

Students Sought For Graduate Opportunities

Representatives of the Black Science Students Organization and the Black Pro-Law Group met in early October with the deans of the schools of Liberal Arts and Science and General Studies to discuss methods of improving services to students in preparation for entering professional schools.

The topics of discussion included admissions information, fee waivers, fellowships, and other financial assistance. Dean Oscar Chavarria - Aguilar has taken the results of the meeting as a possible catalyst for developing an entire program for improving graduate school advice to minority students.

In a discussion with an editor

of *The Paper*, Dean Chavarria intimated that he would like to see as much input as possible from third world students in terms of their needs. We at this newspaper also want to see the development of such a program.

Both the deans (Chavarria-Lib. Arts & Sci. and Baskerville-Gen. Stud.) and the students realize the necessity for better informational channels to insure that minority students are not deprived of post-graduate educational opportunities.

The Paper has agreed to serve as the information drop for student input. Questions and/or recommendations may be left at the paper's office (Rm. 337 Finley) or in our

mailbox in Room 152 Finley. Even if your activities are confined to north campus, it would be worth your while to walk south and drop off a short note, or an index card.

Some of the areas of questions you might ask are:

What advisory services are available now?

What are grad and professional schools offering, in terms of career areas, financial aid, etc.?

What are the specific requirements for individual schools?

Is there an index of grad schools and related information?

Who are the various departmental and career advisors?

Where are the jobs for specific graduate areas of study?

What type of guidance is prepared for freshmen and sophomores who know their interests, in terms of being selective in the Core Requirement?

Where might students make mistakes in selecting electives that grad schools may not look well upon?

How much diversification or concentration in an area is necessary for a given field of study?

Your questions may be general or specific. They will be collated along with the information about existing campus advisory facilities and turned

over to Dean Chavarria. We assure follow up on program development.

What we hope we won't see is apathy, because third world students still have far too many obstacles to freedom to take a light attitude about something for their benefit. We here at *The Paper* also assure you that Deans Chavarria and Baskerville are quite serious about trying to improve the services. The crucial link in the chain is you, be you black, brown, red or yellow. Write us if it is only one sentence.

That's c/o *The Paper*, 337 Finley or 152 Finley. Help us help you. That goes for all students. Help now!

THE PAPER

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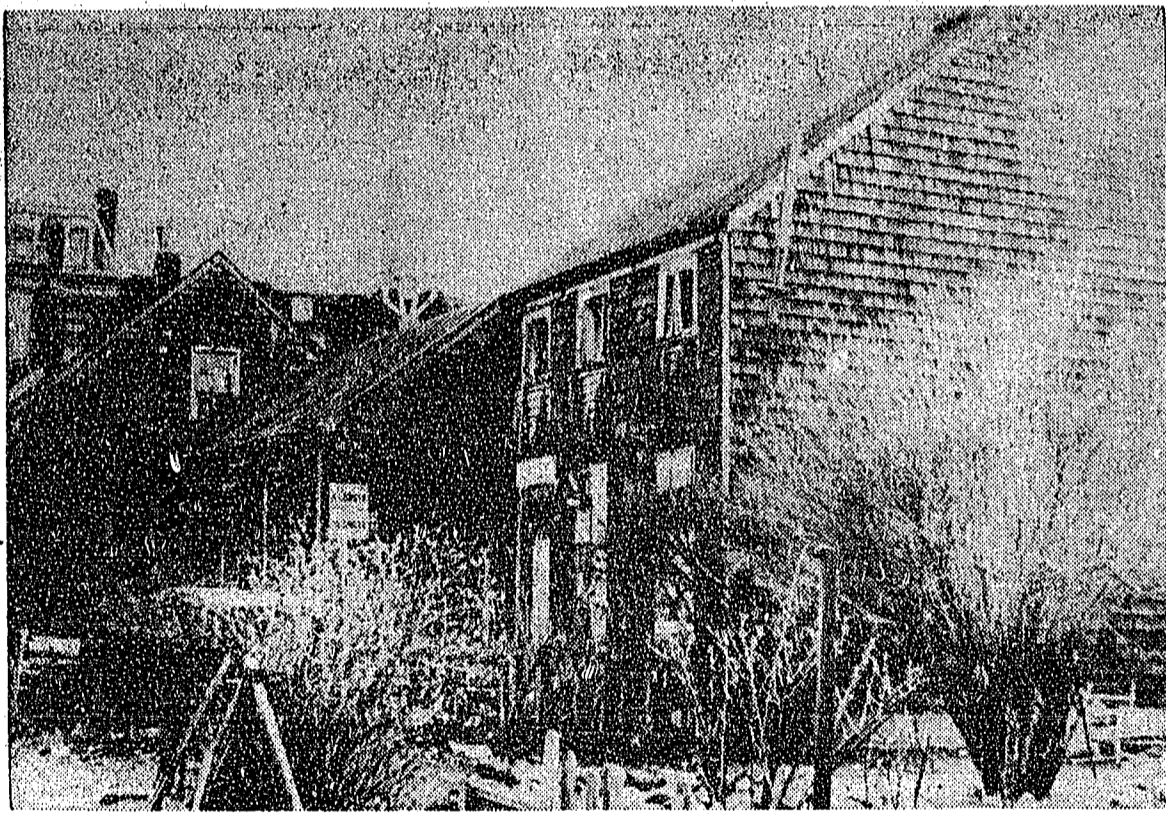
222

WEDNESDAY, NOVEMBER 3, 1971

**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

Weeksville Rediscovered



A house which stands where Weeksville existed during the 19th century.

By DORIS MIMS

The Weeksville Project, located in room 510 of New York Community College, combining archeology with black history, has uncovered a community which existed more than a century ago in the Bedford Stuyvesant section of Brooklyn.

The discovery came about in 1968 when James Hurley, an archeologist, linked references (to Weeksville) from a Brooklyn directory and an early nineteenth century map of Brooklyn with the demolition of tenement buildings located at Dean Street and Troy Avenue.

Mr. Hurley selected Mr. William Harley as assistant director in the project. Regarding his qualifications for the position, Mr. Harley retorts, "I ain't 72 years and 5 months for nothing."

The self-made archeologist's vitality and knowledge of the area was instrumental in locating the scores of artifacts re-

covered. With the combined efforts of Boy Scout Troop 342, Scout Master Wilson Williams, students of N.Y.C.C., various other colleges, and neighborhood residents, life was brought back to the nearly lost community of Weeksville.

Another important person in the program is Mr. Robert Swan, project researcher. Mr.

Swan describes Weeksville as an independent settlement of free black slaves. Weeksville appears to have been named after James Weeks, a prosperous black property owner.

Despite the existence of at least six major institutions within the community (a school, an asylum, a home for the aged,

(Continued on Page 3)

Seek Student Government Critical Of Counselors

There is a great deal of confusion due to misunderstandings among students, counselors and the administration. It is said that the S.E.E.K. students are apathetic . . . they don't give a damn. Well, you know if you tell a man enough times that he looks sick, he's going to eventually feel sick. The same goes for the students. If the counselors and the administration insist on telling us, we're apathetic, we might of course become apathetic . . . or think we're apathetic.

Let's take the issue of a questionnaire that was made up for the S.E.E.K. students and why it's taking so long for the students to receive them. A meeting was held on September 30th between various S.E.E.K. counselors (Student Affairs Liaison Committee) and some S.E.E.K. students. It was decided that at the moment the S.E.E.K. students are in need of a new structure and a new bank of information, so the students could have access to relevant materials concerning them personally and campus-wide. A questionnaire was made to obtain this.

Being that the counselors have closer communications with the students, it was decided to have the counselors make appointments with each of the students and have the questionnaires completed. The counselors agreed to the following:

- 1) to have the questionnaires run off in the Mott Hall personnel office;
- 2) to advise those counselors not at the meeting as to the procedures;
- 3) an agreed date of November 2nd was the deadline;
- 4) that the completed ques-

tionnaires would be collected and given to Milt Washington (chairman of the Student Affairs Committee); and

5) the questionnaires would be returned to the S.E.E.K. Student Government Office for evaluation.

The questionnaires included five questions requesting: students' needs, personal, financial and educational. What governmental structure they want. Opinions on their status as S.E.E.K. Students at C.C.N.Y. Finally, suggestions of relevance to the S.E.E.K. Student Government.

To date, not one questionnaire has been received completed. The questionnaires were not received from the office until October 22nd because of the inability on behalf of the office personnel. The questionnaires were finally distributed by two (2) S.E.E.K. students. Follow-up was made on the following Tuesday and Thursday only to find out: "I was sick." "We had a day off this week." "How can you expect me to beat your deadline?" "I didn't get any questionnaires." "What is the whole thing about?"

The counselors did agree to advise and cooperate with the processing of the questionnaires. They did agree, therefore, it is their obligation and responsibility to carry out their agreement. Especially when it concerns the immediate needs of the S.E.E.K. students. If there is any apathy, we ought to look at where it really is. If it is among the students, we should examine more carefully the kinds of interference and failures of the faculty.

(Continued on Page 3)

Last In A Series:

Where Do We Go From Here?

By BOB FEASTER

In the first article of this series, "The African Community," I attempted to clarify the situation of black people in the world today. Through a brief historical examination, it was made clear that we are an African people, and that our responsibility is to the African and third world communities.

The second article, "The African Student," addressed itself specifically to the black student. The fact that we here in America are a colonized people (the form of imperialism and colonialism varies throughout our world-wide community) revealed that there are certain plans and designs in waiting for us as students.

Since the numerous rebellions of the sixties has made it impractical for this system to physically occupy our communities as administrators, directors, etc., the National Native Bourgeoisie had to be expanded and well educated (trained) to fill the role as overseers.

On the larger part, this is the plan for today's black student: to become a reactionary tool whose existence is dependent upon the white power structure, and, therefore, in opposition to the masses and our struggle.

Both articles expounded on the theme of defining and interpreting for ourselves the first step towards self-determination. It was pointed out that the first act of resistance for an oppressed class is to refuse to accept the oppressor's definitions of its life and its condition in society.

Particularly, the second article expressed the necessity of defining education as a process which arms the student with tools for liberation: ideology and practical experience.

In logically following these ideas to a point of immediate concern, the question arises as to what are our organizational needs? Without going into great detail, I believe that a criticism of our actions in the 1960's generally, and the 1968-69 struggle at City College specifically, will leave us with something to begin to answer that question.

During the last decade, the primary tactic of the rising revolutionary forces was confrontation. The most important action for us at that time was to expose and heighten the contradictions in this society.

The negative consequences of constantly applying the same method included several unnecessary deaths, prison terms, and the formulation of a highly disenchanted element which was caught in the emotionalism of the confrontations (none of these things can be completely avoided — it is part of the price of struggle — but they can be limited, and to some extent controlled, through the scientific application of revolutionary procedure).

On this campus, as a result of the 68-69 actions, we wound up with a chaotic Open Admissions program, a computerized system of selection for the SEEK program, and an unorganized, directionless Black Studies department.

This type of action resulted in some mature and correct ideas which will enable us to wage a struggle more effectively dur-

ing the times to come, e.g. the rise of small, disciplined, armed propaganda units, and the development of active, analytical and committed political cadres which function above ground.

It is from this situation that we draw the idea for the black student organization. We need, specifically at City College, a political organization which is built around a dynamic, revolutionary core — the cadre.

This type of organization must draw its direction from the objective conditions of the world-wide community. Of course this means that its activity must include organizing, educating, and motivating students in a progressive manner.

Presently, the most paramount issue is the organization itself. But first, the development of political cadres must take place.

What is a cadre? It is a small group of people (organized very selectively) who have a commitment to the struggle and a willingness to study and work. It is a productive dynamism which has the duty of making our liberation a reality.

The quality of the cadre will, in the long run, determine the quality and productiveness of the organization which will be structured around it.

All cadres do not have to expand to include a larger group. I am speaking specifically about an above ground situation for this campus. Anyone who is interested in cadre development should ask for the information from some of the existing political organizations. The Student Organization For Black Unity — S.O.B.U. — at Columbia University should be able to furnish their pamphlet entitled, **Developing Political Cadres**, which will provide further information.

Next, the larger organization has to be oriented towards the overall struggle; it has to understand the importance of small or immediate issues directly, in terms of the long range goals and in terms of the constant activities and fluctuations of the movement. This means that everyone must study and learn to place their actions in the context of historical and contemporary analysis. This structure must function in areas which seem inglorious and difficult, but, in a real sense, this is the nature of our work.

The idea of self defense and retaliation deserves particular mention here. The military aspect of our fight has moved to an important level. These comments are made from surface observations of recent developments.

The armed guerilla units are small cadres which are selectively organized to function underground; it moves with the masses "like fish in the sea." This type of cadre is often felt but never seen. It must be given consideration of any seri-

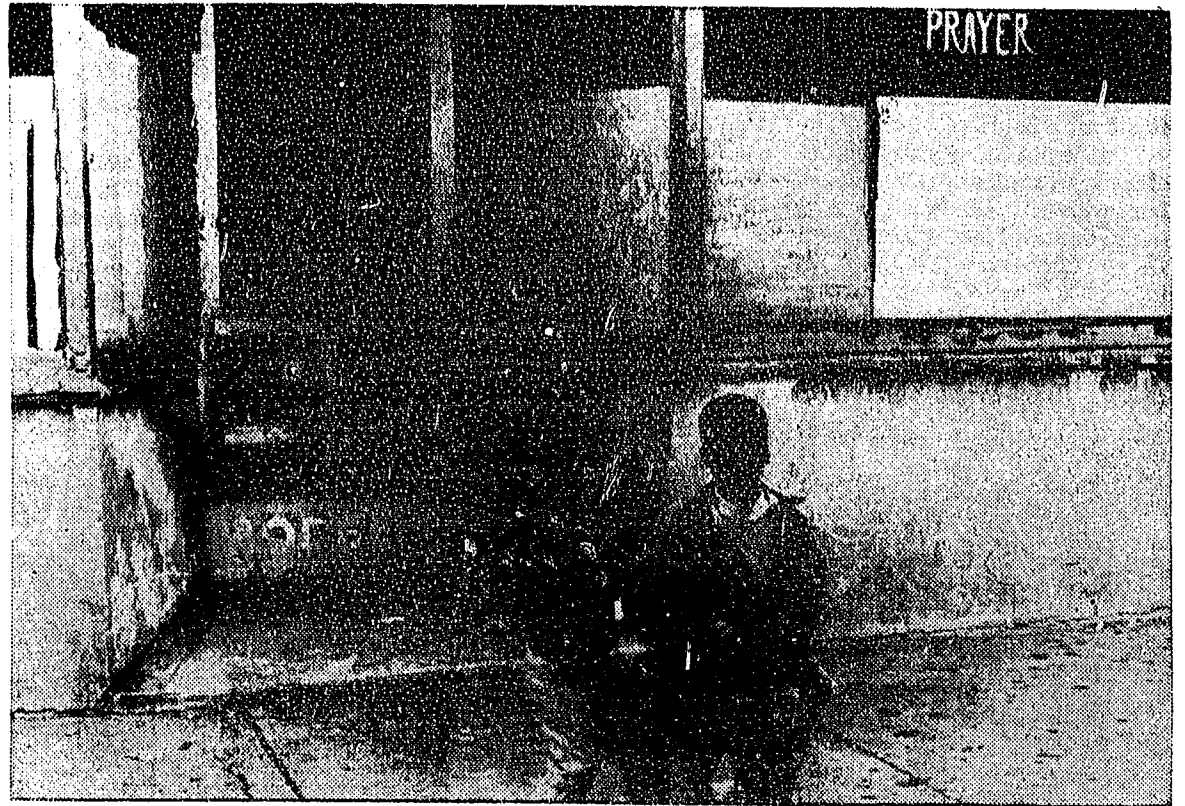


Photo by Hiram Maristany

The old and the young reflecting the need for self-determination.

ous revolutionary.

To date, the armed units have been, for the most part, drawn from the street bloods. Historically, college students and former students have also assumed this role: Mao, Fidel, Che, and many others.

In 1971, we recognize that we have the right to self-defense and the duty of retribution. The oppressive, racist forces must understand and respect the fact that they cannot kill another King, Feathersone, Hampton, Jackson, the inmates at Attica, and all of the other names we never knew, or remember and expect black people to sit still. The day is gone when we will destroy our communities in the face of another life snatched away from us.

These remarks cannot be dismissed as rhetoric; they are made in the context of expressing the needs of the struggle, and in discussing ways in which these two types of cadres can deal with those needs. One

type of cadre relates to the needs of public political activity, and the other to the military needs which are carried out underground.

We must always remember that the fact that we have been subjected to the cruelest, most vicious experience of racism and oppression known in history, is the only justification necessary for the rising formation of armed units.

(Anyone who is further interested in a more detailed discussion of the armed cadre and its function should read, **Handbook of Revolutionary Warfare** by Dr. Kwame Nkrumah, and **Right On!**, the communications organ of the New York Black Panther Party.)

The most immediate concern for this campus rests with relating to two specific areas: the development of hard working cadres, and the subsequent extension of those cadres into a functional political organization.

The disillusionment with or-

ganizations is an outgrowth of poor commitment and of failures to properly analyze our struggle, our needs, and our condition on this planet Earth.

In order for the goals of the African revolution to be met, political power must change hands and the African Community must control some land. In view of this, the African student must lay claim to its historical role as a revolutionary force. There is hard work to be done, and we, as students, have a responsibility to our people to do it.

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Weeksville Rediscovered

(Continued from Page 1)

a privately owned cemetery, and two churches), an article in "The Brooklyn Daily Eagle," July 30, 1873, characterized the community as, "a home of low groggeries, goats and mangy half red and wholly savage curs."

The paper's description of this community as being full of drunkards is labeled by Mr. Swawn as "typical of the 19th century. A regular Bowery type environment."

Tintype photographs of women were found including the woman who has since become known as "The Weeksville Woman." These photographs display fine well dressed, stately black women, which contradicts the picture painted by the newspaper of the Weeksville residents.

Another invaluable document, which prompted further research into the structure of the 18th century community, was the constitution and by-laws of "The Abyssinian Benevolent Daughters of Esther Association."

The violent draft riots of 1863 sent Manhattan blacks fleeing to Brooklyn (Weeksville and New Jersey. Black men, women and children were brutalized by the Irish, with countless brothers and sisters hanged from lampposts and dehumanized at the mercy of these men. In Weeksville, men armed themselves with picks, shovels, and whatever else was available in an around the clock

vigilance to protect the community.

The four original structures from the Weeksville era, located at 1698 Bergen Street, are now considered historical landmarks. A museum to house the priceless artifacts is planned within the buildings at a renovation cost of \$17,000 and an overall estimate of \$175,000.

Mr. Swan stressed the necessity to develop an educational curriculum to include the Weeksville story in all history books, from the elementary schools through the college level.

At nearby P.S. 243, local heritage is taught by Mrs. Margaret Thompson. Drawings, patch quilts, corn cob dolls (made by the children), along with a display of Weeksville artifacts are on exhibit at the "Muse," located at Lincoln Place and Bedford Avenue in Brooklyn.

The black history of Brooklyn is virtually unknown, and that which is known is sketchy and inaccurate. The history of Bedford Stuyvesant is recorded from 1914, but obviously blacks were there before this.

The rediscovery of Weeksville is a major break through for the black people of Bedford Stuyvesant, psychologically as well as from a historical aspect. The indifference, possessed by the people of the community is on a definite decline with the increasing awareness of themselves and their heritage.

A Store In The Ghetto

A Whore she is, a stinking bitch

flamboyantly, expensively embellished

She does not love me and never will

Though she cajoles and gestures that I should enter

A whore she is, a stinking bitch

flamboyantly, expensively embellished.

— ROMEL HARVEY

SEEK Criticizes

(Continued from Page 1)

A new deadline has been set. On November 15th all questionnaires are expected to be received at F329, S.E.E.K. Student Government Office. They should not be mailed out or let out of the counselors' offices. Counselors make your appointments with the students and get the show on the road.

S.E.E.K. Student Government

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Notes On Cinema

When an artistic endeavor turns sour, it's usually more painful to bear than some pointless junk like — say "Myra Breckenridge." The case in point is Dennis Hopper's "The Last Movie," which is the first feature film I've ever walked out on in my life. It is not a question of the movie's being terrible (which it is) but my inability to cope with Hopper's vision. It is the ultimate in (white) American self-hatred. I think one would have to be masochistic to sit through it.

I liked "Easy Rider," that landmark in drug-culture lip-service, but that appreciation was more personal than aesthetic despite his distinctive visual style. In "The Last Movie" the superior visuals serve only to show how confused and inaccessible it is.

At the time of its release Hopper appeared on the Cavett Show and behaved like a child. If nothing else this work defines him as a confused kid who wants to criticize the society which has infected him but cannot comprehend the nature of the disease. I don't believe he can speak the language anymore either, all of which adds up to a paranoic abortion.

When a Hollywood film crew which had come to Peru to make a blood and guts western about the death of Billy The Kid leaves, Kansas (Hopper), a stuntman, stays. The local natives who are imitating the departed filmmakers force him to be their (Bonnie) Billy, and they don't understand that movie violence is faked, especially the death scenes.

The stage is now set for a passion play to develop with Hopper as the doomed Christ figure. While he is being held in a guarded jailcell, Laszlo Kovacs' camera moves in on Hopper's profile and he more or less becomes James Dean (Hop-

per was physically flattened by Dean in his last movie "Giant."), whose characters were famous for being misunderstood.

I don't know if they really killed him; but let's hope so, as it would be an act of mercy (for our sake — not his) possibly carried out too late. Hopper tries to teach what he has not really learned, and this film may prove to be his cinematic suicide.

When someone calls a movie "entertaining," it really means that it exists only to make money. Such movies — pointless as they are except perhaps, for what they imply about the people who make them, and those who consume them — are usually successes, because they are fun, or hit audiences right in the gut. In the latter vein is Clint Eastwood's latest vehicle "Play Misty For Me," a less pretentious derivative of 1949's "Possessed," starring Joan Crawford and Van Heflin. Joan played a murderously psychotic broad, who kills Van, because she's the odd side of a love triangle.

"Misty" is similar to "The French Connection" in that it capitalizes on the gut reaction, but they're executed differently. FC Joe Fraizers you, relentlessly beating the crap out of your senses while "Misty" goes the Muhammad Ali route. It plays with you, takes control of you, and then "SHAZAM!!" The climax is the most spectacularly orgasmic coup-de-gras, I've ever seen.

Clint this time is Dave Garner, the most popular DJ in Carmel, and he loves Tobie (Donna Mills). But Evelyn, Dave's most devoted fan whose nightly request is the movie's title, would rather kill him than let another have his favors.

Now Joan Crawford's character was sympathetic, but

Evelyn, convincingly rendered by Jessica Walter, becomes a monster. When she starts wielding a kitchen knife, she is preying on mankind's most basic Freudian fear. The writer (Miss) Jo Helms knew this, and the director, Eastwood himself, gets good mileage out of it. Eastwood knows how to direct; he displays a flair for suspense, and a solid awareness of his audience, but calling him a director connotes director-businessman, not an artist.

Bo Widerberg's "Joe Hill" at first seems to be a bit of an oddity, but I think this can be attributed to the fact that it is still another foreign director's look at America. Widerberg, who wrote as well as directed, has produced a movie which is characterized by naivete and underemphasis in just about every area. It is, however, very pleasant; but so is ice-cream.

— Ted Fleming

Kathleen Cleaver is home and will be here on campus to speak to the People!
 This Thursday, November 4, at 5 p.m. in the Grand Ballroom of Finley Center.
 She will speak on all issues concerning the lives of Black People.
 Be there early!
 Sponsored by: Voo Doo, Black Communications Network and Theatre of the Black Experience.

Classified Ads

Hi, Greg, I have not seen you all week. I typed what you requested.

Eh, Greg, Say hello to the rest of the staff for me.

Wanted: The other 95 per cent of the student body not voting in the last student election.

Hi Migdalla,
 I wish you were here instead of in Mass.

To Al:
 I want some typing paper, and a lot, lot of Correctotype.

From Arthur:
 I want someone to help cart to my home a weight bench.

ORIENTAL FOOD SHOP, mentioned by Craig Claiborne New York Times, Cue Magazine, Gourmet, and many cookbooks. Also Health Foods. 1302 Amsterdam Avenue.

F.A.F.:
 I understand what you want and when you are ready let me know. I will be waiting.

Hey Michele!
 Are you in there?

Say,, was that you out there yelling for me?

Mr. M.:
 Then Wait Please.

F.A.F.

THE PAPER

The City College of New York
 Room 337, Finley Student Center
 133rd Street & Convent Avenue
 New York City 10031
 234-6300

albert v. de loon
 editorial director

greg holder
 managing editor

louis r. rivera ted fleming
 chris newton loudon m. ford
 associate editors

newsstaff: sheryl bernier, bob feaster, david friedlander, doris mims, blanche oliver, jalmo rivera, angela smith, michelo wallace, lillian wells

photos: ray frost, editor
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