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*So here we stand,
on the edge of Hell,
in Harlem, and wonder
what we will do, in
the face of all that
we remember.*

—Langston Hughes



Photo by Culpepper
Arlette Hecht and Kenny Marion, commission's co-chairmen.

Drug Report In; Sanctions Defined

By LOUIS R. RIVERA

The President's Commission on Drug Abuse, a committee made up of students, faculty and administrators at City College, presented its findings to President Robert E. Marshak this week.

The commission, headed by Mrs. Arlette Hecht and Kenneth Marion (both students), was charged by Marshak last November to "examine and make recommendations" in five major areas. These were: a review of the current policy on drug abuse; a review of current conditions and problems at City; the relationship between the college, the police and drug laws; procedures for internal discipline; and the prevention, treatment and education of drug related problems.

While maintaining concern for the college community, as well as stressing the need to view the drug problem "as both a symptom and a cause of a deeper malaise," the report was marked by broad generalities throughout.

Exceptions came in the areas of Policy and disciplinary sanctions.

Proposed Policy And Sanctions

According to the report, the suggested policy with which to

offset widespread use of drugs is to prohibit the selling, purchasing, possessing or use of illegal drugs on campus.

Any individual caught in possession would be turned over to
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SOBU Grows As Action Organ

By CHARLES POWELL

The Student Organization for Black Unity (SOBU) was formed in May, 1969 out of the realization that groups, such as the National Students Association (NSA), or anything else, short of an independent political body, could not adequately meet the needs of students of African descent.

SOBU convened its first national conference in October, 1969 at North Carolina Central University in Durham. At the conference an enlarged structure was approved and the fundamental positions and directions for the organization adopted.

SOBU's ideological base is Pan-/Africanism, the belief in the sameness of identity, purpose and direction of all African people, wherever they may be. They believe that "although several struggles towards self-reliance and liberation are to be waged in this country, the focus of our activity must always be a free and independent African continent.

SOBU therefore believes that struggling for self-determination in the United States is only one step in the total process of liberation. In accordance with this belief, SOBU's programs are broken down into four major areas.

The first area is community programs. In this area SOBU works to develop and carry out work programs in the community which seek the development and stabilization of independent institutions. At the same time that they are developing these institutions, they also "strive to raise the political consciousness of the people to such a point as to attain the kind of creative unity necessary to acquire an effectiveness in our struggle." In this vein, SOBU works very closely with many of the independent, Black educational institutions around the country.

SOBU also seeks to channel Black students into projects which will enhance the student's

understanding of the political, economic and social situation of Black people. The Pan-African Work Program carried out this past summer is an example of the type of work project in which students in SOBU are involved. Last summer's program was primarily in the south but this year's program will extend to urban areas and to Africa itself.

SOBU's campus program is geared towards the undertaking of political education and organization on the campus. SOBU believes in working with student organizations in an attempt to influence these groups in the necessity of arming themselves with the technical skills necessary for liberation.

SOBU is also involved in the "Save Black Schools" program. The program seeks to turn the Black campus into one totally responsive to the needs of the Black community. Part of this program is the placement of students, by SOBU, into these colleges.

SOBU probably has its strongest impact in the area of communications. The SOBU news service feeds information into the Black community by way of various newspapers, magazines and radio stations.

The SOBU newsletter is the organization's official ideological
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Pres. Decries PRSU Action

By JAIME RIVERA

"This document is completely inaccurate and misrepresents the issue completely," was the word from President Marshall today as he commented on the Puerto Rican Student Union press release of the takeover of the Romance Language office in Downer Hall. The crux of the impromptu press conference centered around the "inaccuracies" of P.R.S.U. statements and the President's recent efforts to bring about a viable solution to the problems facing the Puerto Rican student community at the college.

In response to P.R.S.U. charges that the administration "never thought of seriously considering solutions to (their) problems," Dr. Marshak retorted that he has been feverishly working on programs geared towards the solution of all problems encompassed in the P.R.S.U. release. Organizing and implementing a "viable Puerto Rican Studies program" is one of the President's present goals. Marshak agreed that the school didn't have "a strong Puerto Rican Studies program" but that this problem was on its way to being solved.

As a step towards building up the program and eventually converting it into a department, Dr. Marshak has appointed Prof. Frederico Aquino as its director and charged him with the task of formulating an entirely new curriculum. As chairman of the search committee, Prof. Aquino has brought in many consultants, including Dr. Bonilla from Stanford, a renowned Puerto Rican Scholar. The recommendations of Prof. Aquino have already reached the President's office and the office of the Director of Community Affairs, Mr. Bernard Gifford.

To "fulfill his commitment for the spring semester," Dr. Marshak has used his emergency powers to incorporate the History of Puerto Rico into the Urban Ethnic Studies department's Puerto Rican Heritage course. Since there is now a choice of two Puerto Rican history courses open to students, the President feels that criticism of history 85 should decrease.

Feeling that the grievance was

ment were not accepted by the Curriculum Committee and therefore not implemented."

P.R.S.U. further charged discriminatory practices in the Romance Language Department. They commented that "of 43 faculty members only 4 are Puerto Rican in spite of the high Puerto Rican matriculation." Marshak agrees that "Puerto Ricans are underrepresented"



Photo by Irving Turner

Overlooking site of PRSU takeover (Downer 104).

"a valid one," the President also used his emergency powers to bypass the Faculty Council and immediately implement six new courses in the Department of Urban Ethnic Studies. In this way, Dr. Marshak remained within his legal bounds and also felt he helped to solve some of the more immediate problems of the Puerto Rican students.

P.R.S.U. still maintains that "the situation in the U.E.S. department has not changed since the issue was brought before the President last November." They also declared that "new courses submitted to the depart-

but hastened to add that Dr. Ramirez, one faculty member cited by P.R.S.U. as being discriminated against, "is one of the five members of the department's Appointments Committee, and that within the last two years, she has been promoted to Associate Professor."

Considering her position on the Appointments Committee and the length of time she has been here, the administration concludes that she has made fine progress.

Other charges brought forth were that Mr. Keller was pro-
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Malcolm Honored

By A. V. DE LEON and DUANE WATTS

Highlighting Black History Week were two programs, here at the City College, commemorating the assassination of Malcolm X on February 21, 1965.

One program, entitled "We Remember Malcolm X (El Hajj Malik El Shabazz)," was held last Friday evening in the Finley Ballroom. The other took place this past Monday afternoon.

Dara Presents

Sponsored by Dara Productions and the college's Student Senate, the Friday event included readings of poetry by Sonja Sanchez, a Martial Arts demonstration, and a speech by Charles Kenyatta, former bodyguard to Malcolm.

In his speech, Kenyatta reviewed his life with Malcolm X and stated that "Blacks must begin to recognize leaders (teachers) while they are still alive," and not wait until after their deaths. He paralleled Malcolm's life with that of Martin Luther King, stating that they were both aiming for the same goals, and "the fact that their methods of achieving them differed is superfluous."

Kenyatta spoke on the dangers of being caught up in "isms," specifically those of "withdrawism and escapism." He concluded that "Black folk must be dedicated to the Black Struggle," and in so doing,

write and determine their own history. "Not adhering to this program of a consciousness of one's history is," according to Kenyatta, "tantamount to slavery."

Poor Turn-out Marks Monday

The second memorial, held in the Ballroom Monday afternoon and sponsored by the SEEK Student Government, was marked by lack of participation on the part of students. Attributed to the poor turnout was the short notice and inadequate publicity given.

Nevertheless, the program, attended by approximately thirty students, included a film on the struggle of the resistance movement in Mozambique, a short synopsis on the organization and purposes of the SEEK Student Government by Geary Greenidge, and a discussion on Black involvement at City College, the surrounding community, and the nation, by James Small, President of the Student Senate.

Marshak On The Takeover

(Continued from Page 1)
moted unusually quickly, and that he was being given preference over other professors like Mr. Rulz were termed false by the administration. Another faculty member, Dr. Garcia, declared P.R.S.U. was made to give up his position on the Human Rights Commission regardless of the fact that others were permitted to retain their outside jobs.

In response, Provost Schwartz referred to the Board of Higher Education by-laws stating that it is policy that a faculty member considered for tenure cannot hold a full time outside job. Although P.R.S.U. feels that exceptions are being made, there was little documentation to corroborate this.

In response to a demand that P.R.S.U. be given the power to participate in the hiring of faculty, Dr. Marshak disclosed that since their meeting last November, the administration has been waiting for specific and documented recommendations and grievances. These were to be handled by Dean Feilin, who, Dr. Marshak said, "was very sympathetic" to the P.R.S.U. cause. Nevertheless, he reportedly never "received a piece of paper with documented charges in it."

Also, the president allegedly asked P.R.S.U. to appoint a committee of three to have formal and continual discussions with him but, "the names were never submitted." To add to the President's frustrations, "appointments were never kept" to discuss specific problems.

Feeling that these demands and takeovers will again bring chaos upon the campus, he stated that they have "opened up many channels for the airing of grievances," and believes that our Student Senate "is very representative of the campus population." "I am aware," states the President, "that the Puerto

Rican students are under represented, that the Puerto Rican Studies department is not strong enough, that we still don't have a director of community affairs, and that there's still a lot to be

done with the community." In specifying, Marshak added that monies are now actively being sought to uplift both the child care center and agencies such as Puerto Rican Guidance.

KENT STATE

The campus **CAMPUS** call in the Guard? score: 4 students **UNDER** Here is what truly dead, 11 wounded. **FIRE** happened — and Now Pulitzer Prize **FIRE** why. Including winner James Michener reconstructs, hour portraits of key people who have remained obscure — until now. Condensed from Michener's forthcoming book. One of 41 articles & features in the March **READER'S DIGEST**



TUTOR A CHILD

JOIN

TUTORIAL DEVELOPMENT

ENGINEERING GRADUATES

Ebasco Will Interview on Campus Thursday, March 11

It's find out time! Time for you to find out the role you might play in the company that has designed or constructed over 8 billion dollars of fossil fuel, hydroelectric and nuclear plants.

There's never been a more exciting time to join Ebasco. Forecasts call for electrical power systems 3 1/2 times the size of our present national systems. As an engineer at Ebasco you'll be in the forefront of this activity. Ebasco engineers always have been.

See your Placement Director soon to arrange a Q&A session with the Ebasco representative on the above date. If this is not convenient, write to College Relations Coordinator, Ebasco Services Incorporated, Two Rector Street, New York, New York 10006. An Equal Opportunity Employer.

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STUDENTS AND FACULTY REGISTER NOW FOR THE EXPERIMENTAL COLLEGE and RICORSO

The RICORSO program offers a variety of workshop experiences designed to help you to get in touch with yourself, to know yourself and to develop an I-Thou relationship with others. Hopefully, RICORSO will be a partial antidote to the alienation and non-relatedness that characterize life in the multiversity and in the larger society in which we live. The workshops being offered this semester include:

- SENSITIVITY TRAINING • YOGA AND MEDITATION,
- SELF-DISCOVERY GROUPS USING HE MEDIA OR ART,
- MUSIC AND POETRY • A CROSS-CULTURAL ENCOUNTER GROUP • STUDENT-FACULTY "T" GROUP,
- STUDENT-FACULTY COMMUNITIES • THEATER GAMES,
- DROP-OUT GROUP • MIME & IMPROVISATION • POETRY
- GAY-STRAIGHT GROUP • FAMILY GROUPS • WORKSHOP IN POLITICAL AWARENESS • COUPLES GROUP
- SILENT LANGUAGE; BODY GESTURES AND TYPES
- SEX ROLE DIBERATION • URBAN PROBLEMS • PHOTOGRAPHY

Bulletin and Applications Available in 104 Finley.

THE EXPERIMENTAL COLLEGE seeks to overcome the formal course/credit structure and begin to bring the College community together in a less structural, more creative way, around common interests and concerns so that real learning can take place. SOME of the courses being offered this semester include:

- HOLOGRAPHY LABORATORY • KEROVAC AND U
- SEXOLOGY • ALAN WATTS AND THE MYSTICAL EXPERIENCE
- T.S. ELIOT'S "THE WASTELAND" • FILMS OF THE 60's AND 70's
- WONDERAMA 2.1X • ATTENTION, CONCENTRATION AND RELAXATION • EASTERN INDIAN DANCE • SCIENCE FICTION
- GAMES PEOPLE PLAY • FRISBEE AS AN EXISTENTIAL ART
- ASTROLOGY • FOOTBALL • ACTING TECHNIQUES & OTHERS

Bulletin and Applications Available in 343 Finley, or Room 104 Finley. REGISTER NOW!!!

Crisis Solved Marshak-Style

By TOM MC DONALD

City College is a pleasant place at 7 a.m. It is one of the few hours in the day on the campus when there is any kind of quiet. It is one hour before the first piece of paper will be dropped on the floor in one of the lounges. One hour before the first joint will be rolled and smoked. One hour before someone will drop a quarter in the juke box and play "Hey Leroy."

I came to school at such an un-godly hour to respond to a tip from a very reliable source. The information was that the PRSU was planning to take over the offices of the Romance Language Dept.

The PRSU was taking this action because they felt their demands for more Puerto Ricans on the faculty, participation in the hiring of teachers, a Puerto Rican professor for History 85, and the firing of Gary Keller for attempting to publish a "slandorous" list of "typical Puerto Rican vocabulary" were not being met by the administration.

Atypically, no one took into account that the door to the department's offices (104 Downer) would be locked. Therefore, the takeover didn't start until 9 o'clock.

About a minute after 9 the PRSU members moved into the offices. Gary Keller, the teacher that the students are demanding should be fired, was in the offices at that time. Looking up at the crowd Keller asked, "Are you here to see a professor. Can I help you?" "No" was the reply. "We are here to take over the offices. Would you please leave?" Keller appeared shocked, but he left quickly and quietly.

It took a while for news to leak out about what was going on. At 9:30 Dean Sohmer and the co-chairman of the Romance Language Dept., Prof. Sas, showed up at the door. They weren't allowed inside, but they informed the students that if they weren't out of the offices by 10 a.m. they would be subject to disciplinary action. Sas appeared uneasy and tight lipped. Rumor had it that his English translation of Anatole de France's "Le Livre mon Ami" was locked in his desk drawer. "I've got to have that book," he said.

In this year of non-action the PRSU takeover drew little response from the majority of the student body. The card games went on in the South campus cafeteria. The music still blared in the lounges, and people still played with the newest fad, two plastic balls on a piece of string that you have to hit together while swinging through the air. The two balls make a clicking sound when they hit together.

The administration appeared to take the whole thing very calmly. Dean Sohmer moved his deadline back to 3 PM. Later in the afternoon he spoke to a small crowd of people standing in the hallway on the first

floor. He informed them the president wanted the students out. "Will the police or the Wackenhut's be used?" he was asked. "Well, we're trying to get hold of the Hells Angels" he said. "Would force be used?" was another question. "No, we're thinking of bombing the building" Sohmer added.

Dean Young showed up at about 1 o'clock. He asked the students if there was anything that he could do for them. He was told he could do nothing. "We don't want the Black faculty to become a mediating force used to calm us down" he was told. Young left a short time afterwards.

At 2 PM President Marshak came to the officers to talk the matter over. Whenever I see Marshak John Lennon's line from the song "Hey Bulldog" comes to mind.

"Some kind of innocence is measured out in miles, What makes you think you're something special when you smile?"

Dr. Marshak went inside to talk to the group. He appeared uneasy. His eyes blinked rapidly, he folded and unfolded his hands. When he began to speak the room got very cold and it started to snow.

Marshak began by saying "it comes as a complete surprise, and is totally unacceptable that you would take this action at this time, after we told you we would try to work your problems out. This is a very rash act."

Marshak then began to counter the PRSU's demands by trying to prove that every one of their examples of "racism" were false. He denied that Mr. Keller was going to be promoted. He didn't mention Keller would be promoted as soon as he gets his masters degree. At the same time Dr. Efrain Garcia has been teaching at City for 10 years without a promotion. Dr. Garcia also had to give up his position on the Human Rights Commission. It was explained that no one can hold two City jobs at the same time. However, it is permissible for professors to have many other jobs at the same time. Prof. Louis Snyder of the History Dept. is the editor of a book company and a consultant to an encyclopedia company. Does the fact that he



Photo by Ed Vargas

Supportive crowd gathers outside of Downer Hall. Scene of PRSU takeover.

teaches from yellowed, 35 year old notes have any connection with the number of jobs that he holds?

Marshak went on to say that no one is being fired. It is conceivable that you really aren't being fired if your contract isn't renewed, as is the case with three Puerto Rican faculty members at the Alamac. Or the fourth Puerto Rican who is being closely scrutinized.

Marshak also claimed that the Romance Language Department was not hiring anyone for the coming semester. When asked if anyone was being interviewed he replied affirmatively. When asked how many of them were Puerto Rican he said "I don't know."

The president also said that

the students do have a course in Puerto Rican history, taught in the UES department. But the students said they wanted a Puerto Rican to teach the course which is given in the History Dept. Marshak replied that the course, Hist. 85, was really a history of the Caribbean peoples. "Then why is it called the history of Puerto Rico" he was asked. James Small offered the most sensible solution to the problem, "Why not change the name of the course immediately?" he asked.

Marshak handled himself deftly. At one point he pleadingly said, "Don't you think that I know about prejudice, I've been discriminated against all my life!" "Then how did you ever get to be president?" one

of the Puerto Ricans wondered.

The President agreed to set up a committee to handle the demands of the PRSU. He also agreed to meet personally with representatives of the Union. The meeting lasted an hour. He was told the students were going to go into a caucus to discuss their next move, and that they would let him know of their future course of action.

Marshak is typical of most people who run large organizations in this country. The American government acts out of what can be termed passive reaction. That is to react to situations as they occur, never trying to prevent them before they happen. The Anti-Poverty program was an example of fed-

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Comm Submits Study

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the proper authorities. If convicted, the student "will not be permitted to register again for a calendar year."

On the other hand, any first offender caught with marijuana or hashish will not be allowed on the campus for the remainder of that semester. The Dean of Students, along with the approval of respective instructors, would arrange for the student to complete his semester off campus.

Any student caught with marijuana or hashish a second time would be treated "as if the drug were other than marijuana or hashish."

Students who give themselves up will be referred to outside treatment without penalty.

Prevention And Treatment

Viewing drugs on campus as "a severe threat to the existence and growth of the campus community," the commission focused its primary concern on safeguarding the college community as a whole. The long range goal, as stated, centered around combating the principle factors (ignorance, alienation and despair), cited in drug use. The report, therefore, contended that "all pushers must be re-

moved from the campus," as a necessary step toward that goal.

Though no specific program was suggested, services for those requiring help because of drugs, continued the report, "should (be) readily available." Furthermore, the statement demanded that "a program must be implemented" to eliminate drug use on campus.

As explained, no one program or method of treatment was suggested because of the limitations within college facilities.

An example given was that of last term's unsuccessful "drop-in center." According to the commission's findings, students were reluctant to utilize on-campus facilities. Instead, the committee felt that the use of existing facilities, such as the Psychological Center, as referral agencies to outside treatment centers would be more effective.

Commission's Members

The twelve member commission consisted of, aside from the chairmen, Professor Walter C. Bailey (Sociology), Professor Martin Breitman (Division of Counseling), Miss Francee Covington (CCNY Graduate), Joudon M. Ford (student), Edward Lieberman (Campus Affairs vice-president), Nathaniel Norment (English), Professor

Julius Shevlin (Physical and Health Education), Bernard P. Sohmer (Dean of Students), Dr. Barry Stimmel (Mt. Sinai Hospital), and Timothy Williams (student).

Conditions Reviewed

Political activism was the yardstick used in the report to determine degrees of the drug phenomenon within ethnic groups.

Two studies, authored by Prof. Bailey and Shevlin respectively, served as the criteria used. Accordingly, the commission agreed that there were more white activists experimenting with drugs than Black or Puerto Rican; less non-activists in all three groups.

However, there was no breakdown of categories or forms of drugs used by any of the three ethnicities.

Presently the report is in the hands of the college's Policy Council pending finalization. In the meantime, a condensed version is being circulated by mail to the student body for general reactions and comments.

Though several members of the commission disclosed dissatisfaction with the report, there were no minority statements submitted.

The Student Senate on behalf of the City College Child Care Center would like to extend their thanks to Professor Thomas G. Karis of the Department of Political Science for his donation to the Center.

Photo's by Reggie Culpepper



*For the boys and girls who grew in spite of these things
to be Man and Woman, to laugh and dance and play
and drink their wine and religion and success, to
marry their playmates and bear children and then
die of consumption and anemia and lynching.*

*For My People
Margaret Walker*

CARE



*Life for my child is simple and is good
He knows his wish. Yes but that is not all,
Because I know mine too.
And we both want joy of simple and unabiding
things
Not that success for him is sure, infallible.
But never has he been afraid to reach.*

*The Children of the Poor
Gwendolyn Brooks*

T H E C H I L D



*Now I am young and credulous
My heart is quick to bleed
At courage in the tumultous
Slow sprouting of a seed
Let me be lavish of my tears
And dream that false is true
Though wisdom cometh with the years
The barren days come, too*

*Wisdom Cometh with the Years
Countee Cullen*

C E N T E R



*My hand!
My dark hand!
Break through the wall!
Find my dream!
Help me to shatter the darkness,
To mask this night
To break this shadow
Into a thousand light of sun,
Into a thousand whirling beans
of Sun!*

*As I Grew Older
Langston Hughes*

By MAXINE ALEXANDER

Largely due to the efforts of members of the Student Senate and the cooperation of Willis Logan of the City College YMCA, President Marshak opened the City College Child Care Center as planned on the first day of the Spring Semester.

Predictable difficulties concerning scheduling, equipment deliveries and other mechanics of running such a project have been annoying but with the cooperation of participating parents and volunteers they have been minimal.

However, a combination of problems, all of which are connected with Building and Grounds, (under the direction of Dean Avallone) have plagued the center since the first week.

The fifth floor faculty lounge of Shepard Hall was chosen as the temporary location of the center for a number of reasons, the most important of which was its proximity to kitchen facilities. At this point, and by whose orders no one seems to know, use of the kitchen has been denied to the Center. No reason has been given for this lack of cooperation; and no consideration for the hardships imposed on the children, parents and volunteers.

Although the cafeteria staff has been extremely cooperative in preparation of meals; without a refrigerator the children's milk is being kept on the window sills after it is brought upstairs. This proves to be seriously inadequate in warm weather. Without access to running water on the fifth floor, children must be taken to the third floor for washing and water must be brought up in pitchers for the many tidy-up jobs that are an inevitable part of the day. Since it is impossible to leave the floor each time there is a need for water, this situation has created problems of sanitation which are a potential health hazard.

In addition to this mysterious gesture on the part of the maintenance staff, parents complain that, in spite of repeated requests to the night staff to mop the floors, they have been completely ignored. When cleaning equipment was requested, it was denied since the night maintenance staff is supposed to perform this function.

To add to these frustrations a case of Beef Stew was opened and five cans taken out during the first week the Center was open.

This series of incidents would be trivial if they did not seem to emanate from the same office, except the theft, of course. Now, no one can think of any reason why the Office of Building and Grounds would deliberately complicate the attempts of students to provide a child care service, yet the combination of difficulties seem to have more than a coincidental connection.

Although, on such circumstantial evidence, we cannot accuse anyone of sabotage we would like to pose several questions to Dean Avallone.

1. Are you aware that the maintenance staff refuses to allow the Center to use the kitchen facilities, or even just the water?
2. Did the order to refuse the use of the kitchen to the Center come from you?
3. If so, why?
4. Why aren't the floors mopped at night?
5. Do you like children?

*This is an ugly mornin'
the one that finds me in bed
I cried. I'm still crying
'cause-a what my teacher said:
I have to write a poem
and hand it in today.
I have to write a poem
and I don't know what to say.
Time on the clock is against me
I have to leave real soon
I couldn't write a poem
even if I had til noon
But wait! Wait a minute
look at what I've done
I came this far with nothin'
Why, it almost seems like fun
Now the mornin's is beau'ful
the day now is great
for I've almost finished a poem
and I still might not be late
No more need to lie and cry
Now I can shout with glee
for I have just finished a poem
and nothing bothers me*

L. R. RIVERA

Ode to a 9-year-old



*I would like you
To a night without stars
Were it not for your eyes.
I would like you
To a sleep without dreams
Were it not for your songs.*

Quiet Girl
Langston Hughes

*So boy don't you turn back
Don't you set down on the steps
'Cause you finds it kinder hard.
Don't you fall now —
For I'm still goin' honey
I'm still climbin'
And life for me ain't been no crystal stair.*

Mother To Son
Langston Hughes



The City College of New York
Room 337, Finley Student Center
133rd Street & Convent Avenue
New York City 10031
234-6500

staff

john bohn, mike cox, a. v. de leon, joudon ford, david friedlander, greg holder, diane kearney, steve koenigsberg, jose martinez, tom mc donald, jalma rivera, louis rivera, bill robinson, w. p. shepherd.

photos

reggie culpepper, ray frost, jeff morgan, brunilda pablon.

editorial

maxine alexander, robert colizzo, jerry mondesiro, chris newton, gordon oliver, juanita ray, charles powell.

business

desira benjamin, ted fleming, arlette hecht.

Oscar Lumpkin — Faculty Advisor

aka TECH NEWS

DRUGGED DIALOGUE

Question:

How can you irradiate a problem that is perpetrated by the very system supposedly trying to correct it? How could anyone affirm his signature to meaningless, irresponsible rhetoric, and call it, document instead of toilet tissue?

Answer:

Look. There are problems you just can't solve. We can't do anything. Our hands are tied. Issues must be covered up quick, and covered up well. The people affected can't see beyond their noses anyway.

When decisions you make affect years of hard work and development, you can't be bothered with dead weight. Social ills have been with us. They'll always be here.

Stop playing games. This is a technocracy which you can't change or moralize overnight. It's too big and too intent. Make a career where you can. There's a world to run.

We need a percentage of our population strung out on drugs. Just like welfare, urban renewal, anti-poverty programs, liberal arts students, wars. These are the most expedient methods in which to develop the dead weight we must eliminate. Surely you can see that?

Listen. This campus is going to be an important national urban center. A showpiece for the world. That's why I'm here. I'm on your side. So, if it'll make you feel better, we'll get a commission going. I know a couple of sociologists. Pretty good, too. One is black, the other white. We'll use their shit. Nobody else did. And Breitman. Use him. He's good. He's the one who headed that drop-in center last term. Then we'll add integrity with a doctor from Mt. Sinai.

And we'll sit and talk shop. I'll put Bernie Sohmer in there to keep you honest; and when you come up with recommendations, I'll water them down to give you credibility and then put through whatever's left.

Now here are the areas to cover. I want you to deal with discipline and sanctions. Those hard hats are on my back. We've got to get them off. So, just rationalize my policy. Get the New York Times off me.

Above all, don't concern yourself with the problems of the world. There are enough of them on this campus. Pad the study up good with a lot of clinical, therapeutical verbiage. Throw in a little politics if it'll make you feel better.

But please, stay away from idealism. Stay away from root causes. No. Wait! Use "symptom(s) and causes(s) of a deeper malaise," as your front. I like that. It has a r-i-n-g to it.

Ooops! I almost forgot. Create the illusion of fair play and all expenses are on me.

Classified

Draft counselors needed for Evening Counseling Program at City College "Y" — will train — 1632 Amsterdam Avenue or call 926-0290.

Fans: The biggest Fan sees enough. Biggest Fan.

To the Smalls: James and Sandra, Are you sure you're not related?

Guido and Sally: On second thought you probably don't even know where the Hudson River is.

Tom

Maxine: I know we all look the same but David is the one with the glasses, John is the hairy one, and Tom has the bottle of Boone's Farm Apple wine. The Caucasian staff

Pinky: Whatever happened to my obedient son who used to play 'ace-king-queen' on the Grand Concourse?

Mommy

Carla: WE haven't seen Joudon in the office in two months..

The Staff

The staff: I haven't seen the bum in two months either.

Carla

Paula: How did you ever catch Tom's cold?

Mother

Letters

To the Editor:

Last fall I was invited to an orientation session for transfer students. Dean Sohmer was the first to speak. I remember only his eyes, huge dark globes like the mystical eyes of those children in the popular paintings. He struck me as nice but kinda dumb and falsely innocent. President Marshak was next, a baby-fat, red-faced, pock-marked man. He mumbled something about traveling around the world, that students in Russia were less free than here, and toward the end that we "must not provoke any violence or anything silly like that," because we would "endanger our great gift of academic freedom." Then — I swear it — his face turned beet red as he leaned over the lecturn toward us saying "they're just too strong for us, the hardhats and the rest of 'em, and they'll get you, they'll get you." I felt he was terribly ashamed of something and knew not how to cope with it.

The Dean of the School of Education was next a thoroughly repulsive man. He spoke in a high-toned whining sneer, and the first thing he said was that education was a good field to get into because "you can make 9200 a year."

A few months later I had to see Dean Fishman of the Department of Curricular Guidance. I had to wait as he dealt with a few other students. He "dealt with" them as though they were machines, he hurried and forced them, he was disrespectful and insensitive. He came to me. I had a complaint that at my former college I had waived certain courses but City had not recognized these waivers. His first response was rudely, "Well, everyone has to take that garbage." He hurried me and when I stumbled on a detail he prated on this as though I were a fool. Somehow we came to a temporary agreement but as I left he paced around his secretaries like a little boy with a play whip.

As these facts indicate that these men are not trustworthy, I suggest that students and teachers act firmly and carefully with them until they show some improvement in character.

Alex Simack

CAPRICORN

— When You Were Young And Colored —

By DOROTHY RANDALL

And now, my Black Brothers and Sisters, let's take a trip back in time to the days when we were young and colored. Let us remember the many things we had in common before our Blackness came into being. And let us forget those few things that divide us, now that Blackness threatens us with more beauty than we can love.

You must be colored if you remember when anybody who called you Black got kicked in the ass, and if they called your mother Black, you killed them . . . you polished your patent leather shoes with Vaseline, Dixie Peach, or Royal Crown . . . you said, "Eenie-meanie, gypsy-queenie, ooh-ahh-unbellini, ache-pache-cucarache, I hate Liberace" . . . you bought those ten cent, gray wire curlers that turned black and greasy after one night's use . . . you watched Amos 'N' Andy on television and didn't understand why they took it off, or what a stereotype was . . . the only African words you knew were "babalaba kumula, kumula biste" . . . you got embarrassed when your teacher mentioned that someone was colored or Negro . . . you greased your hair, combed it down, and slept with a stocking cap over your head so you could have waves in the morning. . .

You must be colored if you remember when the Chaplains, the Sportsmen, the Bishops, the Imperial Dragons, and the Boppin'Ballerinas had regular rumbles, and nobody messed with the Fordham Baldies . . . none of them were on drugs . . . the white social workers and priests began to try stopping the gang fights . . . the gangs turned to social clubs and drugs . . . just about every kid knew how to make a zip gun and shoot linoleum pieces . . . scooters were made with orange crates and roller skates, and sometimes decorated with every bottle cap in the world . . . you said "heggies" and "I'll never go to Macy's anymore-more-more" . . . you went to a party where every couple was on the wall and there was just one red light . . . you went to a dance at a church and they had chaperones who'd tap you on the shoulder and ask you not to grind . . . your older brother used to call it the grind-em-ups. . .

You must be colored if you remember when your older sister gave a "set" and charged people money to get in . . . Baby Washington and Mary Wells turned you on . . . the Platters, Jive Five, Lee Andrews and the Hearts, Shep and the Limelights, Frankie Lymon and the Teenagers, the Mad Lads, and the Del Vikings really turned you on . . . Ben E. King was still with the Drifters . . . "Sad Girl," "Been So Long," "Thousand Miles Away," "Forever," "I Only Have Eyes For You," "Everyday Of The Week," and "So Young," "Our Day Will Come," "Why Do Fools Fall In Love," "Mr. Lee," "Quarter To Three" really, really turned you on . . . you felt good when somebody complimented you on not being like "the rest of your people" . . . you thought you were grown up with your pageboy and pop-beads. . . Your mother braided your hair in corn rolls . . . the barber cut a part in your hair that was always too wide . . . you always got a haircut before a party . . . Africa was called "the dark continent" . . .

You must be colored if you remember when all the fellas in a rock group had a "do" . . . Murray the K used to give dyno shows at the Brooklyn Fox, and you saw the Shirelles, Dionne, Smoky, Temps, and Anthony all at one show for \$2.50 . . . you lined up outside of the Fox before 12 P.M. so you could get your free album . . . Jocko's Rocket-ship Show was on the radio and he was, "Back on the scene with the record machine, saying ooh poppa doo and how do you do?" . . . Chubby Checkers and the Twist were "boss" . . .

You must be colored if you remember when a Sugar Daddy had to last you all day in the movies . . . you had to sit all the way the hell up front in the "children's section," but you got to see ten cartoons, "The Creature From The Black Lagoon," and two cowboy movies for your thirty-five cents . . . you had to keep your feet off the floor and fight the roaches for your popcorn . . . you used to sneak up to the balcony to watch the couples "macking" . . . somebody fell down and you stroked your chin saying, "Beep, beep, you feel cheap" . . . you scraped snow off the window sill and made ices from it . . . someone had "good hair" . . . boys had to wear stocking caps to school, and had spots shaved on their heads because of ringworms . . . fellas were divided into "hustlers" and "conservatives" . . . the hustlers wore twenty-seven inch cuffs, and Italians, while the conserva-

(Continued on Page 8)

Special Meeting of the Greek Student Association

ALL GREEKS ARE INVITED

Friday, Feb. 26 — 8 P.M. — Room 438

Capricorn

(Continued from Page 6)

tives wore cordovans . . . waistline parties were the thing . . . nobody could Bop and Slop like you . . . they never did your songs on "Your Hit Parade" . . .

You must be colored if you remember when you put grease on your legs so they wouldn't look so "ashy" . . . someone colored came on T.V. and you called everyone to come and look . . . you knew at least one girl who would go up on the roof with you . . . you had contests to see who could pee the farthest . . . your mother told you not to trust white folks and used to work for, "the Jews" . . . you couldn't turn double-dutch because you were double-handed . . . you said, "sound on the rebound," "oh sweat," and "you'ma" . . . Minisink sent you to camp . . . you dropped water balloons, and almost killed yourself playing "Ringy" or "Ringelevio" . . . revolution had something to do with the Earth going around the sun. . . .

You must be colored if you remember being that way most of your life.

Equal Time

(Continued from Page 6)

that I could name, are repugnant to me and destructive to the hope that freedom can somehow survive in this troubled world. But those who have equated criticism of Israel with expression against Jewish people, with anti-Semitism, are playing a dangerous game.

Although they cannot convince anti-Zionists like myself, and Jewish critics of Israeli policy who are abundant in Israel, that there is anything anti-Semitic in their outlook, there is a wide spectrum of people in many nations who find themselves in strong opposition to Israeli policy, or questions of United Nations resolutions, of terms of peace, on borders and other matters, and these people can be convinced that they are, and should be anti-Jewish.

With critics of Israel and opponents of Zionism in abundance, and with the high potential for latent anti-Semitism that exists throughout the world, one plays a dangerous game that can lead to anti-Semitism.

When I expressed this view to a prominent Israeli intellectual who was here in this country, he told me that he was hearing this among American intellectuals wherever he went, and that if Americans only knew how free and open and strong is the criticism of all Israeli leaders, not only by the populace of Israel, but by each other, they would not take the position of suppression of criticism or equating it with anti-Semitism.

PRSU Confrontation

(Continued from Page 3)

eral response to poverty and unemployment. It never made any attempt to eliminate the basic cause, discrimination.

Marshak's attempt to find jobs for the "Flight Back" people with members of the alumni is a typical example. It did nothing about discrimination in the building industry. The time to demand that Blacks should be hired was when the building started, not after it was half finished. Another course of action would have been to call Albany and cancel the building program. Call their bluff. One can guarantee that Rockefeller would have been down here within the day. Standing in front of the administration building saying "How ya doing fella, Yes sir, I'm gonna make the building unions the most liberal, intergrated group in the country within 90 DAYS, yes sir, yes sir."

There is no need for the President of a college to run an employment agency on the side. There shouldn't be any need for Puerto Rican students to have to demand more faculty. If this college is truly the liberal institution that it claims to be these kinds of problems would have been handled by the administration without having to be asked for by anyone. But that is the scope of all of our government actions. The president of the United States did nothing about pollution until he was begged

to. There was no need for that. Nixon, like Marshak serves to aid our interests. Our problems should be dealt with before they get out of hand, not after the horse has left the barn.

The members of the PRSU believed that Marshak was being sincere in agreeing to a

meeting. After a short meeting they decided to leave the offices six hours after they occupied them. The signs were quickly taken down, the crowd disappeared. The music continued to blare from the lounges, and the two plastic balls still went click, click.

The Student Senate requests all students to submit their givances of courses, teachers, or Departments in which they have been involved. This is necessary in the preparation for a Course and Teachers Evaluation Handbook and any further Departmental Investigation.

The Educational Affairs V. P. urges all collectives to take pare as this would facilitate and establish a means of communication between them. This would also give them first hand knowledge of the problems and would help them in dealing with those directly responsible. It would also aid in acquiring support for any interested collective, or group of concerned students.

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