

# THE PAPER

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



CITY COLLEGE OF THE CITY UNIVERSITY NEW YORK IN HARLEM

A Medium For All Peoples Of African Descent

June 3, 1991

Volume 93 Number 3

## A FIERY TUESDAY IN MARCH AT CCNY

by Omar Patrice Lumumba Moore

Tuesday March 26 was a day of fire (literally) at CCNY. A series of fires were set on NAC Plaza by some members of SER (Students for Educational Rights), to protest the budget cuts, tuition hikes and TAP reductions (of at least \$400) for the Fall 1991 semester.

SER's actions, some members said, were done to get the attention of the student population. The burning of rubber tires filled the air and black smoke floated around NAC Plaza. Chants of "education is a right, fight, fight, fight!" and "students united will never be defeated" resonated around the campus.

When the fire trucks arrived to extinguish the flames and police were on the scene, the chanting became a heated exchange with George McDonald, Vice President of student affairs. Some SER members felt that McDonald was responsible for the police presence and said that campus agreements were made stating that police were not supposed to

be present.

"You're not going to set fires all over this damn campus," McDonald said to the students. One SER member said that "we respect you as a human being, but you must listen to us first...you called the police, and you're not supposed to." As the crescendo of numerous voices continued, McDonald said that he didn't call the police. Growing frustrated by the competing voices, he said, "do you want to listen to me, or do you want to talk over me?" Eventually however, chants of "whose school?, our school?" drowned him out.

A little while later amid the persistent chanting, McDonald explained his position. "I've been a strong supporter of the rights of students to demonstrate peacefully on this campus, I've gone on record for



that all along. However, I am very much opposed when any student group, regardless of what the issue...happens to be when they jeopardize the well-being of other students, and one way of doing that is to create a fire hazard on campus." He added that he did not call the police on to the campus as SER claimed, but he continued saying that the police are expected to come on campus in a situation like this one, where fires had been set more than once.

One SER member however, appeared to be contradicting what he said about McDonald calling the police. "First of all we didn't say he

called the police...(but someone from the school) did it..." Another member of the group seemed suspicious of McDonald. "...as soon as the

police walked on campus, who approached (them)? He did, and started talking to them. Why not come to us first and talk to us and then talk to the police like things are supposed to be done?" One other member stressed that none of the student population was in danger of the fire. "There was no one near...we want to make it clear that there was no one's life in danger."

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## The New Bookstore: A Novel Idea?

by Alethea Lodge

The present staff of the City College Bookstore has expressed their disapproval of what seems to be a new contract being considered by the College Bookstore Committee. The Bookstore Committee was formed to deal with matters concerning the College's bookstore. Presently, the Committee is looking at the possibility of changing over to a contractual bookstore, which would employ one of the leading book companies in or outside of the New York City area. This new business undertaking would mean that the College would be surrendering its traditional "institutional" bookstore to a private book company, such as Barnes and Noble.

However, some of the employees at The Bookstore feel threatened by the prospective takeover by a

contractual company. They fear that they will not be provided for as well as they are by the present Bookstore operators. When The Paper spoke to the manager of the bookstore, Bernice Rothstein, she said that the news of the changeover has had a disheartening effect on the employees at the bookstore. She explained that the employees seem "stressful because of the news." Ms. Rothstein further explained that a colleague had told her about the negotiations at the Bookstore Committee meeting because she has never been invited to their meetings herself. However, she said that she was later informed by Vice President Jon Yellin, informally. Subsequently, she asked for a copy of the proposal (bid document), but nothing has been sent to her. Ms. Rothstein shook her head during the

interview and said, "I don't know what is going on,...I would like to know why they are doing this."

In an interview with The Paper, Vice President Yellin said that the committee is planning to move ahead and invite bids from bookstore companies. Those bids, he says, will explain the kinds of services that the potential companies will offer to City College, meaning books, supplies, and other merchandise. According to Vice President Yellin, the reason the Bookstore Committee is considering this changeover is that "we want the best for our students." He believes that every facet of CCNY should give the students the very best services possible. First, the Committee is seeking a company which will be able to offer better prices to the

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## UFS Plenary Discusses ESL Perspectives

A panel discussion on Perspectives of ESL at CUNY was held on December 4, 1990 at the University Faculty Senate Plenary. Coordinated by Professor Carole Riedler-Berger (CCNY), the panel was an outgrowth of the concerns of the Hon. Edith Everett, Vice-Chairperson of the CUNY Board of Trustees, for the issues affecting the increasing population of ESL students at CUNY.

The participants, all of whom are members of the CUNY Language Forum, included Professor Effie Cochran (Baruch), Professor Jack Gantzer (LaGuardia), and Professor William Stewart (Graduate Center).

These were some of the major points that were discussed:

—The need for a thorough statistical analysis of ESL students attending CUNY, including numbers on each campus, and their attrition and retention rates.

—The understanding that ESL students are not necessarily "remedial" students and that they need to be viewed and taught as foreign born language students, who have not quite mastered English.

—The desire non-ESL faculty, specifically content area teachers, to be more sensitive to the needs of ESL students on CUNY campuses. This includes the need for sharing among ESL and content area teachers on each campus.

—The recognition that content courses beyond the basic levels of language instruction need to be developed for ESL: students and incorporated into all levels of the University. This could be accomplished through team-teaching (content teacher and ESL teacher), sheltered paired courses (standard three hour, three credit courses paired with an ESL course), and content area tutors working with individual and groups of ESL students.

In closing, the panelists reiterated the need for a closer liaison between ESL and content area faculty to help ESL students at the University achieve success in their academic pursuits. 🍀

(Reprinted from the March 1991 *University Faculty Senate Newsletter*)

## 'F' Grade Update

Edited by Tammie V. Lacewell

The issue of the Board of Trustees' usurpation of faculty prerogative in mandating a University-wide "F" grade policy continues to demand faculty attention. In the last issue of the *University Faculty Senate Newsletter*, the history of the dispute was recounted and Chancellor Reynolds' initiative to provide an opportunity for local modification was described. Since that report, developments have occurred in two areas:

—General University Guidelines for implementing the Board's mandate were drafted, circulated, modified, and revised. In particular, the University Faculty Senate Executive Committee objected to a draft provision which allowed any "F" grade to be replaced regardless of when it was earned. The committee recommended a two-year limit, and the final guidelines permit "F" grades earned beginning in 1984 to be subject to the policy. The committee also objected strongly to wording which appeared to set a University standard for admission to specific programs and that concern was redressed in the final guidelines.

—Several colleges have submitted their own proposed policies. At the January meeting, Medgar Evers College received approval to treat the grade of "D" in the same manner as the "F" grades covered by the Board action. Two proposals were returned to the campuses as actions which did not require Board approval. Two more local options were deemed not acceptable by the Office of Academic Affairs and returned to the campus. Finally, two proposals are still being reviewed by the Office of Academic Affairs for possible submission to the Board.

At a plenary session this spring, the Senate will review the viability of the local option as a response to the Board's ill-conceived policy and will decide whether or not to reopen the possible censure of the University by the American Association of University Professors. 🍀

(Reprinted from the March 1991 *University Faculty Senate Newsletter*)

## The Paper

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# RACISM AT CCNY:

## The Report of the Committee on Academic Rights and Responsibilities

by Tammie V. Lacewell

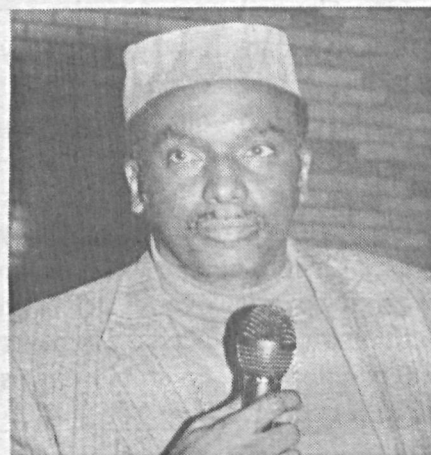
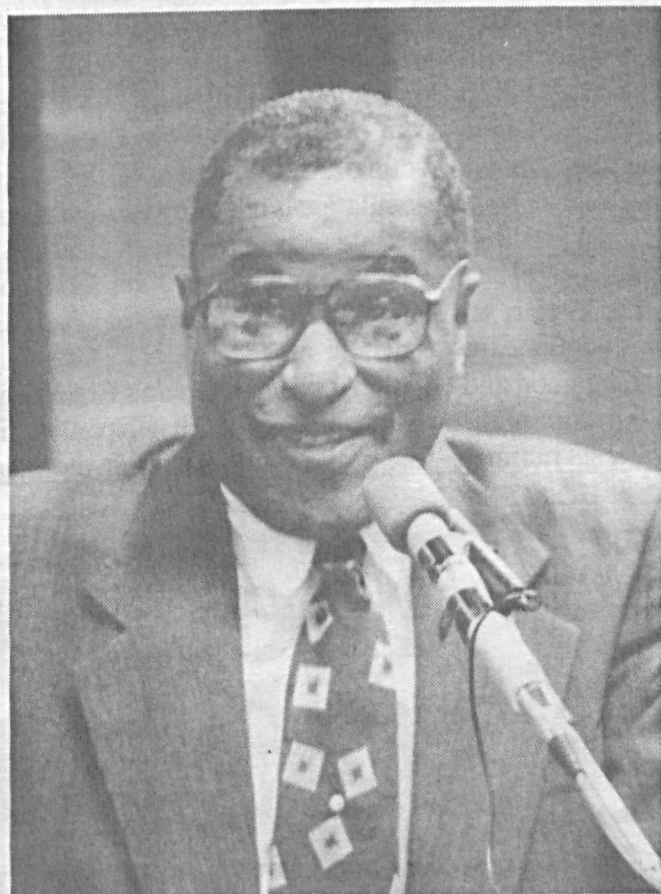


On May 4, 1990, President Bernard Harleston appointed an Ad Hoc Committee on Academic Rights and Responsibilities in response to charges of racism and anti-Semitism that were lodged at both students and professors at City College, fearing that "the virus of racial and ethnic hatred" would infect this campus. (The Committee also seems to have addressed similar allegations against the student media on this campus last semester.) According to President Harleston, "The Committee was asked to review the question of when speech, both in and outside the classroom, may go beyond the protection of academic freedom or become conduct unbecoming a member of the faculty."

He also asked the Committee to "review information concerning Professor Michael Levin of the Department of Philosophy and Professor Leonard Jeffries, Chair of the Black Studies Department" and make recommendations concerning any possible action to be taken against them. The Committee has cleared them from any further administrative or disciplinary action.

The Friday, March 22, 1991 edition of New York Newsday reported the committee's findings. Also, the February 18, 1991 issue of The New Republic ran a story about the racial climate of City College called "In The Mix," prepared by Jim Sleeper, a New York Newsday reporter and author of The Closest of Strangers: Liberalism and the Politics of Race in New York. And the print media on this campus received press releases about the Committee's ruling. So, this committee and its findings seem to have been designed to simultaneously address the race issue and polish the College's tarnished public image.

The Committee was chaired by



The Ad Hoc Committee on Academic Rights and Responsibilities, in fulfillment of President Bernard Harleston's charge to "review when speech both in and outside of the classroom goes beyond the protection

of academic freedom or becomes conduct unbecoming a member of the faculty," submits the following statement. This statement summarizes the committee's deliberations on academic freedom in the context of faculty utterances and behavior that may denigrate a group by virtue of its race, class, ethnic origins, religion, gender or sexual orientation.

First, the Committee affirms its commitment to the principles of academic freedom and free speech. We consider faculty entitlement to freedom in research and discussion crucial to the intellectual vigor of the

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**"...faculty have a responsibility to exercise appropriate restraint so as not to belittle a student, to prophesy the likelihood of his/her poor performance, or to, in any manner, undermine the equal educational opportunities of all students."**

Professor Leonard Roellig of the Department of Physics, Former Vice Chancellor for Academic Affairs of the City University, and included Dean Michael Arons, Division of Science; Dean Max Bond, School of Architecture; Professor Juan Flores, Department of Latin American & Hispanic Caribbean Studies; Professor Janice R. Joy, Department of Special Programs; Dr. Marlene MacLeish, Associate Dean of Student Affairs, Sophie Davis School/CUNY Medical School; and Distinguished Professor Sheldon Weinbaum, Department of Mechanical Engineering. The following is an abridged version of The Committee's report. (All bold emphasis in the text was added by the Editor):

**Report of the Ad Hoc Committee on Academic Rights and Responsibilities  
February 5, 1991**

## FRAUD OR EQUITABLE EXCHANGE?

by Alethea Lodge

Many students have become increasingly interested in study-abroad programs to various countries in the world. Some of these programs are made available through departments at City College and also off campus, via organizations and other colleges.

However, there has been concern about the legitimacy of some of these programs. Students have remarked that some of these exchange programs claim to provide certain facilities and services as part of the total cost of the program, but upon their arrival, they found out that not all the promises were met by the program.

A recent graduate of City College told The Paper of her exchange experience in Paris in 1989. In the documents she received about the program, it was said that she would receive full room and board during her semester-long stay in Paris. When she arrived she and her suitcases were in the streets without a place to stay. Her last resort was to stay in a hotel and later she found out about the youth hostels which were available at cheaper rates. She ended up returning during half the semester and was not reimbursed for any of her expenses.

Another City College student went to Germany last year through the Education Department at City. She was one of eight students who participated in this exchange program.

The fees that were charged were normal. The students on this program had to pay a \$300 deposit in addition to being responsible for City College tuition and room and board during their stay in Germany. Initially, they were told that this was a refundable deposit in order to reserve entry into the program. After the department received this money, and the students were approaching the time for their departure, they were told that half the money was to be used to fund trips and excursions and half was to be used for administrative costs in Germany and the U.S. When the students returned to the U.S. in January of 1991 they received \$150, and they are still waiting for the balance which was not used for the excursions.

At present, the same program will be sending students on the same program to Germany in the Fall semester '91. This time the program is demanding a \$300 non-refundable fee for administrative costs.

Students have to be prudent in selecting these study abroad programs. It is advisable to speak to as many individuals who have already partaken in different exchange programs, so as to get adequate information not only about the efficiency of the program, but also about the host country.



# Black and Hispanic Communities in Redistricting Process

by Keith A. Mayes

A New York City Districting Commission was established by the new city charter to draw the boundaries for the 51 new City Council districts. The New York City Charter is a constitution granting and guaranteeing rights, franchises and privileges to the citizens of this city and the companies that do business with this city. The City Council is the legislative branch of City Government. Its members are elected every four years, and represent districts of approximately 212,000 people.

As a result of the new charter, the current 35 members of the City Council—6 from the Bronx, nine from Queens, seven from Manhattan, eleven from Brooklyn and 2 from Staten Island—will only serve a two-year term. In 1991, following the redrawing of district lines based on the 1990 Census count, a special election will be held to increase the council to 51 members, each of whom will represent about 140,000 people. In 1993, the new districts will be reviewed and a third election will be held. Those members to the Council in 1993 will then serve the regular four-year term.

The New York City Districting Commission is a 15-member, unpaid professional staff representing various fields and occupations. The Commission is to adopt a final districting plan by June 3, 1991 for an election to be held November 5, 1991. Furthermore, the goal of redistricting is to provide fair and effective representation for all the people of the City. In drawing council boundaries, the Commission is required to honor the Constitution's standard concerning equal population districts, City Charter criteria, and the U.S. Voting Rights Act of 1965, all of which require a fair and effective representation of racial and language minority groups.

Most commissioners and experts agree that if the new districts ensure fair representation of minority groups, African-Americans and Hispanics would be able to double their representation on the City Council. Some calculations suggest there could be as many as 21 seats controlled by Blacks and Hispanics. In the current legislative body, whites control 75 percent of the seats, although they account for only 47 percent of New York City's population, so collectively, people of color are the majority of New Yorkers.

"The basic question here is who

controls City Hall," says Luther Blake, a Commission member. "There will not always be an African-American mayor but there will always be a City Hall, and this is an opportunity for us to more than double our representation on that body." However, certain problems have arisen among us as Blacks and Hispanics, some beyond our control and some that are not. The first is an overall lack of press that continues to persist whenever anything good and favorable dawns on our communities. Secondly, a significant number

of the Black and Hispanic population are younger on average than the White population and many are immigrants who are unable to vote. While only 65 percent of Hispanics and 69 percent of Blacks in New York are of voting age, 80 percent of the White population is of voting age and all are eligible to take part in an election.

According to John H. Molenkoph, a Professor of Political Science at the CUNY Graduate Center, one-third of adult Blacks and almost half of adult Hispanics are foreign-born and, as a result, the racial

and ethnic mosaic of New York City is becoming much more complex.

Thirdly, the 1990 Census undercount doesn't help our cause any, only worsens it. By law, the 1990 Census will be used as the basis for districting work. A technical staff of geographers, social scientists, and computer analysts will develop three versions of a districting plan for consideration by the Commission: an initial plan, a revised plan, and a final plan. There will be opportunities for public comment on the initial

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## The Image Index<sup>®</sup> For Women

### Test Your Potential for Getting Ahead.

The following test is based on the probability of making the best first impression on the greatest number of people in business and professional situations. To take the test, simply circle the number opposite the entry that best describes you. Then, total up your score according to the directions below, and gauge your Image Index.

#### BLouses

1. Long-sleeved, silk or cotton, solid or small print, with conservative necklines.
2. Oxford cloth shirts with bows.
3. Lace and ruffles, sheer fabrics or plunging necklines.

#### Suits

1. Classic cut, navy, grey or black, made of quality fabric and well-fitted.
2. Coordinating jacket and skirt in complementary colors.
3. Never wear suits.

#### Dresses

1. One or two-piece, natural fabric, classic styling, long sleeves, in navy, grey or black with a jacket.
2. Same as above, without a jacket.
3. Ruffled, sheer or mini-dresses.

#### Shoes

1. Dress shoes, always freshly shined.
2. Casual or dress shoes, rarely shined.
3. Don't think about shining shoes.

#### MAKE-UP

1. Lightly applied to enhance features and coloring.
2. Don't always wear make-up.
3. Applied heavier so that everybody notices it.

#### HAIR

1. Classic style, well-groomed, shoulder length or shorter.
2. Generally groomed, no particular style.
3. Wear latest style to stand out.

#### NAILS

1. Manicure at least weekly.
2. Occasionally file and groom.
3. Wait until nails are chipped before polishing.

#### JEWELRY

1. Regularly wear one or two important pieces.
2. Wear small, barely noticeable jewelry.
3. Wear as much as possible.

#### PURSES/BRIEFCASES

1. Carry one well-shined classic leather bag for everything.
2. Carry a well-organized briefcase and a purse.
3. Briefcase and/or purse is always overstuffed.

#### HANDSHAKE

1. Firm with men and women.
2. Only shake when a hand is offered.
3. Don't shake hands.

#### EYE CONTACT

1. Make frequent eye contact.
2. Not comfortable looking at someone often.
3. Normally look around the room or at feet.

#### POSTURE

1. Usually stand and sit erectly.
2. Don't pay attention.
3. Tend to slouch.

**How to Score Your Image Index:** Give yourself 6 points for every #1 answer, 3 points for every #2 answer and 0 points for every #3 answer. If your total score is:

**54-72**

Congratulations, you're on your way.

**36-53**

You're on the right track, but have some work to do.

**18-35**

Careful, you may be sabotaging your chances of getting ahead. There's still hope, though.

**0-17**

You've got a real problem. Without immediate action, your chances of making a good first impression are virtually nil.

The Image Index was developed in conjunction with Kaufman Professional Image Consultants of Philadelphia. KIWI Brands USA All Rights Reserved.



and revised plans before the final plan is adopted by June 3, 1991.

At the October 25, 1990 meeting of the Districting Commission, New York City Corporation Counsel Victor Kovner discussed the impact of the many problems with the census on the work of the Commission. He indicated that the City was hopeful that adjustments to the Census figures might be made by the U.S. Department of Commerce in time for use by the Districting commission in the Spring. However, he indicated that it was also possible that the adjustments to the Census might not be made until July 15, 1991 or later.

some months after the Districting Commission must approve a final districting plan. Mr. Kovner advised the Commission that it should proceed with its work despite the uncertainty over Census data. He suggested that the Commission should utilize the official 1990 Census data in formulating the districting plan. He indicated that if the Department of Commerce released the adjusted Census numbers too late for the 1991 Districting process, it might be necessary to have another redistricting effort for the 1993 election.

The Commission also has instituted a public access policy to

generate widespread public participation in the process. The public access program includes public hearings for which there are 23 hearings scheduled from January 1991 to June 3, 1991, and a release of all proposed districting plans. The Districting Commission will also provide its Plan Drawing Database to the public. A prominent feature of the program is the Public Access Terminal (PAT). The computer terminal features the same database, hardware and software used by the Commission to draw boundaries. Members of the public, with the assistance of the Commission Staff, will be able to

have their own citywide or local district plans developed. These plans may be submitted to the Commission for formal consideration.

In addition, public meetings and hearings will continue to be held throughout the city for mass participation on the part of all people. So all of our Black and Hispanic brothers and sisters who are able to participate in this important process should do so because redistricting on such a wide scale is not likely to occur again for decades, and we must begin to understand the structure which dominates our lives. 🍌

### Schedule of Meetings and Hearings

June 3  
(to adopt final Plan)  
The Public Hearing Room  
City Hall

\* Meetings are held from 4:30 p.m. to 6:30 p.m.

\*\* Hearings are held starting at 6:00 p.m. Members of the public can sign in to speak on the day of the hearing beginning at 5:30 at the hearing site. A Spanish translator and sign language interpreter will be available.

# The ImageIndex<sup>®</sup> For Men

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### SHIRTS

1. Long-sleeved, all-cotton, white, striped or pastel.
2. Button-down oxford, any color.
3. Short-sleeved, or anything that is wash and wear.

### TIES

1. All silk with a subtle pattern or stripe.
2. Knit ties.
3. Clip-ons.

### SUITS

1. Traditional single-breasted, navy or grey pinstriped, expertly tailored and well-pressed.
2. Designer double-breasted, with bold patterns or weave, molded to body.
3. Prefer sports jacket and slacks.

### SHOES

1. Classic dress shoes that tie, always freshly shined.
2. Usually casual, rarely shined.
3. Don't think about shining shoes.

### SOCKS

1. Mid or over-the-calf, brown, navy or black.
2. Mid or over-the-calf, textured or patterned.
3. Ankle length, dress or casual.

### FACE

1. Always clean-shaven.
2. Have a well-groomed mustache or beard.
3. Not always clean-shaven.

### HAIR

1. Regularly cut in a conservative style.
2. Sometimes need a haircut.
3. Always worn in the latest avant-garde style.

### NAILS

1. Groom at least once a week.
2. Clip and clean nails occasionally.
3. Bite regularly.

### JEWELRY

1. Classic style watch, leather or metal band.
2. Wear a sporty watch.
3. Don't usually wear a watch.

### HANDSHAKE

1. Firm with both men and women.
2. Firm with men and limp with women.
3. Squeeze hard to show superiority.

### EYE CONTACT

1. Make frequent eye contact.
2. Not comfortable looking at someone often.
3. Normally look around the room or at feet.

### POSTURE

1. Usually stand and sit erectly.
2. Don't pay much attention.
3. Tend to slouch.

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“I went from house to house, getting any food or clothes they would give me. Then I handed it all out to any needy people in the neighborhood.”

—Jack Powell  
Salisbury, MD

Jack Powell is one of the little answers to the big problems facing every community in America. And because there are more people than problems, things will get done. All you have to do is something. Do anything.

 **POINTS OF LIGHT**  
FOUNDATION  
Do something good. Feel something real.

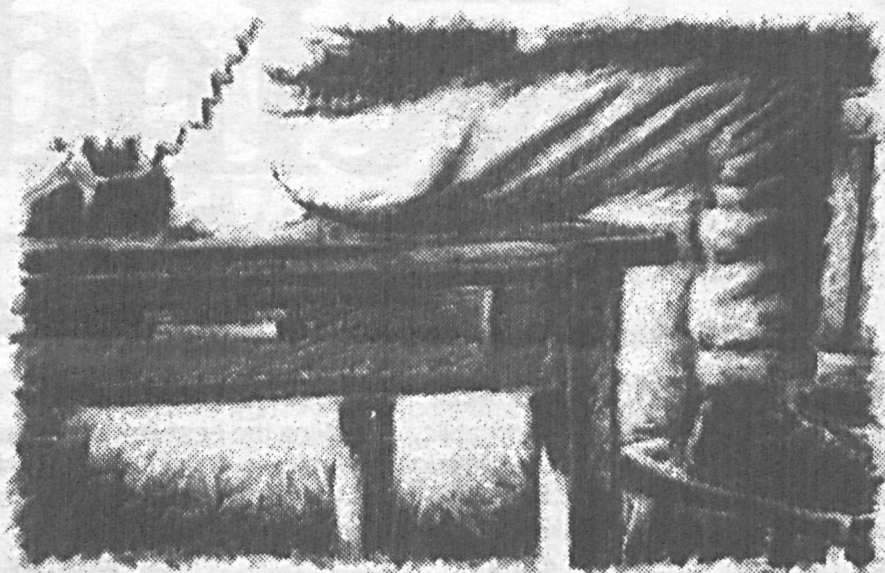


# “‘I really want my mom to find me face-down in my own blood on the floor of her bathroom. The woman deserves it’

The hair on the back of my neck stood on end. My forehead went wet. ‘I hate my pathetic life,’ she said. It was the first call I got working at the suicide hotline, a volunteer thing I did

because a friend said she got so much out of it. **B**efore I got too nervous, I stood up and spoke into the phone with as much compassion as I could. But my voice skipped and fluttered. **H**ow do you tell a girl like this it’s going to be alright? Just when my head started to swim with the

idea that I might be the reason she kills herself, it hit me. She doesn’t want me to have the answers, she just wants a friend. She wants me to understand because no one else wants to. I never felt so alive. **A**nd that feeling is what brings me back here to the phones. Everyone reaches a point where they need help. If all it takes is listening for a few hours, I can do that. ”



This is Chris Suffredini’s real-life story. He is one of the little answers to the big problems facing every community in America. And because there are more people than problems, things will get done. All you have to do is something. Do anything. To find out how you can help in your community, call 1 (800) 677-5515.



POINTS OF LIGHT  
FOUNDATION



DO SOMETHING GOOD. FEEL SOMETHING REAL.



**Bookstore** *con't from pg. 1*

students. Second, since the students are often hardpressed for time and certain course supplies have to be obtained elsewhere in the city, the Committee is looking for a company that would be able to provide those supplies at a competitive cost.

In several of the Bookstore Committee meetings, a major student concern is that certain special supplies, such as those required by Architecture and Engineering students, have not been readily available at our bookstore. In response to this comment, Ms. Rothstein said that she sends out requisition letters to each department each semester requesting that orders for books and supplies be made to the store, and so it is dependent upon the different departments to make their requests for the semester.

The Bookstore Committee has contacted companies such as Barnes and Noble and Collegiate. However, bids will be invited from all potential companies. They will be taking into account not only the services in which these companies say that they will provide in the bid document, but also the careful scrutiny of their references and their performance elsewhere. Vice President Yellin said that *each company will be examined before any decisions are made* (Editor's emphasis).

Ms. Rothstein is concerned that prices may increase under a lease and that services such as honoring Pell vouchers at the beginning of each semester may not be carried out. Vice President Yellin affirmed that the new bookstore company will offer benefits such as better prices, accessibility (the ability to get books to the professors on short notice) adequate supplies at competitive prices to the students, and also items that are not presently supplied in the Bookstore, for example, international newspapers and scholarly journals which would undoubtedly supplement the educational process. He further explained that if a suitable contractor is found, the profits to the Auxiliary Services Corporation would be greater. The student organizations at the College would then receive some of these profits. "All the revenues would be returned to the College community, probably to the Auxiliary Services Corporation, and we expect those revenues to much as triple within two years.

When the question about the welfare of the present employees surfaced, Vice President Yellin en-

sured that the College would make sure that their transition to other positions elsewhere, or even with the new vendors, will be smooth. The loyal, longstanding employees he said, will be provided with some kind of compensation or recognition for their years of service at CCNY. When Ms. Rothstein was asked about what she believe will become of her present employees, she said, "They will not keep everybody. The tendency is that they will keep the lower paid employees."

There are plans to move the Bookstore's present location at Shepard Hall to the NAC building. Students are concerned that they will be losing the Student Lounge and Game Room space, but Vice President Yellin assured us that this will not be so. He explained that the Bookstore will be relocated to the Undergraduate Student Lounge and a section of

the Game Room area. However, the Lounge's new location would be in the Students' Snackbar (which will be totally renovated to facilitate its new purpose) and the Snackbar will become a part of the Student Cafeteria, on the Second Floor. The opening hours will be extended so that the students will have the same hours of the present Snackbar.

The plan to move the Bookstore to NAC will have its advantages. Not only would the Bookstore be more accessible in its new location, but also its opening hours would be vastly extended. The evening students would benefit greatly from the extended hours. The Bookstore Committee will require that the "new" bookstore be open the first few Saturdays of every semester. Hence, the day, evening, and graduate students will be better and equally served at CCNY.

## Congratulations Prof. Phillip J. Leonhard of the Sociology Dept.



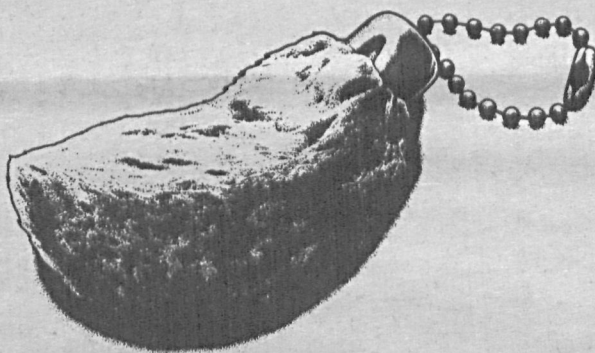
Phillip J. Leonhard, associate professor of sociology at City College of New York, received the Distinguished Service Award from the New York State Sociological Association at the organization's 38th annual meeting.

The Pessimist  
complains about the  
wind;

The Optimist  
expects it to change

The Realist  
adjusts the sails

William Arthur Ward



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## Fire at CCNY

*con't from pg. 1*

Some students gave their opinions on the fire and on SER. One was concerned that not enough groups were involved with the campus issues such as this one. "I do not know where the black people are on this campus; they're not here. It's only basically the Hispanic side of us that's here...It's been two years (since the '89 student takeover) and not one black organization has tried an attempt to do anything against the budget cuts." While commending SER's effort, the student ridiculed the modelling club's distribution of fliers while the fires burned.

Another student said that while he supported SER's efforts in addressing the issue of budget cuts, he said that he did not approve of SER's action where the fires were concerned. "It's like the same thing Hussein is doing in Kuwait—polluting the atmosphere...you gotta care about the earth and everything."



# EXPRESSIONS

## PSEUDO

why  
 do  
 your eyes  
 study  
 the pavement  
 for  
 fine crooks  
 and  
 crannies  
 as you  
 walk down  
 the street  
 with  
 your  
 flaccid BLACK  
 hand  
 lying  
 limply  
 in her  
 colfridgid  
 clammy  
 white  
 fingers  
 clasping,  
 as you  
 joke  
 about  
 afro sheen  
 bongo rhythms  
 sayin' bwana  
 jungle bunny  
 in your  
 nasal  
 tone  
 shuffling  
 as she  
 looks  
 me  
 DEAD  
 in the  
 eye  
 ?

-D.H. (copyright 1988)

on  
 this  
 hot  
 muggy  
 night  
 I  
 forgot  
 your  
 name

for  
 a  
 long  
 sixty  
 seconds  
 I  
 was  
 overcome  
 by  
 the  
 heat  
 and  
 the  
 FLUID  
 under  
 my

and  
 I  
 on  
 this  
 hot  
 and  
 muggy  
 night  
 would  
 give  
 anything  
 if  
 I  
 could  
 just

sit  
 on  
 the  
 front  
 porch  
 at  
 grandma's  
 house  
 and  
 swat  
 flies  
 from  
 my  
 legs  
 and  
 look  
 at  
 the  
 stars  
 all  
 alone  
 without  
 you

there

I  
 was  
 in  
 seclusion  
 with  
 you  
 lying  
 there  
 kissing  
 my  
 shoulder  
 and  
 waiting  
 for  
 me  
 to

## BLACK LIKE ME

BLACK like me,  
 BLACK like me,  
 Not many people tend to act like me  
 Self destruction, no direction  
 Education and BLACK relations  
 Are sickening  
 So now we're robbing each other  
 Please wake up cause we're all the same color  
 Ebony we should awaken  
 African, American, Haitian, Jamaican  
 Unify and try to reach  
 A special kind of separate peace  
 We've been oppressed  
 Together so let's  
 Get our act together and rise from this mess  
 Before we kill what is known as BLACK Pride



# EXPRESSIONS

respond  
but  
I  
cried

and  
you  
didn't  
know  
why  
I  
should  
be  
crying  
when  
I knew  
you

LOVED  
me  
for  
at  
least  
sixty  
seconds  
or  
more

so  
I  
stopped  
crying  
and  
hugged  
you  
tight  
and  
you  
thought  
you  
soothed  
me  
but  
a

all  
I  
wanted  
was  
to  
be  
sitting  
on  
the  
front  
porch  
at  
grandma's  
house  
on  
this  
hot  
muggy  
night  
all  
I  
wanted  
was  
to  
swat  
flies  
from  
my  
legs  
and  
look  
at  
the  
stars  
all  
alone.

—by  
Keisha  
Lea

Before we commit what is know as genocide  
Before we slip and further slide  
Before we trip and all have died  
Before we kill, before we cry  
Before we seek a way for peace  
Before we go on these things must cease  
Dead on arrival is what we're soon to be  
BLACK killing BLACK no type of unity  
When I get shot it's done by a BLACK man  
Holding a gun in the very same BLACK hand  
Open your eyes and see what I see  
The man that hurts me  
Looks just like me  
Come as one and you will see  
That I love you my brother  
Cause you're BLACK like me  
—Timothy X

## Maestro

You play soft and slow and  
Easy  
Caressing the keys  
The music released in the air in ripples  
Waves  
Notes bounce off the keys  
As your fingertips lightly touch each one  
Again and again and again.

Back and forth  
Back and forth  
Smooth and  
Easyflowing  
You take your time  
Feeling each key  
Knowing each key  
Fulfilling each need

Notes shimmering into the air  
Well shaped  
Nurtured notes  
Blending, mingling, mixing  
[Together, together, together]  
Weaving in and out of each other  
Then coming back  
Together, together, together

You play soft and slow  
Easygoing  
Deliberately  
Caressingly  
Fingers feeling each key  
Bringing notes into the air  
Causing ripples inside of me.

—Melanie E. Smith



**Racism**

con't from pg.3

College. In this context, the Committee wishes to emphasize that protection of these principles is not just for the faculty, but also for the students, as it is a fundamental precondition for an exciting, challenging and open intellectual atmosphere.

**The Learning Environment**

The Committee also believes that the College has an obligation to uphold students' rights to a supportive learning environment. It finds that there are utterances by faculty, even outside of class, that can have a detrimental impact on the educational process. In particular, statements denigrating the intellectual capability of groups by virtue of race, ethnicity or gender have the clear potential to undermine the learning environment and to place students in academic jeopardy. It has been clearly established that a teacher's low expectations frequently have a negative effect on student performance. Furthermore, it is insufficient for an instructor who has publicly denigrated a group's intellectual capacity to argue that the general statement does not apply to the individuals in his or her class. It is, in fact, the student's perception of an instructor's low

expectations that has the negative effect on academic performance.

It is clearly unprofessional and inappropriate for any faculty member to make it difficult for a student to fully participate in a class by virtue of the student's race, class, ethnic origins, religion, gender or sexual orientation, and the fact that unfamiliar or controversial ideas have the potential to make some students uncomfortable is an inherent aspect of an open, vigorous learning environment. However, faculty have a responsibility to exercise appropriate restraint so as not to belittle a student, to prophesy the likelihood of his/her poor performance, or to, in any manner, undermine the equal educational opportunities of all students. Although there are existing mechanisms to deal with disciplining professors who harass students, they should be carefully reviewed in acknowledgement of the perception that the procedures for bringing redress are cumbersome and frequently ineffective.

**The Tension**

There is clearly tension between the institution's need to protect academic freedom and free speech and its need to protect the learning environment when it is harmed by public utterances. There are other circumstances

where such tension between rights occurs. When an individual's speech causes direct harm to another individual, the laws of slander and libel deal with such circumstances. The issue of speech that causes harm to a group by virtue of its race, class, ethnic, origins, religion, gender or sexual preference is certainly more complex and there is no clear consensus. However, in this report we are dealing with a narrower issue; that is, the issue of speech that can have a direct impact on the process of education.

The Committee feels that City College, with its rich history of intellectual discourse and its tradition of cultural pluralism must establish a balance between the free speech rights of faculty and the rights of students to a learning environment free from harassment due to race, class, ethnic origins, religion, gender or sexual preference. The approach should be one of "minimal harm" to each right.

On the one hand, we feel that there should be no disciplinary action taken against a faculty member for speech outside the classroom. Such disciplinary action would shift the balance too far and carries more risk than benefit.

On the other hand, the College has the responsibility to intervene when a professor jeopardizes the educational experience of students enrolled in a course. At the minimum, students under these circumstances should be able to resign from such a course without academic penalty, or be allowed to substitute another course to fulfill the requirement. If the course is required or essential to the student's program, and is not taught by any other professor, the situation is more problematic and other mechanisms, such as offering parallel sections may be needed. We emphasize that there is no simple or totally satisfactory solution, but this should not deter the institution from addressing the problem.

**Professors Levin and Jeffries**

The Committee was also charged to review information concerning Professor Michael Levin and Leonard Jeffries with the purpose of advising President Harleston as to how their statements relate to our general position.

The statements by Professor Levin alleging the intellectual inferiority of blacks, in our view, clearly have the potential to harm the process of education in his classes. Thus we find that it is appropriate for the College to continue to care

fully implement ways to protect the students from such harm. We also recommend that the President not institute disciplinary proceedings against Professor Levin.

There is another type of statement in the materials submitted to us. These include statements by Professor Levin advocating storekeepers rights to exclude black males, and statements attributed to Professor Jeffries to the effect that AIDS was created as part of a conspiracy by whites to destroy blacks or that make sweeping negative characterizations of whites. In our view, these are examples of statements that many would find outrageous and possibly offensive and that have a general negative effect on the campus atmosphere, but that do not impact directly on the process of education in class. Thus, although they may be deplorable, they should neither lead to disciplinary proceedings against Professors Levin or Jeffries nor other College administrative responses.

**Closing Remarks**

In closing, we emphasize that grappling with the problems of academic freedom, racism and cultural diversity must be an ongoing process. We have tried to contribute to that process, but also convey some of the complexity and conflicts inherent in these issues. In spite of the pitfalls, we are confident that we can succeed as a College to preserve our commitment to intellectual vigor and cultural diversity. The limited administrative responses we have discussed will be less important to the health of the College than the continual general discussion and debate on these vital issues.

In President Harleston's remarks about the report, he pointed to the findings of the 1941 American Association of University Professors (AAUP), who endorsed a "Statement of Principles on Academic Freedom and Tenure," which was subsequently endorsed by many other organizations. Section C discusses responsibilities of faculty:

"The college or university teacher is a citizen, a member of a learned profession and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by

con't on pg. 11

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\* except TAP



## The Impediments of a Pluralism Conference

by Tammie V. Lacewell



The pluralism conference that was scheduled for April 24 and 25, 1991, entitled *Hopes and Impediments: A Conference on Race and Other Differences*, has been postponed until the Fall of 1991 as a result of the CUNY Student Strike of April 8—May 2, 1991. The title of the conference was extracted from the latest book by former Distinguished Professor Chinua Achebe.

According to CCNY President Bernard W. Harleston, the theme of the conference was "at once scholarly and practical, addressing the issues of race and diversity with the new knowledge that is available in the various fields and with a sensitivity to the racial, ethnic, religious, gender and other diversities that make up the City College community...." He had also stated that the conference was "a natural elaboration of the mission of the College and of the University. We hope it will result in outcomes and documentation that will strengthen our sense of community and scholarly purpose."

With the rash of racially motivated murders and attacks and sexual assaults that have devastated this city for the last five years, and the racial tensions that have permeated both the classroom and student politics of this campus, you would figure that CCNY students would have flooded the Program Planning Committee with proposals for workshops to teach tolerance, respect, and promote racial harmony.

I read a statistic somewhere which said that "1-in-5 Americans belong to an ethnic minority group," and another that said that there are now 30 million Black people and 22

million Hispanic people in this country. According to CCNY report, the current ethnic breakdown of this campus is 35% Black, 25% Hispanic, 20% White, 18% Asian, and 2% "other," mostly Native Americans. So, where were all of our student artists and musicians with their proposals for performances and displays? This was not the time for silence.

However, it's not too late for students to get involved. The conference is being re-scheduled and planned by several committees—all actively seeking greater student participation—including the Steering, Student Involvement, Program Planning, Art, and Curriculum Committees.

Professor Jerome Brooks of the English Department is the Conference Coordinator and Chairman of the Steering Committee, which oversees the actions of all of the committees. When asked what he thought the goals of the conference were, he had replied: "It is my hope that the Conference will dispel some of the impediments or barriers that separate us from each other and bring us together as a learning community, not just for two sunny days in April but for a long time thereafter."

The list of distinguished guests, speakers and panelists had included Dr. Molefi Asante, Chairman of Africana Studies at Temple University; Dr. Alvin Poussaint, Associate Dean of Harvard Medical School; Dr. Leon Kamin, Professor of Psychology at Northeastern University; Professor Nathan Glazer of the Harvard Graduate School of Education and a City College alumnus; Dr. Maria Josepha Canino, a graduate of City College and a former Trustee of the City University; CUNY Professors Andrew Hacker and Martin Duberman; Professor Sharon Hom of CUNY Law School; and Mr. Kenneth of the American Jewish Committee. It is the hope of the Program Planning Committee that most of these speakers and workshops will be able to be included in the fall conference.

For additional information, please write to: Professor Jerome Brooks, English Department, The City College of New York, N.A.C. 6/219, Convent Avenue at 138th Street, New York, N.Y. 10031. Or, you can call (212) 650-6325 or 6300, contact Professor Jean Wiles of SEEK or Deputy Provost Phyllis Zadra in the Administration Building.

Racism

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his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

In other words, professors are solely responsible for all the statements they make, not the college or university that they belong to; and their statements should be based on factual evidence and research. Is all of this supposed to prevent the students from pursuing disciplinary

action against faculty and staff that are verbally abusive, racist, sexist, or homophobic? Hardly. But it looks like we're stuck with tenured professors, regardless of what they propagate to the world. So Professor Levin, as you explicate what you believe to be the intellectual ineptness of Black students, you bask in your own ignorance. And Professor Jeffries, as you teach the positive aspects of Afrocentricity, and the culture of the Black people worldwide, remember that your lectures should educate all students, not alienate some and inflame others.

**"My face was numb. It was maybe 25 degrees out, there was snow on the ground, and right in front of my apartment door was a bum wearing a Mets T-shirt freezing to death.** I stepped around him and went in. I thought, 'great, just the ending I needed to an already lousy day.' Just then, this sick feeling came over me. Forget me, what about that guy? I went to my closet and pulled out a coat I haven't worn since college. I stood there, feeling dumb. Was he going to be mad if I give him a hand-out? He's freezing to death. I opened my door and handed him the clothes. He put them on and stared at me. Then he walked away. It was weird but it was good. I'm not the Salvation Army, but giving out a coat isn't all that hard."

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# RACE ACROSS CAMPUS

## STUDENTS FIGHT RACISM, SEEK OPPORTUNITIES FOR MINORITIES

by Melanie Yiasemide

March 1, (NSNS)—With the eyes of the national media upon the racial problems that still plague many college campuses, students are working for their own solutions to racism, both overt and covert. Many student leaders are looking beyond traditional student tactics used to solve the problem of racism, and are insisting on campus rules against offensive speech and behavior.

Students returning to the University of Notre Dame campus in January were shocked to find that a Black student's room had been broken into, its contents scattered throughout the hallway, and racial slurs written on the walls of the dormitory. This, and a number of other incidents at Notre Dame this year prompted more than 200 students to join in a demonstration on January 15th and 16th to persuade administrators to formulate a campus anti-harassment policy.

Students United for Respect (SUR), the group that organized the protest, presented demands for a new policy to Notre Dame Vice President for Student Affairs Patricia O'Hara on January 15th, the refused to meet with them because they were not an organized campus group. Their proposal would forbid and set penalties for the use of language or non-verbal harassment to intimidate people on the basis of their gender, race, or sexual preference. Such "rules against racism" have already been adopted by the University of California and Trinity College in Connecticut. But at some schools, including Tufts University (Massachusetts) and the University of Wisconsin, anti-harassment rules have been modified or abandoned on the grounds that they abridge free speech. Dennis Moore, the director of public relations and information at the Catholic University of Notre Dame says, "We have to formulate a policy that doesn't go against the First Amendment."

At the University of Houston (UH), members of the Black Student Union have collaborated with the dean of students office to expand a minority retention program.

"Racism can be apparent in the attrition rate for minorities," says Joel Richards, president for the Black Student Union at UH and a participant in the program. "There is often a lack of concern for the success of minority students. Through the pro-



gram, called REACH, students at the university are matched with older students and professors of their own cultural background. These mentors act as role models, drawing on social and academic experience to guide them through to graduation. Student volunteers from the Black Student Union have helped expand the project to include alumni as mentors as well. The program has proven successful so far, because eight out of ten students enrolled in REACH stay graduate with degrees, and the program has improved the grade point average of minority participants.

"Pairing students with professors, alumni and other students of the same ethnic background helps to incorporate them into the university and makes them feel less alienated," says Richards.

At the University of California at Los Angeles (UCLA), 70 Mexican-American students are in the midst of a year-long campaign to establish a Chicano Studies Department and recruit 16 new faculty members to staff it. At their press conference on February 6th, members of Movimiento Estudiantil Chicano di Aztlan (The Chicano Student Movement of Aztlan, or MECHA) announced their campaign in the heart of Los Angeles' Mexican-American community. It featured community leaders and teachers who spoke in support of MECHA's demands.

In response to student demands, UCLA administrators delivered a statement from Chancellor Charles E. Young at a press conference of their own. "I am committed to building the strongest Chicano Studies Program possible at UCLA," stated Young. "It will be consistent with UCLA's general academic distinction and with the fact of UCLA's

location in a city heavily populated by Chicanos and rich in Chicano history and culture." However, MECHA members are skeptical. "The administration says it needs more research into the faculty and structure of the department," says history major Tony Martinez. "But we think it's a bunch of red tape—it's been years."

Less than 25 years ago, the mere presence of a Black student on a university or college campus caused murderous riots—The Little Rock Nine in 1955, or James Farmer's enrollment at the University of Mississippi, "Ole Miss," in 1961, for example. Since then, minority students have made gains in many areas. Integrated education, affirmative action and ethnic studies depart-

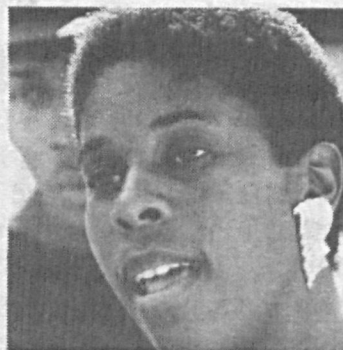
ments have made universities more accessible to minority students and more responsive to their needs.

Though the individual proposals in the debate have changed, many of the principles involved have not. *The Brown vs. The Board of Education of Topeka, Kansas* Supreme Court ruling in 1954 gave minority students the right to equal education at any institution they wish to attend. But, most students still insist that the goal is to create an educational environment in which students of all races can feel comfortable. "The struggle for African-Americans, and other people of color, for equality in higher education has reached a critical juncture," says Ray Davis of D.C. Student Coalition Against Apartheid and Racism. "The critical issue now is implementation of the programs to achieve diversity and limit racism in the college environment."

For more information, contact Eugene Walsh or Ray Davis of D.C. Student Coalition Against Apartheid and Racism at (202) 483-4593, Joe Wilson of Notre Dame's Students United for Respect at (219) 239-7367, Joel Richards of the University of Houston Black Student Union at (713) 749-2591, or Marcos Aguilar and Tony Martinez of the University of California at Los Angeles' Movimiento Estudiantil Chicano di Aztlan at (213) 206-7574. 🐾

## Voters OF New York

by Lenora Fulani



Three years ago the voters of New York City approved a new city charter which expanded the City Council from thirty-five to fifty-one seats and transformed it from a do-nothing debating society to a legislative body with real power.

The addition of sixteen new and smaller councilmanic districts to a Council which can do more than change street names just might give New York's grossly underrepresent-

ted Black and Latino voters, as well as other disenfranchised citizens, the opportunity to have a bigger say in City Hall decisions—which would be a real victory for democracy.

But to the clubhouse politicians, the new city charter just upped the ante: while the professional hacks are wheeling and dealing for higher stakes, most ordinary folks haven't even been told that elections are coming up—or that there's a new game in town.

The Districting Commission responsible for creating the 51 new districts has until June 3 to redraw the city's political map in such a way as to satisfy the US Justice Department that New York is finally in compliance with the federal Voting Rights

con't on pg. 13



# The South Africa I Know

by Velile Notshulwana



It is not difficult for most South Africans to pick out an Asian, "Colored", Caucasian, or an African on the crowded streets of Johannesburg, a set of criteria is associated with each group. In South Africa racial designations are not merely simple ways of classifying people according to their genetic make-up. Rather the racist regime is using them for locating people according to culturally defined social positions. The diversity of South Africa's social and cultural life is the result of many groups who have migrated there. Can you imagine how monotonous life would be if people were all the same? Almost everyone enjoys the exotic Zulu dance and music. Greek, Italian, or Chinese cuisine is a welcome change from the usual South African diet of Umngqusho, Stiff-Pap and Amasi. We benefit from the different cultures in many different ways. However, the racial and ethnic relations in South Africa are far from smooth.

Throughout the history of South Africa, there have been those who have persisted in denying their fellow citizens the right to full participation in South Africa's life. The South African creed of freedom and equal opportunity for all has been and continues to be violated by the presence of apartheid. This problem remains evident in that the problems that beset Black Africans are far more complex than just simple differences in ethnicity. South Africa is founded on lofty ideals.

Afrikaners declared in their wis-

dom that certain truths are self-evident, that apartheid is just and white people are superior. These are lofty ideals indeed. The issue of equality of all men is qualified by the apartheid regime to mean in practice that all men were created equal except African people.

South Africa is a country of very fascinating cliches. One of the most interesting and exciting cliches is that Africans are ignorant and education fails to make an impression on them. I think, as a Black South African, I must be unintellectual because it seems I cannot understand certain definitions as applied to us in South Africa. For example, when a former white Prime Minister of South Africa said, "It is incorrect to say that Africans are killed and murdered by the police. The police do not kill Africans, Africans die in a clash with police." I guess, I am not terribly sophisticated to understand the distinction. Sometimes I even find it very difficult to try to understand eloquent expositions of apartheid. To me, apartheid is a reality of life; it is something that I have lived with. The most frightening aspect of apartheid is that in South Africa there are no longer human beings; there are only masks and they wear two colors; white and black. The creation of these masks has been deliberate and calculated, it is as if we pray to God to bless us with this condition.

The concept of apartheid first came as a slogan used in an election campaign to condemn a Laissez-Fair policy in relation to cities. In fact the

Voters

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Act. But since this "independent" commission was created by the major parties (seven members were appointed by the mayor, five were appointed by the 34 Democrats in the City Council and three were appointed by the Republican Councilman), its real job is to make sure that incumbents get to hold on to 'their' seats, that the Republicans and Democrats continue to dispense pieces of the patronage pie to their clients and patrons, and that the artificial (not "natural") rivalries between the boroughs, constituencies, and especially the Black and Puerto Rican communities that prevent effective challenges to their rule are perpetuated.

The New Alliance Party is concerned that with all the attention being focused on where the commission is going to draw the new district line, no one is talking about the elections and how they can be used to win something for the people of New York—and not just to give 16 more hacks the chance to earn \$55,000 a year for a part-time job.

What really matters is not so much where the new district lines will be drawn, but for whom. Is the city's new political map only going to benefit Black, Latino and Asian American elected officials, or will it be a step in empowering the Black, Latino and Asian American communities? Over the last 20 years there has been a vast increase in the number of Black elected officials nationally, but that increase has not had a significant impact on the quality of life of the African American community. So race and ethnicity are not the only criteria that matter in figuring out what kind of representation

term itself was an undercover of which the National Party (Apartheid regime) was able to play on the white people's ever present fears of Black domination. Clearly, as can be seen today the policy was committed to increase separation of race.

There are three important aspects to understanding South Africa: (a) Internal; which includes apartheid policies inside the country. (b) Regional; control by South African regime of the neighboring states by force and terrorism. And (c) Interna-

our communities need. Given the fact that New York is a one-party system, I believe that the lines on the city's new political map should not be neutral but drawn so as to work against incumbents (as an independent, I plead to having a bias towards democracy).

I am trying to teach that bias to the thousands of City University students who took over colleges around the city to protest Governor Mario Cuomo's decision to raise tuition fees; if it goes through, a whole generation of working class Black and Latino youth will be forced to learn how to use electoral politics and in particular because they have been afraid to challenge the Democratic Party.

I am urging the students to be smart as well as courageous, by taking the opportunity of this year's City Council elections—in which every incumbent will be running to stay in and scores of would-be Council members will be trying to get in—top win lasting gains. They need to call every member of the City Council and force them to take a stand on the attacks against CUNY. Those who support the students need to do so publically, by personally lobbying the governor to rescind his decision. The students need to publish the names of the Council members who support the students, and the names of those who don't. Come election day, they need to run and support the candidates who stood up for them, and campaign hard against those who refuse to. It is high time that those who want our people's votes learn that they can't get something for nothing. and that elected officials who do not support our communities will pay the price on election day. 🖊

tional-backing from the capitalists countries for the apartheid regime.

Unfortunately, a lot of propaganda has been put out to try to confuse the world community into thinking that the problem in South Africa is simply a question of apartheid. But that is not true. The problem is much broader. The capitalist media would like for the world's attention to be focused on apartheid so that we do not see a broader picture. But when we take a closer look at South Africa,

con't on pg. 14



# New Jack City: Not a Place But a Sad State of Mind

by Omar Patrice Lumumba Moore



## NEW JACK CITY

### Starring:

Wesley Snipes, Ice-T, Judd Nelson, and Mario Van Peebles. Also starring Chris Rock, Allen Payne, Bill Nunn and Russell Wong.

**Special appearances by** Flavor Flav, Nicholas Ashford, Vanessa Williams, Tracy Camilla Johns, Keith Sweat, and Teddy Riley.

**Written by** Thomas Lee Wright and Barry Michael Cooper. **Produced by** Doug McHenry and George Jackson. **Directed by** Mario Van Peebles. **Running time:** 1 hour 40 minutes. A Warner Bros. release. Rated R.

In its first three days of release *New Jack City* made \$7 million. That's the second highest gross for that initial period for a black film (Eddie Murphy's "Harlem Nights" made \$16 million). But after seeing "New Jack City," I believe that its impressive opening is nothing at all to be proud of.

What many critics have loudly hailed as a drug film with a strong "anti-drug" message, is just a 100-minute music video with cartoon-like violence and an R-rated exploitation of black women, along with some "just say no" sound bites.

One big flaw of the film is that it does not know which side it's on—drug or anti-drug. It's as if the film itself is seduced by the idea of taking drugs and getting high. This is the impression first-time director Mario Van Peebles leaves.

Second, none of the film's characters are real characters. They seem more like stereotypes, one dimensional images. For example, the lead character, Nino Brown (Wesley Snipes), is not shown interacting anywhere outside his drug arena—what about going on trips to the store—his immediate family, etc.?

An example of a full-blown character in the same type of movie is

Morgan Freeman's pimp character (for which he was nominated for an Oscar) in the 1987 film "Street Smart." He interacts outside of his world and spends time at cocktail parties—an unfamiliar environment to him. That multi-dimensional quality is missing in Snipes' character.

*New Jack City's* writers are black, so it is even more alarming to know that the characters (particularly the women) are so underdeveloped. Whether both are upset with reported changes that were made by the director or are fully content with the finished product remains to be seen.

With that said, the film is about the decline of Nino Brown's drug empire in New York. The movie is loosely based on the real life story of Nicky Barnes, a New York heroin dealer. The story focuses on two years, 1986 and 1989. Crack, instead of heroin, is the drug that is the focus of Nino Brown's Cash Money Brothers' factory.

Though Brown does a good turn in the community with donations of food for the disadvantaged, his lethal edge still shows when Pookie (Chris Rock) begs for food. He eventually gets far more than he bargained for. Brown's ruthless authority, thanks to Wesley Snipes' terrific performance, not only scares his own posse, but shocks the audience as well. It is the vicious acts, however, which get out of hand and

become cartoon violence instead of "believable" violence. Most of the events that take place are ridiculous.

So is the absurd pairing of Scotty Appleton (Ice-T, in his big-screen acting debut) and Nick Perretti (Judd Nelson) as black and white cops who reluctantly team up under the urging of Detective Stone (Van Peebles) to bring down Brown's empire. There is no real tension at all between them, certainly not like the tension between Sidney Poitier and Rod Steiger in the film *In The Heat Of The Night*.

Ice-T does not act in *New Jack City*, he raps his "anti-drug" message at a slower speed. Like some of his records, his Appleton character is a mixed bag. Look out for the most incredible but hilarious line in the movie from him, a line which, despite its humor, underscores the film's romanticizing of the thrill and excitement of violence.

Only Allan Payne's "Gee Money" character and Rock's "Pookie," an addict who tries to turn his life around with Appleton's help, are worth feeling sympathy for. Only these two stand out, along with Duh Duh (Bill Nunn's stuttering character) against a well-photographed (credit Francis Kenny) gritty, sorrowful backdrop of drug life.

*New Jack City*, in which some of the cops seem more like gangsters, ends with Nino Brown's obvious but truly appropriate downfall. 🍌

## South Africa con't from pg. 13

we see the problem stretches into the whole Southern African region and even beyond, into an international/global context—in relation to economy and politics internationally.

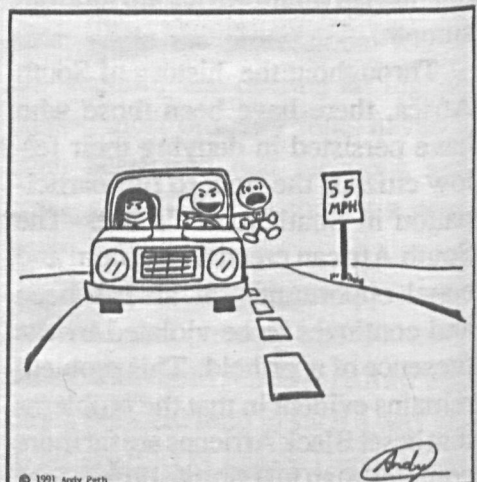
One of the main reasons the apartheid regime is still in power in South Africa is because of its regional super power status. It has overwhelming military and economic strength. It controls the Southern African region by keeping its neighboring states destabilize through military terrorism. The South African government has been waging a war of destabilization of Angola, Mozambique, and Zimbabwe. Its main objective in all three cases is to keep the legitimate governments from consolidating and developing. In Angola, since before its independence, the South African regime has been supporting and fighting with Union for Total Independence of Angola (UNITA) which also

happens to be receiving support from the United States. In Mozambique, apartheid regime funds Mozambique National Resistance (MNR) and apartheid regime economically with loans from their banks and investments from their multinational corporations like Citibank, Manufacture Hanover Trust and many more. The Western capitalist nations also back the apartheid regime militarily by selling arms (guns, tanks, and bombs) and licenses that allow the apartheid regime to manufacture its own weapons. The capitalist countries also give apartheid regime backing politically and diplomatically by block Renamo, terrorize people, destroy agriculture, destroy schools, and public facilities. The oppression and exploitation in South Africa and the region is backed by Western industrialized capitalist nations. These capitalists countries feed off the misery of the people. They back the apartheid regime economically with

loans from their banks and investments from their multinational corporations like Citibank, Manufacture Hanover Trust and many more. The Western capitalist nations also back the apartheid regime militarily by selling arms (guns, tanks, and bombs) and licenses that allow the apartheid regime to manufacture its own weapons. The capitalist countries also give apartheid regime backing politically and diplomatically by blocking votes in their legislatures, in the United Nations, and putting economic and diplomatic pressure on smaller countries not to go against the apartheid regime.

We know that the problem in South Africa is not only a question of apartheid, but also a broader question of political oppression and economic exploitation on a national and international scale. Just as our problem is worldwide—the solution must also be worldwide, and include all Africans. The total liberation and total

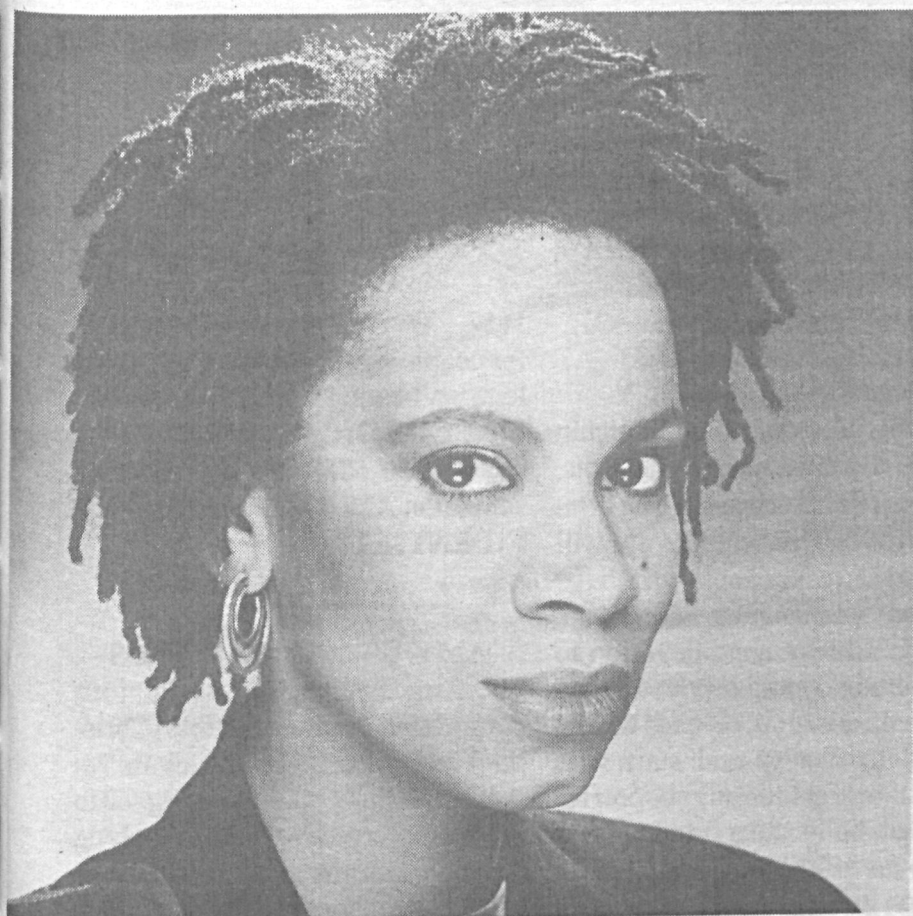
unification of Africa should be the focus of our struggle. Until Africa is strong, unified, building and an egalitarian society, we will always be at the mercy of our oppressors. European Colonialism in South Africa must be uprooted and also be destroyed completely. 🍌



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THERE TOMMY! LOOK FOR YOURSELF! ARE WE THERE YET? ARE WE THERE YET?!



## BACS AWARDS SALUTES AFRICAN AMERICAN FILM GREATS AND HOPEFULS



Edited by Tammie V. Lacewell

(Los Angeles—April 15) Daresha Kyi won the top award in the Ninth Annual Black American Cinema Society's Independent and Student Filmmaker Competition. Her 23 minute, 16mm film titled Land Where My Fathers Died, is the story of a couple who find they have more in common than they'd imagined during a family visit.

The BACS Awards Program was held recently at the Pacific Design Center Auditorium in West Hollywood.

Second place went to Ronald Armstrong for Cuny Island, and third place went to Richard C. Jones for A View From Here. Honorable mentions were won by Karen Hayes for How It Is, Iverson White for Magic Love, and Eric Daniel for Occupational Hazard. Over 55 entries from across the country were received for the competition.

In addition, prestigious awards were presented to three of Hollywood's top African American talents. The Paul Robeson Award, designed to recognize individuals who's work exemplifies talent and professionalism throughout the years, and who have served as pioneers in the motion picture industry was presented to James Earl Jones.

The Star Bright Award, presented to an actor who has contributed significantly to film over the last ten years was presented to actor/director/writer Bill Duke.

The Phoenix Award, the top

award, is presented to distinguish an actor as the epitome of talent and integrity and who serves as a role model for our youth and other performers. This year's Phoenix Award was presented posthumously to Sammy Davis, Jr. His wife, Altovise Davis, accepted the award on his behalf.

Award presenters included Danny Glover, Madge Sinclair (Gabriel's Fire), Lynn Whitfield (The Josephine Baker Story), Hsi Williams (227), and Tommy Ford (Harlem Nights). H.B. Barnum served as the program's musical director. Actor

William Allen Young was the Master of Ceremonies.

The program is coordinated and presented by Executive Director and Founder Dr. Mayme A. Clayton, Western States Black Research Center. The center, a national African-American archive, houses a collection of more than 30,000 books, documents, records, fine art, films, photos, and memorabilia that chronicles the history and culture of African-Americans in this country. The collection is valued at more than \$1 million.

The Black American Cinema Society has awarded over \$30,000 in cash grants to more than 50 African-American filmmakers since its Independent Filmmakers Grants competition was founded in 1982. The program was sponsored by Miller Brewing Company and Columbia Pictures. Winners from this national competition are judged by leading Hollywood directors, actors, writers and film critics. All films were shown on Saturday, April 20, during the 13th Annual Black Talkies On Parade Film Festival. 🌟



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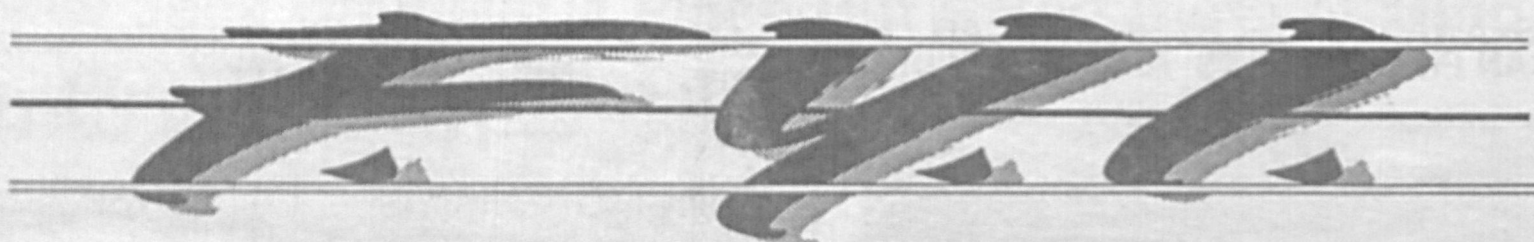
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## For Your Information



### MAYA ANGELOU TO BE HONORED AT LANGSTON HUGHES FESTIVAL

This year's festival, honoring the gifted poet and author Maya Angelou, will be held November 7-9, 1991, here at CCNY. Ms. Angelou will give her address on Saturday, November 9, at 7:30 in Aaron Davis Hall. This year's theme is African American Biography and Autobiography, and the Conference Committee welcomes papers addressing any of the following, or other relevant topics including the slave narrative, freedom narrative, freedom narrative (Civil Rights narrative), and memoir:

- \*Text, Subject, and Context Analysis
- \*Narrative Strategies
- \*Psychology of Sex and Gender

\*Research, Authentication, and Truth  
\*Biography as Controversy: The Case of Nat Turner, M.L. King, Jr., and others.

Submit two copies of a one-page abstract by May 20. Acceptance notice by June 7. Presentation of papers is limited to 20 minutes (12-14 pages double-spaced excluding notes). Two copies of the completed paper are due September 9, 1991. For more information, contact Department of English, The City College of New York, Convent Avenue at 138th Street, N.Y., N.Y. 10031. Telephone: (212) 650-5408 or 8166.

### STUDENT GOVERNMENT SCHOLARSHIPS AND AWARDS CEREMONY

DSG will present 12 Scholarship Awards to outstanding students, consisting of cash prizes ranging from \$250 to \$500. The Scholarships will be awarded to students who have displayed outstanding leadership, academic achievement, devotion to the student body and service to City College. In addition, plaques will be awarded to faculty and staff who have demonstrated strong support for the student body and a firm commitment to an affordable, high-quality education at CCNY. The application deadline was Thursday, March 28, 1991. So, to find out more information about the rescheduling of the awards ceremony and the list of winners, contact the Day Student Office in N.A.C. 1/109-111 or the Ombudsperson's Office in N.A.C. 1/106.

### IF YOU NEED HELP BUT CAN'T AFFORD IT....

There are 3 new FREE and confidential self-help groups on the CCNY campus as part of the efforts of the new Drug and Alcohol Program. Alcoholics Anonymous is for people with alcohol or drug problems, and meets every Monday, 3-4 p.m., in J117. Al-Anon is for people in relationships with family or friends who have alcohol or drug problems, and meets every Wednesday, 3-4 p.m., in

J117. Overeaters Anonymous is for people with dieting, weight, problems and eating disorders. Contact the CCNY Drug and Alcohol Program, 650-6868 for a meeting schedule. **ALL CALLS ARE CONFIDENTIAL.**

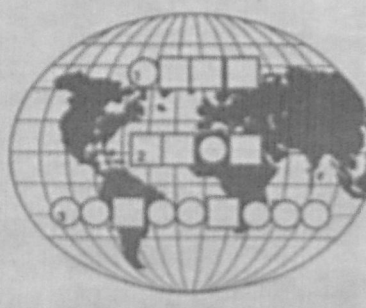
### AMY WRITING AWARDS

The Amy Foundation, a non-profit corporation promoting Bible (Christian) education is sponsoring its 7th Annual Writing Awards, designed to recognize creative, skillful writing that presents in a sensitive, thought-provoking manner the biblical position on issues affecting the world today. To be eligible, submitted articles must be published in a secular, non-religious publication between January 1 and December 31, 1991; The word of God must be quoted directly from an accepted and popular edition of the Bible (King James, NIV, Living Bible, or Revised Standard Version). The biblical impact on individual character and outlook are also appropriate issues. \$10,000 First Prize, \$5,000 2nd Prize, \$4,000 3rd Prize, \$2,000 5th Prize, and ten prizes of \$1,000 each. Articles must be postmarked on or before January 31, 1992. Winning articles will be announced on May 1, 1992. Articles and/or inquiries may be submitted to: The Amy Foundation Writing Awards, P.O. Box 16091, Lansing, MI 48901, (517) 323-6233.

### PEACE CORPS WORLD WISE PuZZLE

For further information about Peace Corps, write Box 804, Washington DC 20526

INSTRUCTIONS: The U.S. Peace Corps has volunteers serving in more than 70 nations around the world. By solving this puzzle, you will learn about one of these countries. Solve the four numbered puzzle words and then unscramble the letters in the squares to produce the name of the country darkened on the map at the right.



Nation slightly larger than Alaska, lying in eastern Asia between China and the USSR.

\_\_\_\_\_

1. A black rock-like ore widely used for fuel.
2. Large desert, much of which is in this nation.
3. Political party which gave up monopoly power in this nation in 1990.