master's Level II	940.00	1,200.00
Master's Level III	403.00	600.00
Doctoral One Course Registration*	136.00	198.50
Doctoral Level II	1,330.00	1,600.00
Doctoral Level III	403.00	600.00
Law School	2,612.50	3,362.50

\* Includes non-degree students.



## JOIN NYPIRG

Come To Our

# GENERAL INTEREST MEETING

THURS.  
DATE: 9/29 TIME: 12 NOON PLACE: NAC  
(Club Hours) 1/211



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The article on the Child Development Center was made possible by the joint venture of **The Paper** and **Nightwatch**, the evening student newspaper. The Paper would like to thank Nightwatch for the opportunity to work with them.