

Student Senate Elections:

Three Vying for Top Positions

Campaigning began Monday for six executive positions and thirty seats in next year's Student Senate, with three contenders for the top position: Incumbent Bill Robinson, William Castle, and University Affairs V.P. Tony Spencer. A fourth contender, Steve Simon, was disqualified because he is not a registered student this semester.

Elections will be held March 20-25 from 10 to 3 daily. Ballots will be available outside Finley 152 and Shepard 100, and in the lobbies of Cohen Library and Curry Garage.

A debate is scheduled for March 16 in Finley Student Center between the candidates. The candidates are unanimous in their support of free



The Paper/Arthur Adams
Bill Robinson
Current President

tuition, open admissions, and the SEEK program, major issues in this year's contest.

Bill Robinson, heading the New Front, assumed the presidency after a constitutional showdown in the wake of Lee Slonimsky's resignation from the post last semester.

Robinson states that irre-

sponsible actions of some Senators, and the Senate's three year failure to enact a valid constitution have "hampered the Senate's ability to function in a way that meets the needs and aspirations of the student body."

A major point in the New Front platform is the restructuring of the Senate to "streamline its operations." According to Louis Rivera, candidate for Vice President, this reorganization would coordinate the Senate activities of regular duties (such as funding student organizations), investigations into college structure and community relations, dissemination of information to students, and implementation of student services — especially counselling.

Both Robinson and Rivera emphasized that the Senate is "the only vehicle students have that can deal with problems

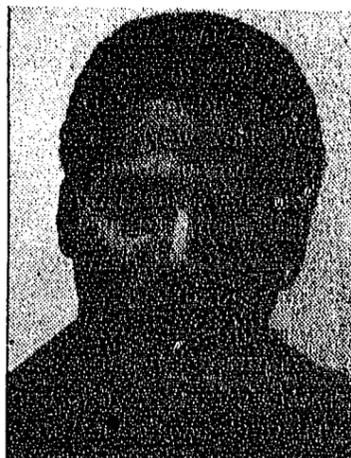
that they are unable to solve individually."

Walter Castle, candidate of Students for an Active Campus thinks "it's time the CCNY student had a leadership to unite the student body, and have a spirit of cooperation, because there's a lot of potential at this school."

If elected, Castle would seek to implement an alcohol license for the cafeteria, utilization of Knickerbocker Hospital's health facilities, articulation of Senate bylaws, opening Senate committees to interested students, and a student-run non profit book exchange.

Tony Spencer, heading the Action for a Better Campus slate claims that the student government is "loaded with bureaucracy," and that "it must become a meaningful and effective force for students on this campus. It has not been so far."

Spencer points out low attendance in Senate meetings, choosing to attribute this to "poor leadership," and not poor
(Continued on Page 7)



THE PAPER/Jeff Morgan
Tony Spencer
Seeking Senate Presidency

**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

THE PAPER

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222

WEDNESDAY, MARCH 15, 1972

SEEK Students Meet Black Caucus

By SHERYL BERNIER

On Tuesday, March 7th, the Committee to Save the SEEK Dorm, consisting of SEEK students, SEEK councilors, Sam Brown, SEEK Dorm Director, Bill Robinson, President of the Student Senate and Bob Grant, Student Ombudsman, went to Albany for the second time to see the Black Caucus in reference to money being allocated for the SEEK Dorm next year.

The committee went to Assemblyman Thomas R. Fortune's office and received a warm welcome. Mr. Fortune informed them of a letter he had written to Vice Chancellor Julius C. Edelstein, who distributes the monies in SEEK.

Mr. Edelstein responded to all questions asked by Mr. Fortune, except the question regarding the monies being allocated to the SEEK Dorm.

There were four basic requests that the committee presented to the Black Caucus:

(A) Since the status of the Dorm is debated every year by the Board of Higher Education, the City or State as to whether or not there will be any money for the coming year, the committee asked the Caucus to enact a bill so that the Dorm will become a permanent structure, and not be threatened every year.

Mr. Samuel Wright, a member of the Black Caucus said "It is impossible to push a bill stipulating that the Dorm exist every year since money is allocated to the entire SEEK program only on a yearly basis."

(B) The SEEK students formerly living at the Alamac Hotel are now residing at L.I.U.'s dorm. How long they will be able to stay at L.I.U. is a major question. Given that money is allocated towards a dorm every year, there is not a guarantee that the students can stay at L.I.U. or anywhere else.

The committee asked the Black Caucus if they could obtain a permanent resident contract. Mr. Wright said "presently there are dorms being built all over N.Y.S. but not in N.Y.C." The Black Caucus is working on getting the state to build dorms all over the city. If they succeed, there will be a dorm built for SEEK students.

(C) Sam Brown asked, "Can there be a guarantee that there will be a dorm as long as there is a SEEK program?" Mr. Wright responded by saying "The first problem is to get a guarantee that there is a SEEK program then the Caucus can relate to the dorm. Our Caucus, Black and Puerto Rican, will not go for any budget if there is not one for SEEK. The entire SEEK budget problem must be solved or the republican legislature will not get our vote. Though the money for next year's SEEK program is the same as this year's, it is still a cut because there is an increase in students."

(D) The committee asked the Black Caucus for some sort of written stipulation. The Caucus is to take the issue again to Mr. Edelstein, in an effort to get a written commitment on his part.

Plans have been made to set up a meeting consisting of Mr. Edelstein members of the Black Caucus, and representatives of The Committee to Save the Dorm, to deal more in depth with the issue.

The committee plans to visit the BHE since it has been discovered that the state didn't issue a notice to the city to cut the dorm; the city sent a notice to the state. This puts the BHE in a precarious position.

Mr. Wright ended the gathering by saying "If I tell you we can handle it — we can handle it."

N.E.G.R.O. Closes P.S. 186

By VICKY HUNTER

"The city fathers have the audacity to tell you your children are safe; they have the audacity to tell you this building is safe by 1901 standards. They wouldn't dare do this in Forest Hills."

This is part of a speech Dr. Thomas Matthew delivered to the parents and faculty of P.S. 186. The school is located on W. 145th St. between Broadway and Amsterdam. The meeting was being held in the auditor-

ium of the school which was filled to capacity.

Dr. Matthew is the founder and leader of N.E.G.R.O. (National Economic Growth & Reconstruction Organization, Inc.). His organization took over the school at 1:30 a.m. Monday, March 6th.

The parents appealed to N.E.G.R.O. to help them in their twenty year battle for a new school. P.S. 186 is seventy years

(Continued on Page 6)

The Experimental College

The Experimental College (EC), began sometime back in May of 1966, has now revised its format to encompass many activities that coincide with students' curriculum.

The College, which is independent from the C.C.N.Y. structure, not only offers remedial courses in basic subjects (mathematics, English and Spanish), but also in areas the college does not: namely, science courses.

EC, though run specifically for the students, does not give credits, but the possibility of being accredited by 1973 exists.

Credits can, however, be obtained through independent study. After the student has completed the necessary examinations, his name is submitted to the appropriate department head with the recommendation that credit be given.

Though the attraction of the EC is diminished by its inability to grant credit, it is advantageous to some students who would otherwise be unable to keep up with courses in their own curriculum.

This facility exists solely for the purpose of benefiting students, yet the present registration for courses, which began March 6, is a mere two hundred. The College has the capacity to teach an additional three hundred and sixty students.

The money which funds this organization is allocated by the student senate.

The amount granted to the EC is five hundred dollars per semester. Ms. Rita Satterfield says that, "this sum is clearly inadequate to support a paid staff, which is why the E.C. relies almost totally on volunteer student organizers (teachers) who provide tutoring."

At present, there are hopes



The Paper/Jeff Morgan
Rita Satterfield
Director of EC

that the College will be able to expand its activities by involving the community.

Says Rita, "anything to do
(Continued on Page 6)

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Notices

Save Free Public Education.
Mass demonstration at Albany,
Monday, March 20. Our position:

1. No tuition at C.U.N.Y. and S.U.N.Y.
 2. No cutbacks in the education budget.
 3. No aid to private and parochial high schools and colleges.
- Students Unite! Everyone must come.
- Statewide Coalition for Free Public Education.
- Some member schools are: T. Roosevelt, C.C.N.Y., Hostos C.C., Watkins Glen H.S., Albany, T. Jefferson H.S., Corning, Syracuse, Nassau C.C., Lawrence H.S., Lehman C., Bronx Science H.S., Whitesboro H.S., F.I.T., Queens C., Suffern High School and many others.
- For information, call (212) NI 9-7979.

There will be a Representative from the Board of Education of the City of New York, Bureau of Educational Staff Recruitment here on March 23, 1972, at 12:30 P.M., in Wagner 106. All Minority students preparing to teach are urged to attend this very important meeting.

Classified

Sisters Beware. R.O.C. is back, pass the word, R.O.C. is back!

Carl, Carl, you can't HELP!!!
The Lady

Frost,
That thumb-print ain't on your lens,
it's in your eye.
C.C.S.

Jaime "Tex" Rivera, baddest cowpoke in the east.

Wanted: Black Female airline hostess, \$450.00 per month for 60 hours per month. Call Mrs. Thompson, 454-4385.

Adult Education Teacher in Brooklyn. City certificate needed. Contact Chris Jordan at 686-7000 or 686-7001.

Music therapist needed at Manhattan State Hospital; must have B.A. Contact Chris Jordan at 686-7000-1.

Frost: Hey, who's this?
It's me, Jaime. Man, where are you?
Frost: Detroit, man. We missed our flight and then couldn't get on the next one, but our luggage did.
Jaime: Your luggage did what?
Frost: Got sent to Kennedy.

Bill and Louie get off your ass or TS will win.

Frost: If I can't see, that means the pilot can't see.

**ALL STUDENTS
ARE URGED TO
VOTE
in the
UPCOMING
STUDENT
SENATE
ELECTIONS**

News In Brief

By AYAD MOHAMED

March 1, 1972: The Board of Higher Education officially rejected Gov. Rockefeller's proposal for the abandonment of tuition-free undergraduate education at C.U.N.Y.

Acting on the recommendations of the Citizens Commission on the Future of the City University of New York, chaired by former Mayor Robert Wagner, the Board issued the "freeze-level" budget for C.U.N.Y., as proposed in the Governor's executive budget.

The University Senate and the Student Association of the State University called for the initiation of a state-wide program of free tuition and open admissions in all publicly operated institutions of higher education by the 1973-74 academic year. In addition, these groups have jointly called for the elimination of all Scholar Incentive Awards, Regents Scholarships and State University Scholarships, with these funds to be allocated to the public higher education budgets of S.U.N.Y. and C.U.N.Y.

Joseph Lagu, leader of the Liberation Movement of Southern Sudan, ordered his troops to cease fire as part of an agreement reached with the government of Sudan. The agreement also grants self-government to the rebel provinces.

Jazz Trumpeter Lee Morgan, 33, was fatally shot by his wife one evening after a jazz performance. He was at Slugs, a lower East Side nightclub in New York City. This occurred after an argument with his wife.

Police are holding Mrs. Morgan, 47, on a \$100,000 bail on charges of first degree murder. Morgan recorded on the Blue Note label, with his most famous album being "The Sidewinder."

Birth rates among lower-income women declined sharply in the late nineteen-sixties. They bore a million fewer children than they would have at the earlier rates, according to a new private study of Census Bureau data.

The decline in rates for poorer women — those with family incomes under \$5000 — was 21 per cent. This is only slightly greater than the 18 per cent decline for poorer women which remained significantly higher than the rate for the population as a whole.

The number of babies born to the poorer group dropped nearly twice as fast — 32 fewer babies per thousand compared to 17 fewer among the more affluent women.

The change was even steeper among poor Black women. They had 49 fewer babies per thousand in the late sixties.

The study was conducted by Planned Parenthood - World Population. Frederic S. Jaffe, the author of the study, said in an interview: "When it comes to contraception, most everybody in the United States uses something. The difference is that lower-income women have been on the least effective methods. Since 1967, more effective methods have become increasingly available to them."

Many programs now limit assistance to the poorest of families, but, improved fertility control, he said, is "a critical factor" in helping to avoid becoming poorer.

Family planning services generally make birth control pills and intrauterine devices available to their patients. Increased abortions are not thought relevant to the Planned Parenthood findings. General liberalization of abortion laws did not begin until about 1970.

Reader's Rap

We the students of the S.E.E.K. Student Government want to know why the student's speech to the audience of the S.E.E.K. Orientation Presentation was not mentioned in your March 8th issue. This program was offered to inform the S.E.E.K. freshmen about the S.E.E.K. Program and how steps are being taken to construct a government that will serve all our sisters and brothers in the program.

It was also offered to inform of the many con-games being made to our people in the program and in our communities. If we will recall, the speeches offered by Dean Young and President Marshak did not give a message concerning the maltreatment of S.E.E.K. students.

They did not mention the need for a S.E.E.K. Student Government. They did not mention how we ("we" meaning all Third World people) must come together and fight for what is rightfully ours. Fight for what is necessary and essential for our existence. Education for ourselves and our children is the only avenue to the beginning of our awareness and struggle for freedom.

We feel that this message should have been the essence of the article, being that this was the main purpose of the orientation. We hope that in the future, the needs and messages of the S.E.E.K. Student Government will be considered and valued respectively.

SEEK Student Government

Editorial

Senate Election

The Student Senate elections are being held in the spring this year in hopes that the new senate can avoid the problems encountered by the current senate.

The senate essentially nullified its position by its internal problems. It was being used by certain executive senate members ostensibly for an ego trip. The internal conflict reached its peak when the senate tried to exclude then Executive Vice President, Bill Robinson, from the senate presidency after the resignation of Lee Slonimsky.

The student body at this college also shares the blame for the problems plaguing the senate, and therefore, the student population. It is up to the students of this school to make the (your) student senate fulfill its function — that of being accountable to the student body (you).

That brings us to the decision as to which of the people and their platforms can bring about such a relationship.

There are three candidates for the Senate presidency: Bill Robinson, the current president and head of the New Front slate; Walter Castle, leading the slate Students for an Active Campus; and University Affairs V.P. Tony Spencer, of the Action for a Better Campus slate.

We at this newspaper believe that the New Front platform under the leadership of Bill Robinson and Louis Rivera will transform the student senate into an effective vehicle for all students at this college.

Robinson has been in an executive position in the senate for the past year, as vice president and as president. In both positions, and notably as president, he has been an activist in fighting for students and their rights.

He has made several trips to Albany to confer with state legislators in leading the battle against tuition at the CUNY schools, and also to fight against the elimination of the SEEK dormitory.

Rivera has also been active in securing rights for students at this school. One primary example of this, is the new alternative governance proposal that he, Steve Simon and Louis Lumenick have just composed. It is designed to give students more power relative to the direction in which the college should go.

We urge the students of this college to vote, and when you do so, to vote for the New Front slate. Because they can best make the Student Senate a meaningful and relevant entity to the student populace at City College.

Art-Photo Show

The Art-Photo show coordinated by photographers of THE PAPER, has been discontinued after a run of only three days. It was scheduled to run from March 6th until March 30th.

The show was dismantled because individuals were stealing works from the exhibit. The show was becoming very popular, with many people asking about the show and expressing an interest in wanting to view it.

We received one comment concerning the exhibit, which appropriately conveys our feeling:

"To the brothers (?) who ripped off the show and to the others who couldn't give a damn: You failed, so be content in rapping and sitting on your asses all day. And be content in living in thoughts and ideals, though now is the time for the act and for being real."

Notice: THE REAL BLACK WOMAN

Presented by the
Student Organ for African Unity — formerly the O.A.A.S.U.

Thursday, March 16th — 12 o'clock Sharp
STIEGLITZ HALL

— GUEST SPEAKERS —

Sister Audrey Johnson of CCNY Sociology Department —
Sister Sonia Sanchez, all of CCNY — and
Sister Barbara Annteer of the National Black Theatre
also — Student Participation — to learn and to teach

The Black Tax for the Harlem Community

By VICKY HUNTER

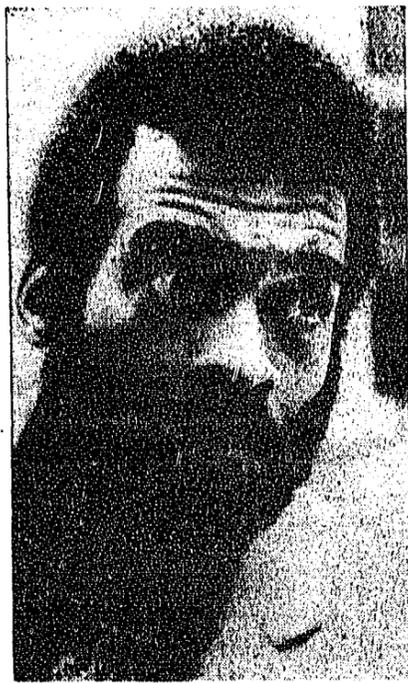
The idea for the Black Tax grew out of the recognition that "scatter-site housing" was the liberal's way to alleviate the conditions of the black community. "There are no plans to scatter other groups, whether they live on Sutton Avenue or Bowling Green, they maintain their ghettos." These are the words of Brother Dave Gibson who is an aide to Dr. Thomas Matthew, the founder and head of N.E.G.R.O. (National Economic Growth & Reconstruction Organization, Inc.)

I talked with brothers Dave Gibson and Taboo Djata in the teachers' library in P.S. 186.

The brothers were finishing up details of an already long day, but took time out to explain the concept of the black tax.

"The deterioration of the Harlem community is due to the tax parity. This allows the community to have schools, municipal services, hospitals and medical care but all of which are substandard on a proportional basis. The Black Tax will remedy that situation," according to brother Gibson.

The Black Tax requires voluntary compliance in order to work. Businesses that ordinarily deposit their money in the Harlem community banks, will continue to do so and, if they choose,



The Paper/Robert Knight
Dave Gibson of N.E.G.R.O.

pay the Black Tax there. The tax is \$100 for a large business, \$50 for a small business, \$10 for street merchants and \$1 for residents. These amounts are to be paid monthly.

Annually the money would be returned to the taxpayers, along with a 2% dividend. This dividend is possible because N.E.G.R.O. is a non-profit organization. The money received in the form of a tax is actually a loan. The money is put to work

in the black community where it is so desperately needed for the rehabilitation of housing as well as other needed services.

When I questioned the legality of the taxes, Brother Taboo Djata, who is a writer and the manager of the African Market, said, "Only a government sanctioned agency can raise tax revenue — which N.E.G.R.O. is not. The voluntary nature of the tax makes it legal. The government doesn't care what I do with my money; if I choose to throw it in a river or choose to get mugged the nthat's my business. However, if I see that no one else is gong to do the necessary things to make the Black community a safe and decent place to live in, and I choose to give my money for that purpose then that's also my business."

Brother Gibson added, "A unified Black community poses a political bombshell to the system on all levels. Adam Clayton Powell, Shirley Chisolm and Charles Rangel were elected by the Black community. If the paternalistic liberal's only remedy for the Black community is 'scatter-site housing' and if we accept that view then that means political suicide for us. Typically, they made this decision without consulting community leaders in Harlem.

"The money which would have to be allocated to 'scatter-site housing' amounted to approximately \$36,000 per apartment. This amount when only 160 of these apartments were designated for Blacks is criminal. That same amount of money could be used for the rehabilitation of Harlem apartments which would benefit the whole community. Why haven't liberals taken up that banner?"

"Aside from that," brother Gibson continued, "H.D.A. and H.U.D. were going to institute a system of screening which would have been liberally discriminative."

Djata and Gibson both contended that scatter-site housing would only accomodate those Blacks who were city employees and who could afford the rents. These were the "talented tenth" and constituted a brain drain on the Black community. "And since money would have been spent for only 160 families, what would happen to those residents remaining in the community after the chosen handful are gone?"

A more appropriate solution, according to N.E.G.R.O. spokesmen, is the Black Tax.

"A board of directors composed of leaders in grass roots

(Continued on Page 7)

An Analysis:

What Is The Answer?

By A. LUMUMBA GRANT

As the old year drifted out, and the new year was ushered in, we found a multitude of Black people languishing in a state of physical decay and mental stagnation. The root cause of this condition, when scientifically analyzed, is shown to be a result of the political oppression, economic exploitation and social degradation suffered by Black (African) people as a result of the control of the essential socio-economic Black institutions by white (European) capitalists and their "liberal minded" agents. Now this miserable condition can not and will not remain indefinitely; it will either become progressively better — for all — or regressively worse, for all. So the question now is, if we really recognize the wretched plight of Black people, where do we go from here?

An Interpretation of the Concept Black

Firstly, it is necessary to comprehend a correct interpretation of the concept Black. Black people must define themselves for a change, on the basis of African History, and not be defined by or spoken for, by a few unenlightened "Negroes" or their "qualified" European friends.

Secondly, the concept Black means more than a reaction to a condition of oppression. Black people were a viable and functional part of the Black Race long before they were kidnapped and brought to the Americas, enslaved and exploited by the racist European intruders. Furthermore, the concept Black means more than a state of mind. Is white only a state of mind? The concept Black connotes a combination of physiognomy, color, culture, consciousness and the way Black people perceive the nature of reality.

Thirdly, the Concept of Black represents a process of conversion. It denotes a change of allegiance: a change from supporting white or European Nationalism to supporting Black or African Nationalism; a denial and repudiation of former associations with negative doctrines and life-styles that are against the best interests of the

Black Race; and an acceptance of new companions, creeds or practices.

The Concept of Black illustrates the embodiment and crystallization of a revolutionary and functional Pan-African Nationalist philosophy, ethic, attitude, behavior pattern and value system. The Concept of Black also represents the resolve of Black people to display a new mode of respect for our elders and contemporaries.

Fourthly, at this historical time in the liberation struggle, the Concept of Black depicts the urgent desire of Black people and Black organizations to restore a meaningful working relationship with African people on the African continent and people of African origin throughout the world. The Concept of Black represents an incessant struggle to regain our humanity (manhood, womanhood and nationhood), and to establish standards to determine the course of action for universal liberation. The Concept of Black portrays the new desire of Black people to use their wisdom and education for the uplifting of themselves in their communities and for the redemption of the Black Race. The Concept of Black also recognizes the burgeoning class interests within the Black Race.

I believe that any valid Concept of Black must illustrate to Black people the importance of creating the mechanics of liberation. The mechanics of liberation are used to destroy the mechanisms of Neo-Colonialism. Eg., Political oppression, economic exploitation and social degradation.

For me, the Concept of Black answers the following questions:

Self Conception (Our Identity): **Who are we?** We are allegedly Americans, but actually an African People whose homeland is the African continent.

Status: **Where are we?** A colonized people in an alien land. We lack power because land and nationhood is the basis of real power.

Role: **What must Black People do to obtain Liberation?** What direction should we, as African People be moving in? Next Week. The Answer. The Mechanics of Liberation.

EGBE
OBIRIN
presents

"An
Experience

In
Authenticity"

with the
ALABI
DRUMMERS

THURSDAY
MARCH 23
NOON-2 P.M.

in
BUTTENWEISER
LOUNGE

— FREE —

The East Harlem Block Schools



By DEBORAH E. JONES

"When we first began the school it wasn't only for the children. It was also for the parents, to take them out of the house, to get them working and involved in the education of their own children."

For the past seven years The East Harlem Block Schools (EHBS), which are housed in a string of three storefronts along Madison Avenue from East 106th to East 111th Street, have fulfilled the objective stated above. The EHBS involve Black and Puerto Rican parents of the East Harlem community in every facet of approximately 400 of their children's education, from administration to teaching. Moreover, this parent-controlled, privately funded, combination of nursery, elementary school and tutorial program has acted as a catalyst and model for other schools in New York City and in states as distant as Colorado.

These schools have been called community alternative schools because they provide an alternative to school systems which admittedly fail to effectively teach minority and poor children, even such basic skills as reading, writing and arithmetic. In this failure-ridden cycle, minority and poor students often lose their incentive and initiative to learn and completely turn off academic learning in frustration. Minority parents are often alienated from participating in public school systems because of their own negative experiences in school, and because of the limited access parents have to the controlling apparatus of many city school systems. At The East Harlem Day Schools no such failure cycle, negative self-concept, frustration, inhibition or limitation exists.

The East Harlem Day Schools, among the first schools of this type, evolved from a summer tutorial program set up by concerned parents from the East

Harlem community in 1963. The program proved so successful in improving the children's reading and in involving parents in a community effort that it was continued the following summer. In 1965 the parents established a day care center.

By 1967 the parents were faced with the dismal prospect of sending their children, who had done well in the community controlled day care center, to the local public school. Instead they provided for themselves and their children an alternative. They raised funds from various sources and began the elementary school with one grade — the first. Every year the school has added a grade, and there are now five elementary grades. The school is still growing. Plans to buy and renovate a building adjacent to EHBS's office at 94 East 111th Street are now being finalized.

Money for the \$200,000 cost of buying and renovating this building is being solicited from foundations, as is the money for operating the schools. The nursery school, elementary school and tutorial program are financed by various sources. Each year the New York City Department of Social Services gives the Day Center approximately \$200,000, and the elementary school receives a grant from the United States Office of Education of about \$60,000 while another \$100,000 must be raised from other sources every year.

These funds provide \$1200 for each of about 400 pupils, pays 11 professional teachers \$8200; 17 assistant teachers \$5600 (in addition to 3 educational directors); an Executive Director; rent, insurance maintenance, etc. In short, it costs hundreds of thousands of dollars a year to maintain a school like EHBS.

Despite formidable financial obstacles, The East Harlem Block Schools have survived and are thriving. EHBS has formed a coalition to raise funds and solve

common problems with a group of community schools such as Harlem Prep, (see THE PAPER, Feb. 16, 1972) the LEAP School, The Children's Community Workshop, The Discovery Room for Children and other schools which have been set up as alternative community schools.

How The East Harlem Block Schools Operate

A Board of Directors, comprised of parents who are elected yearly, direct policy and finances. The decisions of this board are carried out by the Executive Director, presently Judy Macauley, whose son attends the elementary school, and by a small administrative staff. The Executive Director also screens and refers teaching applicants to the personnel committee.

The personnel committee is a volunteer parent group which interviews, observes, evaluates, hires and fires teachers. All 11 of the professional teachers at The East Harlem Block Schools are certified and have formerly taught in the public schools. However, the selection of teachers is not based on credentials such as certification.

"The parents are the ones that interview the teachers, and when

the teachers bring in their backgrounds — their resumes — they (the parents) ask all kinds of questions and then they decide. Sometimes, if the teacher is still working somewhere else, they go see the teacher in the classroom to see him in action."

The selection process described above corresponds closely with some of the goals of the school.

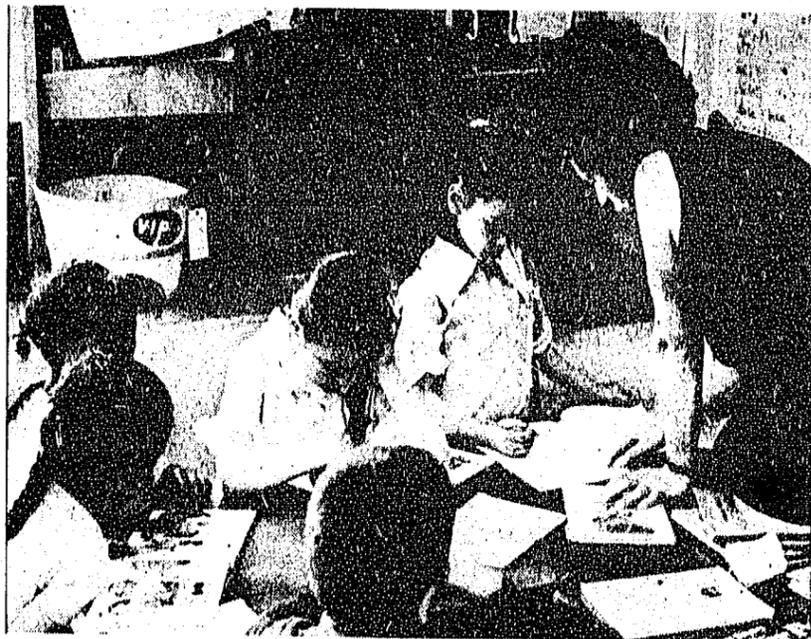
Executive Director Judy Macauley refers to some of these goals as "social development" and "self awareness," in addition to attaining such skills as reading, writing and mathematics.

A Mathematics Consultant advises parents and teachers of the latest and most relevant programs, methods, and materials. Educational Directors do the same for the curriculum as a whole.

However, parents and teachers decide on the curriculum for each class during a two week meeting and training period at the beginning of every term. Often the children themselves initiate the direction of the curriculum.

Here's an example:

"I'm in the third grade. In third grade we have circle, and when you ask questions in the circle



An example of parental participation in the education of their children.

“These people
care...”

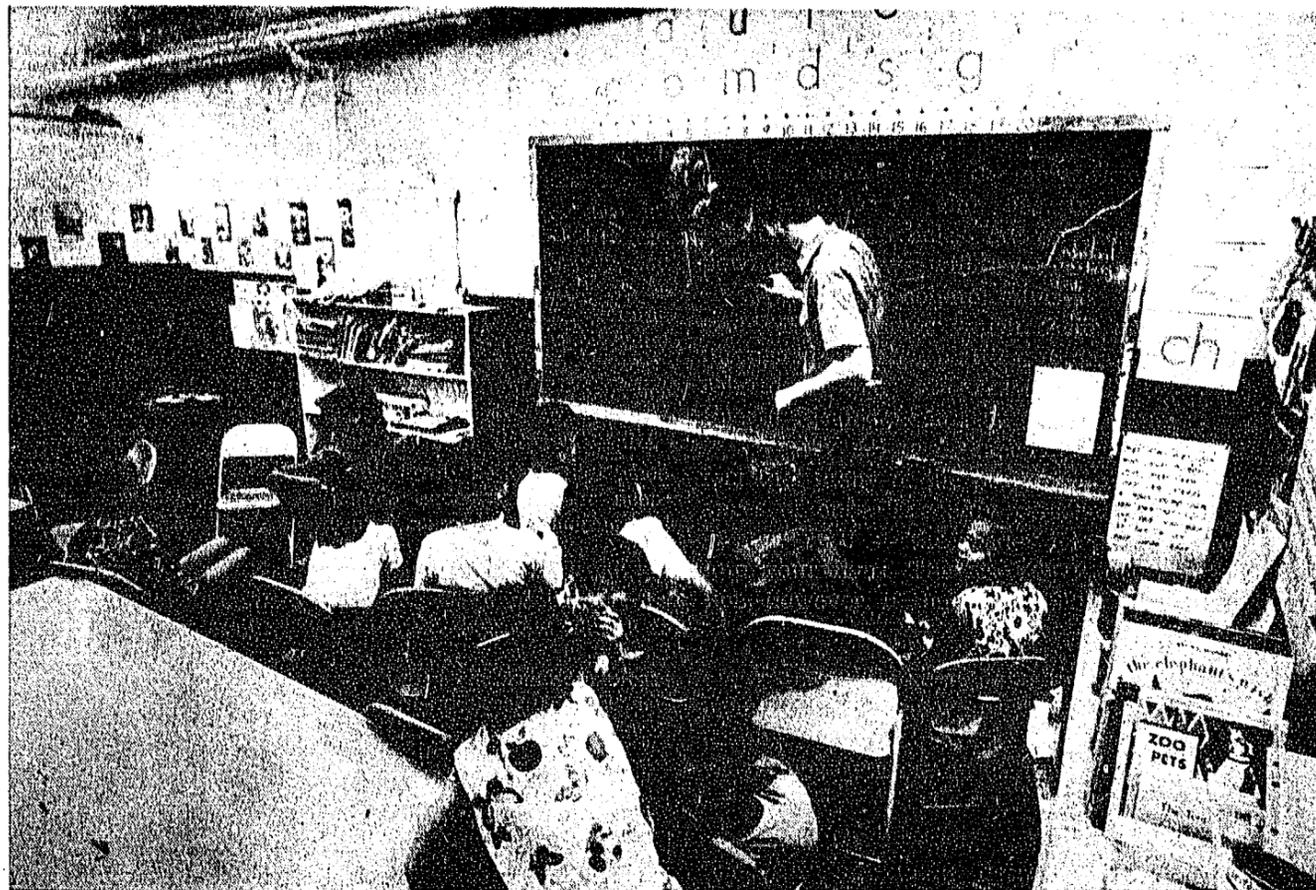
teachers try to answer them . . . Like, how do they know how the earth was born, and how do they know that space was empty when there was nothing here before, when no people were here, or dinosaurs, or plants, or nothing.”

Teachers and parent assistant teachers encourage such questioning, and often teaching and learning extend beyond the classroom. For example, a parent told me that her son was interested in becoming a doctor. When his teacher heard of this he arranged to take the boy to Harlem Hospital to get an idea of what a doctor does.

“Teachers at the school are very dedicated,” states Judy Maccauley. “We owe them back salaries — \$400 to one, \$150 to another, but still they work just as hard.”

The teachers’ respond enthusiastically to the school. They are required to visit the child’s home at least twice a year, once before the term begins and once near the end of the term. Such visits are the minimum requirement to assure what the school calls “teacher accountability” to parents and children.

Parent Coordinators strengthen the bond between parent and



A classroom at EHBS: a new way of learning.

school by addressing themselves to the individual problems parents might have which could affect the child’s development. The Parent Coordinator’s job is summed up in the following lines:

The way the parent coordinator does it, if you have to go to the Welfare she’ll go with you, if you have to go to the clinic she’ll go with you. There are a lot of Spanish-speaking parents that don’t speak English too well. She takes parents to the Welfare and she helps them. If they need certain things at the Welfare she’ll go with them and also to the clinic, and she’s really a big

help to them.”

The school therefore extends services to the community and is intimately involved in its problems. The attitude is one of mutual respect and accountability.

One of the teachers describes her attitude toward the school.

“In public school, you never met the teacher before. You never get to know her. But we always keep in touch with the parents — for the good things as well as the bad . . . The parents feel it — ‘These people care about my child.’”

Caring is of course only one component of whether or not a

child learns. There are no standardized tests at The East Harlem Block Schools to measure achievement. However, the students use texts that are on a grade level equal with those in public schools. How these children, once they have finished the EHBS experience, compete with public school graduates, remains unknown.

But one thing is certain. These children and these parents will have gained expertise in organizing, controlling and attending an institution of their own. This in itself is a worthwhile learning experience.

Student Senate Elections

WILL BE HELD ON THE FOLLOWING DATES:

March 20, 21, 22, 23, 24, 1972

ELECTION PLACES: FINLEY, ROOM 152 — COHEN LIBRARY — SHEPARD, ROOM 100 — ARCHITECTURE BUILDING

HOURS: 10 A.M. - 8 P.M.

IDENTIFICATION: BURSAR'S RECEIPT — I. D. CARD

China and Nixon

By MARY CHU

I didn't think much of Nixon's trip but, then again I didn't get all that excited about the moon trip either. Perhaps it's the way society causes its people to accept minor miracles. Technological advances and economic empires rose to their summits during the 20th century, and I, too, am a genuine Made in USA product.

A lot of fanfare encircled the trip. Coverage was extensive but, no one seemed to know what to film. The market place and the schools flavored the oriental atmosphere. The Nixon's use of chopsticks was a display of puppetry. The Nixons studied up on China, but Mrs. Nixon's attempt to learn Mandarin was futile.

Mao Tse-tung looked great on television. Living in the U.S. and having parents who fled from Mao's communism made me resent Mao. The dedication of the Chinese people towards Mao must be the certain charisma he has. Obviously men don't build Mao statues, wear Mao buttons, chant Mao sayings for nothing. Children play anti-imperialist games and practice communist war games with a degree of seriousness.

Conditions in China have improved tremendously under Mao's regime. Land development alone has increased tremendously eliminating poverty conditions. Employment has been provided by the government with day-care centers provided for working mothers.

Though the children are away from their parents during the day, evenings are spent together. The Chinese families' relationship is close. Loss of face is a real thing. Honor and shame are shared by all members. Physical display is never publicly expressed. Even among family members there is little physical display. But lack of love and devotion is never a problem.

Nixon has been attacked for using this visit as a tactic for re-election. Being the first U.S. president to spend a week in China is quite an achievement for the American people. All major cities had coverage. Nixon opened the door to China after 22 years of silence. Strengthening relations with China, recognizing China (as in the United Nations) as a striving country, has magnified our "America the Beautiful" image.

Americans have had conflicting views towards the Chinese people. A strong aversion towards Communism existed. "Up through the McCarthy era, all Communists were seen as evil." (Time, March 6, 1972.) But the "Americans are soon to forget a grudge." (Ovid.) Trends dictated the feelings that the Americans have towards the Chinese. The vogue is definitely "Chinese."

Kissinger shed the limelight in order to be available; observed by both Nixon and Chou En-lai. The banquet presented by the Chinese with mao-tai was returned by the United States with California wine. Nixon applauded those who applauded him. The arrival of the Spirit of '76 was not trimmed with Chinese faces, cheering and waving banners. Instead the reception was opaque. The presidential party was met by Chou and escorted to their hotel. The streets were bare except for a few taking pictures through factory windows. In reality, this reception was a highly honorable one by the Chinese people.

Nixon's conservatism is appreciated by the Chinese. There were no "I am the one" appearances. Nixon listened with profundity to Chou during the conferences.

Although blank faces greeted him, smiling faces became the mode almost to a degree of falsity. Chinese acceptance of foreigners takes time. The Chinese will not be easy with others till the person has won their friendship. All of a sudden, after inspecting the Nixons, Mao gave his approval. Bright ribbons appeared in young girls' hair. The interpreter for the Nixon's loosened her face and displayed a warm smile.

The Chinese are happy. Mao has preserved the Chinese culture. The elderly are respected. Seldom are they away from the family. More often, they become babysitters for their grandchildren. Academic learning is of utmost importance. The Chinese student is aware of his dedication to the country. All knowledge is to improve their "great country."

Mrs. Nixon, a hostesses' delight, visited an elementary school. A former teacher, she expressed "a warm welcome from all the children of America, to all the Chinese children." A typical First Lady, she left politics to her husband and set out to charm the Chinese. This she did, with her visits to the kitchen of the Peking Hotel, to the zoo to

see the pandas the Chinese have presented to the U.S., the farm to feed the hogs, and the glass factory to marvel at the elephant crystalline.

The communique, issued by China and the U.S., appeared to agree on one thing, that "the U.S. will send a senior U.S. representative to Peking from time to time for concrete consultations to further the normalization of relations . . . and continue to exchange views. . . ." (Newsweek, March 6, 1972.) Everything else appeared vague.

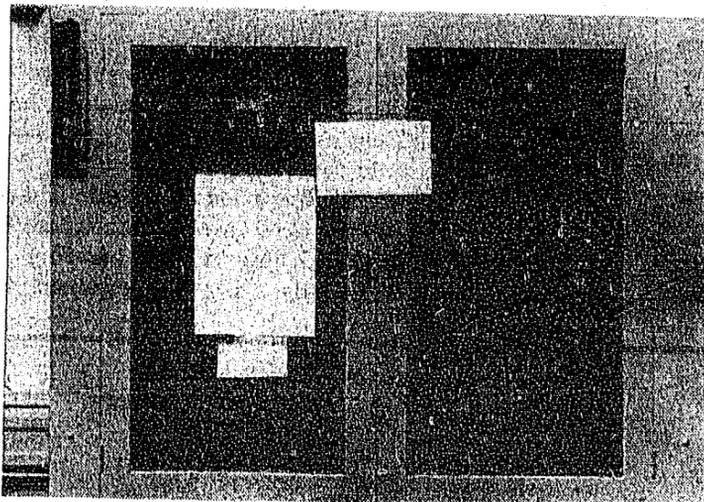
The Russians alleged that the U.S. was using the trip as an "anti-Soviet" conspiracy, acknowledging that Russia alone was the U.S.'s enemy. Soviet coverage was nonexistent with only two lines covering the arrival of Nixon.

The effect of the trip is great for the Chinese-American youth. Physical acceptance by his peers is more evident. The Chinese are becoming daily news items. U.S.'s recognition of China makes living in the U.S. more of the "Gum San" (Mountain of Gold) than when the first Chinese prospector arrived.

The press had a tedious job of filming. Basically China is a quiet nation. Restaurants closing at 8:30 for the few who could afford them. A single bowling lane in one city was built by an American missionary. A handful of ballets and movies chosen by Chiang Ching (Madame Mao and sister of Chiang Kai-shek's wife, whose husband is President of Nationalist China). Life is ordinary. As Harry Reasoner points out, "there isn't a single X-rated movie anywhere."

Nixon has in fact accomplished quite a bit. Further relations with China are highly evident. Trades from China are becoming important to the fashion scene. Mao jackets replace army wear. China, with a foot in the U.N., offers increased knowledge of China's policies. Visits to Peking and Shanghai are being planned. The final image of the "exotic east" has faded.

School Takeover



The Paper/Robert Knight
The faculty fire alarm system at P.S. 186

(Continued from Page 1)
old with known fire violations. If a fire were to occur in the five story building there would be no way the children attending classes on the third, fourth, and fifth floors could escape safely. There are no fire escapes, and all windows are barred. There are some classrooms with no windows at all.

Fire officials were present in the building on Wednesday, March 9th. They found the fire alarm not functioning at all. This was after they had handed Dr. Matthew a written statement on Monday that the building was safe.

N.E.G.R.O. has relocated the students and faculty to the Tabernacle Church on 146th and Broadway. The cost of running classes in the temporary building is \$11,000 a week. This money is coming from N.E.G.R.O.'s own treasury.

One of the members of the Parents Association emphasized that if the funds are not committed by the city for a new school by March 15th, they must wait for another five years before funds can be allocated again.

The irony of the situation is that the funds were allocated for a new school prior to the present crisis, and the site for the new school is already cleared. It seems the city has found other priorities for the money while the Harlem school children of P.S. 186 go wanting. The principal of the school, Mr. Lomax, said of Dr. Matthew, "We asked for a saviour and got a messiah instead."

EC:

A New Experience

(Continued from Page 1)

with raising consciousness about people or themselves, we wish to deal with."

Ms. Satterfield also feels that, "something of value would be achieved by offering a program of courses designed for neighborhood welfare mothers. This may become a reality in September, if sufficient state aid is granted."

The courses offered by the Experimental College run the gamut from remedial mathematics and physics to holography, modern recording, studio techniques, and bread making.

Right now, there is an enormous need for student organizers who can head courses in areas of Fine Arts and Music, Russian, German and Swahili. All that is needed is a comprehensive knowledge in any one of these fields, and a willingness to impart this knowledge to students who lack it. For such positions, there are no age or seniority limits; one can be a newly-arrived Freshman, or an about-to-depart Senior. Applications can be obtained in Finley 104.

Student registration for courses is on March 6, in Finley 343, with a minor registration fee of fifty cents. Late registration is permitted. Information can be had in Finley 343, or Finley 104.

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* Abortion Rights

Legal abortion in New York is under attack in the Legislature. Protect all women's right to legal abortions. Petitions to the Assembly Speaker will circulate till March 20th. Please sign one, and ask us for a blank copy so your friends can sign. We want 2,000 signatures on campus.

* Zero Population Growth — CCNY

The Harlem Black Tax

(Continued from Page 3)

organizations, would be selected by community residents. They will decide the priorities in spending the money. This board would thus be representative of the Black community. Self-determination and community control is what the Black Tax is all about."

The Black Tax is starting in Central Harlem and the goal is to extend it nation-wide in all the Black communities.

The response has been positive from businesses such as Devar Men's Shop, Frank's Restaurant and the Apollo Theatre. They are in favor of it and are encouraging all businesses in the Harlem community to comply with the tax request.

On the other hand, the board of directors of the N.A.A.C.P.,

which Brother Djata termed "the National Association for the Advancement of Certain People," is opposed to the black tax.

He continued, "Uncle Roy is privately in favor of it but must follow the lead of his board." Roy Wilkins was challenged to a debate of the issue by Dr. Matthew but declined.

The **Amsterdam News** after determining that an "invasion" of their office by N.E.G.R.O. had taken place, agreed to make space available in the publication for Dr. Matthew. The **Amsterdam** agreed to print a dozen of Dr. Matthew's articles asserting the necessity for the Black Tax in the Harlem community. They later chopped this agreement down to four, and then only printed two of the doctor's articles.

Meanwhile they allowed other national Black organizations such as the Urban League and the N.A.A.C.P. to run lengthy editorials of their views of the Black Tax.

"These organizations" brother Gibson pointed out, "are still funded by liberals who speak for Black men."

N. E. G. G. O. which initiated the idea of the Black Tax, is an independent organization completely unfunded by government money. They have industrial centers, hospitals, and bus lines. They rent apartments and are actively involved in job training.

Their long range goal, as explained by the brothers Gibson and Djata is, "the total rehabilitation of the Negro in the Americas."

Senate Election

(Continued from Page 1)

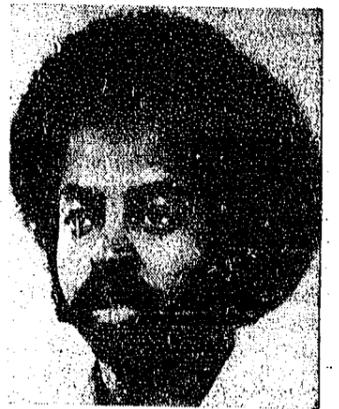
participation by the absentee Senators.

The A.B.C. platform calls for expansion of the Drug Center and medical facilities, a Harlem High School, continuation of the attempt to remove the Convent Avenue bus, and the "politics of negotiation — not confrontation."

Executive candidates on each slate are as follows:

New Front — Bill Robinson, President; Louis Rivera, Vice President; Wilma Nunez, Treasurer; Felix Flores, Campus Affairs V.P.; Neville Williams, Educational Affairs V.P.; Cotonanana Dipp, University Affairs V.P.; and Albert Simpkins, Evening Session V.P.

Students for an Active Campus — Walter Castle, Pres.; Mike Tracy, Vice Pres.; Ron Schoenberg, Treasurer; Aileen McCauley, Ed. Affairs V.P.;



The Paper/Robert Knight
Student Ombudsman **Bob Grant**, who is running unopposed.

Paul Girello, Campus Affairs V.P.; and Jerry Zochnuik, Univ. Affairs V.P.

Action for a Better Campus — Tony Spencer, Pres.; Sam Pitkowsky, Vice Pres.; David Wu, Treasurer; Jose Perez, University Affairs V.P.; Peter Grad, Ed. Affairs V.P.; Debbie Kaplan, Campus Affairs V.P.; and Linda Bai, Community Affairs V.P.

Ombudsman Race

Student Ombudsman Bob Grant is now running unopposed for reelection to that post as a result of the withdrawal of current Educational Affairs Vice President Richie Dickens from the race.

Prior to Dickens' announcement last Friday on a WCCR news show, he had criticized Grant's handling of last semester's Senate investigation into the college's radio station, claiming that "open hearings should have been held."

Pointing to the definition of the Ombudsman's post as that of a "confidential investigator," Grant replied that "each situation requires individual handling, in order to control the tensions that mount in an investigation. Open hearings would have been detrimental to the solution in this instance.

"Furthermore, everyone concerned is satisfied, including those who made the initial complaints (of mismanagement and discrimination)."

The incumbent added that "I'm always open to criticism, and more than willing to talk over any issue anyone wants to discuss. I have nothing to hide."

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to time
to time...**

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Equal Time:

Drug Project

During the spring and the summer of '71, Dean of Students Bernie Sohmer and I had conferences about starting a drug program. He started one. However, he went ahead without my participation.

He employed two "ex-addicts" and now there is some kind of a service available to students who are heroin addicts. But does anybody really believe that only students take drugs at City College? We must consider a project which is more relevant to the problem, and could service faculty and workers alike.

On a comprehensive project like the one that I shall briefly outline, workers and faculty could be given the chance to volunteer for treatment in the program, also. Certainly, they should be given the opportunity to volunteer.

For two weeks, I worked with the two student-service drug counselors. One counselor smoked marijuana in the interviewing room. The office was consistently closed at times when addicted students wanted help. They had to go to the office several times before they found either one or the other of the counselors available.

There is not sufficient evidence to support the claim that run-of-the-mill programs are even half successful. People who abuse drugs systematically rationalize for each other.

While working at the counseling office, I observed a sample of the inadequacy of these programs in the dialogue between counselor and client. Upon being told by a client that he expected secrecy, and that his wife must not be told about his search for help, unthinkingly the counselor replied by asking, "Does your wife drink?"

Understandably, the client showed his outrage at the suggestion that his wife be counter-attacked with an accusation of a drinking hang-up. You see the client's wife never uses alcohol. However, run-of-the-mill counselors wield poor tools, such as their rationalizations.

Asking an ex-addict to assist an addict may be analogous to asking the blind to lead the blind.

The question was put to me: what type of drug project is needed at City College?

My concept is a project with its roots in unity of purpose. I see the College as a community of people from all walks of life. This college is not just 20,000 students who congregate to do their booklearning. We have a domestic section composed of cleaners and building and grounds men; a military section composed of guards; a clerical

section, and faculty and administrative section, and, of course, a student section.

While voluntary workers are welcomed, as a foundation for the project, it is necessary, to have paid workers.

There is a need to employ one member of the building and grounds men who will do the job of a Counselor/Sensitivity group leader while representing the domestic section of our community. Likewise, there is a need for a guard to represent the military section, and a faculty member to represent the faculty, and so on until all of the college community is represented. This project must stand on a basis of sameness, and togetherness. Unity, in any project, is what ensures its success. The office for drug counseling must be opened and staffed all day.

In addition, a group of Friends of Addicts is necessary to give meaning to the idea behind my project.

These Friends must, essentially, be chosen from people who have never taken drugs, do not smoke regular cigarettes and who have no use for marijuana.

Friends would help addicts with their studies, in a similar way tutors usually work, on a will serve as a model. They are people who can face the light of day without drugs. There is every possibility that they may influence youngsters.

Perhaps, addicts may also help Friends to do their studies, thus creating a mutually constructive relationship. If addicts happen to be domestic workers they could, perhaps, offer an exchange with friends of useful hints about domestic situations in many cases.

The emphasis needs only to be placed on students in calculating who might be reaping the most benefit from the comprehensive program. It is essential that students learn that there are people outside of their own set who are interested in them.

Many students may never come under the influence of people, other than those of the down-hill sets; their development has been arrested at some stage of immaturity. Friends of Addicts group could be the example young addicts would need to succeed in coping with the world around them without drugs.

Many people within the City College community have shown their enthusiasm about my project. Especially, people with children of their own agree that there is need for such a project.

Toni Minett
Psychology Major

CCNY Sports in Brief

The Girls Basketball Team lost to Adelphi by the score of 42-30 at the Garden City Gym.

It was the second loss to the Pantherettes this season, both by the identical scores. The Beaverettes are now 6-5 with

two games left on the road. They end their home season this Wednesday against Hunter.

Tonight's game against St. Francis is in Brooklyn.

Hoopsters: Karen Kransom was the game's high scorer with

19 points, almost half her team's total. Sandy Tunison was the high pointer for City with 15. Brenda Neolla scored 10.

High scorers in the St. Joseph game were Laura Barth with 29 for the Hawks, Mira Iberman scored 15 points for City, Sandy Tunison with 12 was second, and Brenda Noelle scored 11 points.

In the game against Brooklyn Brenda Noelle was high for City with 10, Laura Cameron scored 11 for Brooklyn and Cherry Iranci was second with 10. City finishes season with a 7-6 record.

Other sports news: The Hockey team has a 10-9 record following the Quarterfinal contest with Bridgeport U. So, better luck next season gentlemen. The Karate team is 5-1 on the year after two victories against Kingsborough Community last week.

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