



The Paper / Norris Alford  
Asian Department advisors Elsie Okada and Borenya Tep.

## Students Enter Governance Plan

By CLAUDIA FRANCIS with ROB LIVINGSTON and MARIA BROWN

In recent interviews with the chairmen of several departments, this newspaper attempted to determine how the Personnel and Budget committees were operating under the governance plan adopted by the college one and a half years ago.

The following serves as the two examples found overriding among the departments chosen for survey. They included the Black Studies, Asian Studies, Puerto Rican Studies departments, as well as the SEEK Program.

The reason for having chosen only these four is based on the fact that past

coverage given the area of departmental governance has not included any of them.

In these interviews, we tried to find out just how well the new charter for governance is operating here at City College. The one and a half year-old charter has been seen as an effort to increase student participation in the decision-making processes of each department's personnel and budget committees.

The departments may adopt either plan A or plan B. Under plan A two students and five faculty members have full voting powers on the P and B committee. Students under plan B serve only in an advisory capacity to the departmental committee.

In an interview, Mr. Robinson was asked which of the two plans the SEEK department had adopted. He replied that this was a staff question, and that the faculty members have not yet voted on the matter.

However, he asserted that he would personally support plan A because it would be easier to facilitate the transfer of information.

Mr. Robinson stated that the information would be available in a few weeks as to which plan the department will institute by September, 1974.

(Continued on Page 7)

## After the Coup:

# Portugal Faces Future

By KWAME KARIKARI

Portugal was the first European state to enter Africa in the 15th century to start the slave trade and colonization of the continent. Since then the disaffected peoples have been struggling to free themselves.

In the early '60's, as an integral part of the continental struggle for independence, the people of Guinea-Bissau, Angola, and Mozambique began a more intensified, better organized anti-imperialist war against hoggish Portugal.

### FOREIGN NEWS ANALYSIS

#### Portuguese Reaction

The latter responded with more intensive crimes of aggression and strained here economic and human resources to fulfill its aims. The result was an erosion of "the country's political and social stability."

Coupled with the rigorous oppressiveness of a forty-year old fascist regime, the strain of Portugal's colonial aggressions (drafting, spiralling inflation, unemployment, etc.) forced many citizens to seek refuge in other European countries.

Internal dissent to the wars, suppressed through the years, came to a head this past March when the country's most popular soldier, Gen. Antonio de Spino-la, published his "Portugal and the Future," admitting

(Continued on Page 7)



Gen. Antonio de Spino-la of the junta.

**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

VOL. 39, NO. 8

222

TUESDAY, MAY 7, 1974

## Senate Elections Begin

By SHERRY LYONS

The Student Senate elections commenced here at City on Monday, May 6th and will run for two weeks. This is considered to be a very important election in which all day session students are advised to take part. Students will be asked to choose their Student Senate president, along with other candidates for the next fall and spring semesters.

Among the presidential candidates are: Donald Murphy of the Progressive Student Coalition; Peter Grad of The Student Action Coalition, and Jeffrey Hunt of the Revolutionary Communist Youth.

Students will also elect a student ombudsman in an independent election. Running for Student Ombudsman will be Emanuel Washington and David Romanoff. The other positions open for the Senate elections are: Vice President, Treasurer, Campus Affairs V. P., Community Affairs V. P., Educational Affairs V. P. and University Affairs V. P.

In a recent interview, earlier this week, Don Murphy (of the Progressive Student Coalition) has vehemently stated that his slate will be forceful in embodying student participation in the senate decision-making process. It is his belief that the student senate body as a whole is "ineffective" because of the lack of outside student organizations that can effect action in student government. Thus he proposes to "put pressure on matters that immediately affect the student body with the help of other student organizations on the campus."

On the question of student apathy, Murphy feels that student apathy is a myth. He says that students don't vote because

they are aware of the rhetorical and bureaucratic red-tape that's involved in the political arena. "The so-called student apathy merely represents a high level of political consciousness, indicating that the students are aware of the political forces which largely fail to speak to their needs and concerns."

Peter Grad, of the Student Action Coalition, also feels that the Student Senate body is "ineffective." According to his slate's position, "the Student Senate has been an obscure organization operating without even minimal consultation with the students which it was supposed to represent." Thus he feels that students are not apathetic, but rather believes that it is the performance (or non-performance) of the Student Senate which has triggered student resentment to such a degree that they, as well as faculty and administration, no longer perceive the Senate to be capable of much more than making long distance personal calls or purchasing expensive personalized stationery."

Among the positions the Student Action Coalition stands for are: 1) establishing procedures for joint meetings of the Student Senate and departmental student advisory committees, 2) Establishing an inter-ethnic financial advisory council for students of all religions and races that can discuss the allocations of funds for student organizations, 3) In coordination with the Placement Office, establish a Senate-run employment advisory service which will assist students with problems encountered in securing

(Continued on Page 7)

## Campus' Credibility In Question

By DENNIS MACK

In recent interviews with Bernie Sohmer and Vice President for Communications and Public Affairs Robert Carroll, both men denied that racial considerations had played any part at all in Sohmer's decision to resign as Vice Provost for Student Affairs.

Sohmer stated that race, "was not a question I would raise or think raiseable in any sense." Carroll asserted that special interest criticisms directed at President Marshak are "pure bunk."

The March 29, 1974 issue of **The Campus** carried a front page story entitled, "Sohmer resigns as Vice Provost; hints racial pressure is a factor."

In this story **Campus** reporter Phil Waga stated, "President Marshak this week accepted the resignation of Bernard Sohmer as Vice Provost for

Student Affairs amid indications that racial considerations played a part in Sohmer's resignation and after an eight-month often acrimonious relationship between the two College officials.

Waga reported that, "one highly placed College official, who requested anonymity, asserted that the President, "thinks in terms of ethnicity. Marshak would be glad to hire

(Continued on Page 4)



Clockwise: The Candidates, Don Murphy (Pres.), Aida Mohamed (Senator, Education), Diana Anderson (Ed. Affairs V.P.), and Marsuariki Chaney (Comm. Affairs V.P.), of the Progressive Student Coalition. Photos by Joe Thompson



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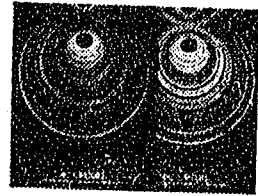


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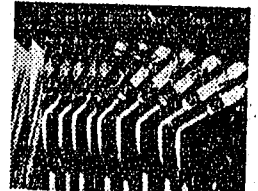
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# Ms. Eugenia Bain: Afro-Centric Instructor

By THERESA SALTUS

A modest yet colorful figure in the Black Studies Department is Ms. Eugenia Bain. Born in Barbados, she was raised in the U.S. where she attended Brooklyn College and received her M.A. in Social Work at Columbia.

Evaluated by students as a high calibre instructor for two consecutive years, Ms. Bain has been teaching in the department for over the last four semesters.

At one time acting director of the Upward Bound Program, which helps Black high school students to prepare themselves for college, Ms. Bain concluded that it is necessary for instructors to both explore and discover cultural and academic materials with the students.

As a result of her experience in developing that program she learned the importance of teaching Black history. She also feels that in addition to being miseducated, Black students have been denied knowledge of their heritage.

Ms. Bain teaches two courses here at City: "The Afro-American Child in His Urban Setting," and, "The Black Family." In the first course she seeks an approach to Black psyche with its origins in Africa and its adaptation to New World conditions.

She discovers the Black child in the context of his family and his community, and attempts to break with traditional psychology. Ms. Bain sees the Black child as the product of Africans in the New World who was able to adapt to conditions in the New World and survive.

In her course, "The Black Family," she regards the Black family as "the basic unit of Black life." She says, "students also have to be

able to counter the mythologies regarding the Black family."

According to the educator, "the basic approach in both classes is not 'Euro-Centric' but 'Afro-Centric.'" It also includes, she explains, the concept of the global Black world. Concentrating on the viewpoint of the oppressed rather than that of the oppressor, Ms. Bain thinks it essential for Blacks to understand themselves in a "Pan-African" sense.

She strives to teach history so that it can be actively applied to everyday life and notes that as "we are all from the same roots, what affects Blacks in one part of the world will affect Blacks elsewhere."

Ms. Bain strongly believes that a major in her department is just as valid as specialization in any other area. "It fills in what we need to know as a people."

Greatly stressing the need for students to major in as well as teach Black Studies in order to fully tackle their peoples' needs, she states that it is an important basic for all Black students. "As Black people we are peers in the subject," and Ms. Bain feels that, "it has to become an extension and part of the whole Black community in order for Blacks to control their destinies."

She doesn't think of her courses as just an extension of Blackness. She enjoys teaching and receives the greatest satisfaction from working in the department. It's a "collective sharing of learning and experiences." She really digs her students.

Most importantly she emphasized that "the Black Studies Department here as CCNY is



The Paper / Joe Thompson  
Eugenia Bain: "Students also have to be able to counter the myths regarding the Black family."

potentially the best in the U.S. and that the fight for it here will reflect directly on its survival on other campuses throughout the country."

## Black Studies and Black People

By TAWALA MICELL KWELI

Slave parable:

a lynch mob was com'n down th' way  
n' 3 black boys ran n' pull'd at Randyboy  
Randy resist'd say'n  
"Hush y'all, if i stays still,  
they won't sees Randyboy." ...  
"come heah ... niggaboy!"

If people of color do not have some vestige of their prior slave condition, it would be easy to say that they would know they enjoy all the rights accorded to other Americans of the United States. These rights are either written or unwritten. They exist because they affect the existence of us all. Ditto: possession is written; free movement is unwritten; and so on ...

Like poet Phillis Wheatly, recently honored at a bi-centennial celebration, most Blacks could then agree:

'Twas mercy brought me from my Pagan  
Land,  
Taught my benighted soul to understand  
That there's a God, that there's a Savior  
too;  
Once I redemption neither sought nor  
knew.

Some view our sable race with scornful  
eye,

"Their color is a diabolic die"  
Remember Christian Negroes, black as  
Cain  
May be refined, and join the angelic train.

If the descendants of Africans in the United States of America were fully endowed citizens (given that small racisms die), Africa and Black History would be generally thought of as unnecessary. They would have been fully incorporated into the mainstream of American prowess.

Being Black would offer no hassles.

However, the empirical data affecting people of color in America is undeniably accusing.

During a Watts riot in Chicago, a Negro doctor was refused entrance into his suburban home by his white neighbor. When he persisted they beat him. None of those whites (to date) have gone to jail. Equal justice. ...

During some rioting in New York City, a Black adolescent holding no contraband was shot in the spine only because he ran in the wrong direction. He never got home ...

In a 1969, June issue of *Playboy Magazine*, a spokesman for both the Minutemen and the Klan, Mr. Frankhouser, said:

What is going to happen in America will make Nazi Germany look like a Sunday school picnic ... when this thing really explodes, there'll be a rope hanging over the lamppost for every ... nigger in America. Jesus, ...

When people are not given equal treatment, are not thought of as equals, or are treated as exceptions to a rule, there is a definite inequality. If that inequality persists along racial lines, it is racism.

Moreover, when it becomes a way of life accepted structurally by its perpetrators, it is institutional and societal racism.

The several classes of American society can be divided into the oppressed, the less oppressed, and the un-oppressed. The oppressed are fully people of color. The less oppressed are the so many multi-ethnic managers overriding the machines of oppression. And the un-oppressed are fully white.

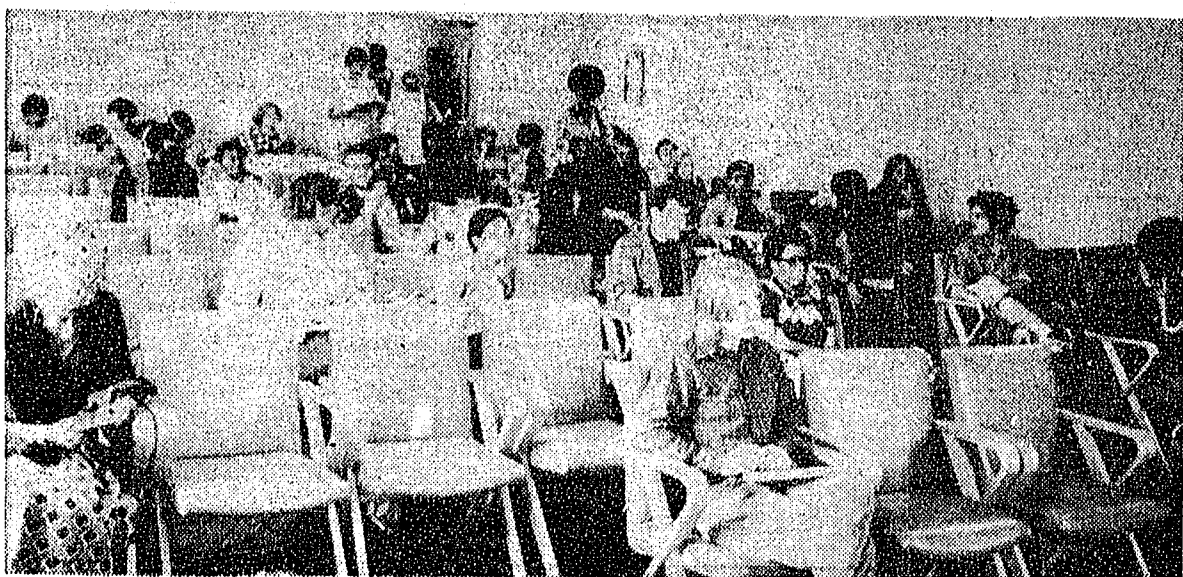
Since the majority of the negritude live in ghettos, urban and rural, most of Black travel in America is regulated to ghetto from ghetto transit.

How free are Blacks outside those boundaries? How free are Blacks inside those boundaries? And how relevant is Black Studies to this issue?

While attending CCNY, Jerry Mondesire, now with the Baltimore Sun, wrote in an article, "Black Studies," in the September, 1971 issue of *Imani* magazine: "Behind the veneer of Black Studies this Protestant ethic sought to be rationalized to the brotherhood under the label of relevance to the Black Community."

Later on Mr. Mondesire emphasized, "Speak in at the annual conference of the Black Land Grant Colleges in Chicago in 1941, Dr. W.E.B. Dubois (renowned Black Historian) poignantly

(Continued on Page 5)



The Paper / Thomas L. Holmes  
"Behind the veneer of Black Studies, this Protestant ethic sought to be rationalized to the brotherhood under the label of relevance to the Black community."

THE PAPER

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Oscar Lumpkin - Faculty Advisor

"Zebra"

Do we as Black people truly have those civil rights that every United States citizen is allegedly born with?

Do we have those civil rights and liberties so adamantly fought for during the Fifties and Sixties?

The answer is still "No."

The recent "stop and search" procedures undertaken by the San Francisco Police Department and supported by Mayor Alioto and other white political figures emphasize this sad fact.

For several days the police were unleashed on the entire Black male population of the city, and were allowed to interrogate anyone who even remotely resembled the sketchy description of the "Zebra" killer (or killers), who is believed to have killed twelve whites at random.

The fact that hundreds of Blacks were stopped each day of that futile manhunt, and given "Zebra Identification cards" suggests that we really do "all look alike" to white authorities.

It is tempting for some to dismiss the inquisition as an action based on fear and concern for the populace, but the motivations of the killer(s) are no more insidious than the systematic suspension of the civil rights of Blacks.

From the beginning it was obvious — to all but those trembling white racist politicians — that such a plan is in direct violation of constitutional protections from "unreasonable search and seizure." It was executed nonetheless, since its object was Black folks.

It is inexcusable that the courts failed to move on this question until it was clear, even to the cops, that the manhunt would be totally unproductive.

The fact is that the few individual liberties that ever did exist in the United States have been methodically rendered "inoperative" in White House paper shredders and in the minds of those such as Alioto.

And, as usual, Black folks are the first to go.

The Campus' Credibility

(Continued from Page 1)

a black woman so he would think that blacks and women at the College would support the President."

Carroll believes President Marshak, "has too much personal integrity to engage in those practices." The Black Vice-President described Marshak and Sohmer's "professional" relationship as, "appropriate." Mr. Carroll reiterated that, "Never to me has Sohmer indicated that Marshak had anything personal in his dealings with Sohmer."

The Campus story also claimed that, "one lengthy segment of Sohmer's resignation implies to some observers that he believes racial considerations will play a substantial role in determining his successor."

Sohmer declared that his letter of resignation to Marshak, "was not meant to intimate that my reason for resignation was that."

According to The Campus, Sohmer claims that the President's tendency to selectively step or dip into issues when he is interested in them and then let go when he loses interest also contributed to the rift between the two. Carroll said that he hasn't had that problem.

Carroll declared that, "a responsible newspaperman would have asked Sohmer to give examples of patronage jobs," and that the many search committees set up by the president eliminate patronage.

Mr. Carroll went on to say that he thinks, The Campus is guilty of "a little yellow journalism" in their coverage of the Sohmer resignation story.

The Vice President also cited two additional instances of Campus distortion. An article in the same issue entitled, "Brenner named provost despite panel's doubts" was untrue because The Campus, "distorted Brenner's selection process."

The Vice-President for Communications asserted that The Campus distorted an interview with a CUNY representative in Albany which was "unfortunate

because that could well affect that legislation."

ANALYSIS

In the March 21, 1974 issue of The Paper Student Senate President James Small charged that he is "inclined to believe that The Campus is being deliberately manipulated by members of the Administration and the Faculty Senate, or both."

According to Small, Campus reporter Gary Weiss substituted the words Black and Puerto Rican in two instances where he had not used those words, and did the same in other instances, destroying his original words.

The Campus also may be guilty of gross distortion in the coverage of the events following publication of The Paper's editorial. There is considerable doubt in many people's minds as to whether or not Leonard Jeffries and Malcolm Robinson signed a statement condemning our editorial "A Time for Support."

In the article in question, Phil Waga wrote the lead story, "Faculty Scores Paper's Editorial." This article stated that the Black Studies Head and the SEEK Director signed the statement. A few days following the appearance of that issue the SEEK student government called into question The Campus's coverage of that event. In their next issue The Campus identified Alice Chandler as their source on the Inter-Ethnic Committee.

In all these instances interestingly enough the reporter has been Phil Waga or Gary Weiss. This reporter invites Phil Waga's source who claims racial considerations were behind Sohmer's resignation to contact me as soon as possible. Your anonymity will be protected. I also invite Jeffries and Robinson to once and for all declare in public whether or not they signed the two-page statement of the Committee on Inter-Ethnic Affairs. Waga should not have reported this event unless he actually saw the statement. If anyone knows where I can get a copy of the statement, come forward. The Campus must be held accountable for their actions.

In Our Next Issue . . .

The Revolutionary Communist Youth (RCY) slate and The Progressive Students Coalition (PSC) slate have charged The Campus with improperly reporting their slates' position in the upcoming Student Senate elections.

Jeffrey Hunt and Donald Murphy charge that they were quoted out of context. Murphy says his statement to The Campus was unfairly edited.

Is this just another botch up job by Gary Weiss, or is there more to it than that?

Excerpts from a joint statement by the RCY and the PSC will appear in our next issue.

Watch for it!

Governance

(Continued from Page 1)

"I believe students should be involved in the operation of the department. They should have an opportunity to hear what is being said in their behalf so that there won't be any misrepresentation between students and the department," Robinson said.

He added that he would rather have the staff work for plan A in which students would sit directly on the committee. "I have supported plan A by supporting the SEEK Student Government."

Since departmental majors are elected, and SEEK does not offer a major, students who sit on the committee would have to be juniors or seniors in the SEEK Program and elected by SEEK students.

Chairman Chai, of the Asian Studies Dept., said that his department has chosen to employ plan A. However, he explained that the department is faced with the problem of not having faculty members to sit on the P and B committee. As a result they have remained under the direction of President Marshak.

To ease the shortage of manpower, Marshak has appointed two members outside the department to sit on the committee. They are Professors Moy (Art), and Leacock (Sociology).

Elsie Okada and Boreysa Tep are two examples of students sitting on the advisory section of the Asian Dept.'s committee. Chosen by peers, they are actively participating in the decision-making process of that department.

"The broadest consensus of what the feeling is in the department among both students and faculty is brought up on the committee," states Elsie Okada.

The P and B committee deals with such things as tenure, addition of courses, and hiring of faculty. In 1972, Professor T. K.

(Continued on Page 7)

B.U.C. Denies Endorsement

To the Editorial Collective and the Black Student Body:

For the past week, we have been hearing rumors as to our support of various political slates, such as the Student Action Coalition (SAC) and the Jewish Defense League. We wish to state that in no way have we agreed to support ANY slate at this time.

We would like to request that ALL slates refrain from using our name for any endorsements without getting written permission from us to do so.

Gossip gets spread in various ways. It would be more feasible if, before someone opens his mouth, he would check with the people who are supposed to be involved, and that includes ALL parties.

Sincerely,  
BLACK UNIVERSAL CONSCIENCE  
OF CCNY

**THE PAPER**

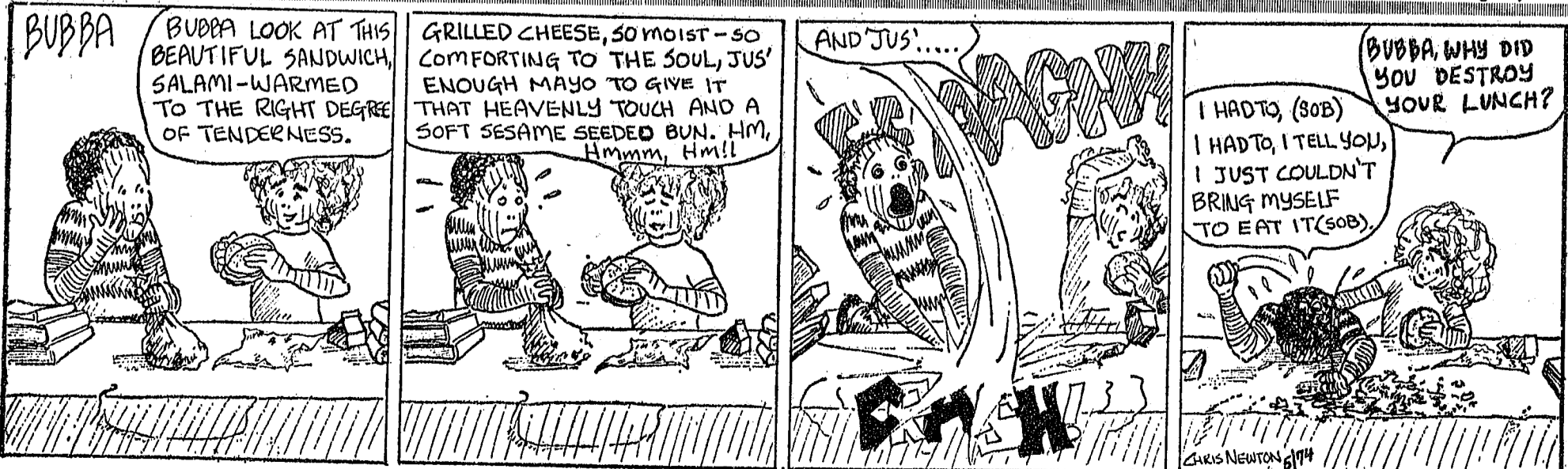
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# POETRY

The poet shouts his humble  
whispers  
alerting the surrounding like  
the  
sound of breaking glass —  
— Kalon

SPECIAL SUPPLEMENT

TUESDAY, MAY 7, 1974



The Paper / Phil Emmanuel

## Reality

In the effort of  
communicating . . .  
teaching . . . embracing . . .  
learning with each other —  
Inscriptions are etched into  
minds . . . papers —  
images evolved  
in life's yassing . . . time.  
With that eventual  
understanding,  
contemplations —  
simple ponderances of  
one's toils, tribulations, vibes  
from the  
mind  
a song  
the writer.  
The poet shouts his humble  
whispers  
alerting the surrounding like  
the  
sound of breaking glass —  
In the effort of  
communicating . . .  
hear the glass . . .  
hear the glass . . .  
listen.  
— Kalon

## TRY



The Paper / Joe Thompson

## NOTICE

i'm off the bottle  
and on the cup  
in a little while  
i'll be all grown up  
\* \* \*

## GOD



The Paper / Joe Thompson

## NEVER NO MORE

ride your tricycle  
thru my front door  
take your ball  
and your old bear  
don't you dare come back  
never no more  
until tomorrow  
\* \* \*

## THE PRINCESS

she wore a crown  
of braided brown  
a coat of ruby wool  
silver circles  
round her wrist  
as she skipped  
off to school  
\* \* \*

## STREET SCENE

a man and his son's son  
make their way  
slowly up the street  
grinning grandly

## Act V, Scene VII

By DOROTHY RANDALL GRAY

The sink sucking its teeth  
Your voice sounding too loud  
The words raking dead ashes  
Turn to dust like your promises  
We stare at the past  
Through closed eyelids  
My body says  
Goodbye  
My tongue bitter  
With rancid thoughts  
I swallow  
My kiss scars your throat  
You leave  
I discard the face  
You liked so much  
And begin to breathe

## moon people

. . . and the moon  
scales tip and  
the moon falls  
slowly,  
into the sea,  
heavier than  
the falseness  
she was being  
weighed against . . .  
crescendos fall,  
valleys rise.  
and lights lull  
into truth  
into the realization  
that i am in love.  
god, dear father  
i've learned so much . . .  
that i love  
wind dies down  
and the boiling sea calms  
into waves of warmth  
beating upon  
two people . . .  
you and i  
and the moon.

fred henry

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# MOVEMENT...

wet butterflies . . .

let the waters  
 fall, and the ground  
 be lost . . . toss this world of ours  
 around,  
 up-side-down,  
 in-side-out, begin the Holocaust . . .  
 then, you, would, see the extent  
 to which our energies  
 go to keep us above  
 the engulfing seas . . .  
 butterflies black and  
 shiney . . . would tear from  
 their coccoons untimely  
 to be lifted upon Gods  
 breath away, away  
 towards home.

— Fred Henry



I.L.Y.

I LOVE YOU

words said  
 into a telephone  
 transmitted  
 to an ear  
 carefully listening  
 to their sound

I LOVE YOU

words carrying  
 a depth of emotions  
 full of unseen images  
 of things to come  
 that get better  
 as time continues

I LOVE YOU

words we've built  
 our lives around  
 making us  
 produce life /  
 extensions of us

I LOVE YOU

words that in  
 gentle moments  
 personified themselves  
 and become so real  
 as I lean over  
 to place a gentle  
 kiss on your lips

I LOVE YOU

our morning wishes  
 and our good-nights  
 that will continue  
 as long as  
 we are still one

— f. providence (garcia)



The Paper / Joe Thompson

2'gether

what is love  
 but a momentary awareness of someone you never  
 noticed before  
 what is love  
 but the novelty of something new or something old  
 what is love  
 but the need to be needed  
 is love something or is it a phenomena not to be understood  
 what is love  
 but moments

— nadine johnson

TO SEE . . .

By ELY A. DORSEY

There are many things said  
 in many ways about all things —  
 Then,  
 piece by piece,  
 we take these things  
 and build a sense of the all about us.  
 Thus  
 as logic is sometimes defined  
 we begin with propositions,  
 tasting them  
 and creating others . . .  
 The process is the extension of the dream  
 the making of the ideal  
 never to be reached, but prayed for  
 because prayer is what men are made of.  
 And so we pray  
 sometimes to a god  
 — sometimes to a devil  
 We ask  
 we demand  
 we beseech  
 we always reach up so that up is down or down  
 is up  
 Now given that extending the dream is the pervue of men  
 let us then speak of prayer in all-think —  
 let us seek that malady which argues agains nothing  
 let us speak of freedom!

From The People Of The



The Paper / Phil Emmanuel

### parables / times

By DENNIS E. MACK

- Hey man, what's happening?
- Nothing much brother how are you all?
- Oh, doing pretty well myself.
- My son James just became head of a new corporation.
- What corporation man? Your son is poor just like me.
- The corporation is the United States of Amerikkka man, we've just been made a corporation.
- Ain't you heard the news?
- No I hadn't bro., but now that I have: it still means the Black man hasn't achieved any status in the United States.

### the spirit Of . . .

Are you what your words are?  
 yours should be revelations  
 vibrating thru the universe as energy  
 Energy as Motion,  
 lifegiving/lifesustaining

Our strong voices shall offer incantations of love  
 from ourselves to ourselves,  
 ascending with our spirits as  
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 a new nation of righteousness.

the gods we are ourselves  
 exist harmoniously in the universe,  
 spreading peace and tranquility  
 and a holy message of unity  
 and understanding

we are alpha and omega  
 xtensions of the Master Creator,  
 fragments of the Supreme Life Force  
 Father/Ruler/Radiant Energy/God  
 Spiritual Consciousness.

-By Linard Scott  
 Humbly restructured by  
 Dorothy Randall Gray



The Paper / Phil Emmanuel

# TOMORROW

If there be a place in the span of us  
 and that place be of learning  
 then let us call it **education.**  
 And let us say that this place will have walls of spirit  
 ending and extending only as the soul.  
 And let us speak of men  
 beset by ending,  
 seeking to enstone those walls.  
 And let us pray of freedom  
 not to protect  
 but to ignore the stone.  
 For freedom is of men  
 not to be taken or defined  
 for men are of prayer, not description.  
 And let us speak of this not as before,  
 but of itself.  
 And set upon such difference  
 a difference of difference  
 and build no stone to give it place  
 And in such manner  
 ordered or not  
 let us pray dreams.  
 And when for us being is ending  
 let us speak of freedom,  
 ending and extending as the soul.  
 Let us make propositions  
 tasting them  
 and creating others.  
 Let us . . .

per To Eli: THANK YOU

# PLEASE...



ENJOY



The Paper / Phil Emmanuel

the inSide of

By DOROTHY RANDALL GRAY

I the woman  
 I the womb of man  
 The black gold at your rainbow's end  
 I be the roots that work upon you  
 the sun that warms your body  
 The night that cools your eyes  
 I the without beyond your infinity  
 Be sugar sweetening your black coffee ways  
 I the uncommon denominator  
 Go evenly into you

Poem To A Poet

POEM FOR A POET: KALON  
By AYAD MOHAMED

He stands at podium  
 Appearing to be different people  
 Transforming his Piscean poetic creativity into something  
 real  
 Making me wanna cry over an expired father  
 laugh at right-on rhetoric funky people the "Hollywoods"  
 even adding temptation to that extra sensitivity in me,  
 to long to touch that soooooothing, tender complement of  
 mine,  
 Inspirational words making me realize  
 how insignificant I am without the other half of myself  
 For my life would be incomplete without her.

YOUR VOTE

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# Black Studies / People

(Continued from Page 3)

outlined his challenge to these institutions . . . it was remedies he sought, not relevancy."

Shortly after Dubois presented his proposal that Black Studies should become a part of the solution, he was dismissed from his position at Atlanta University. (He did not count out the possibility of conspiracy, however.)

What Black Studies teaches is African, Afro-Caribbean and Afro-American History. It teaches these with great dexterity towards finding and identifying the problems of historical and contemporary African experiences.

But possibly the emphasis should be on the art of education for Black people.

Education is the organized assimilation of disciplines. It incorporates the natural desire of people to emulate and copy. It instills a set of principles which, when aligned with societal taboos, become propaganda. Hence, when education for Blacks is not oriented towards Black ideas — by forfeit — it is thrust in the opposite direction.

Education for education's sake cannot exist neutrally in a world of political struggles. Black Studies for Black Studies' sake cannot exist neutrally in a setting of continuing political struggles.

James Thurner in "Black Studies and a Black Philosophy of Education," circa 1970, charged that, "Education for Blacks must consider the need to break down 'false' consciousness. It must seek to reveal to Black people — by facts; by emotionally powerful experiences; and by argument — the machinations of oppression."

Dr. C. J. Munford, Black Historian, further argues, "The original enslavement of Africans is renewed daily in America."

Therefore, when a Black Studies Department only documents the Black experience that department is not oriented towards the ongoing development of self determination in Black communities.

All Black Studies programs can start examining, strongly suggesting and backing up means of survival.

They can start thrusting towards the powers of consequence, and this becomes a logical imperative.

Following are a list of theses to Black Study Departments collected from students (some of whom have been to the Sorbonne, '68; have been to the streets of Little Rock, '62; have been to the University of the Bahamas, '70; to Nigeria, '64; and to South America and Puerto Rico):

## THESIS I

The concept of student is revolutionary. It is the person who studies what is, in order to transcend it and therefore, change it. We are the elite who must not personally gain from the greater fruits of our efforts.

Those who follow us will not be as radical. Therefore we need revolutionary instructors, not diplomats. We need truth, not rhetoric.

## THESIS II

Education is bourgeoisie, and, at a white campus, it is also integrationist for Black students. Education for Blacks must incorporate the **state-of-the-art** knowledge and forfeit the integrationist trash.

Integration as it exists on campuses is so unlike reality that universities ill fit our Black pearls to survive the square pegs in society.

However, all movements need the bourgeoisie to co-operatively plan, to co-operatively work, to be ready to move with the Black masses. Black Studies must remind or instill in Black students this concept.

## THESIS III

This society is violent. Its foundations are violent. Its institutions affect violently. Its total effect is violent.

How is it, then, that students quiver when

it is mentioned that the final solution will probably be violent?

Black Studies does not do its job in showing a historical connection between the violence perpetrated with genocidal effects on the African mind in America, and the solution that the African mind must resolve on oppression.

Presently, there are a few Africans, some Blacks, and too many Negroes in America. Yet, they all spring from the same seed.

Black Studies programs must be correct or not exist. They must push, move and strive for us all that we may live, or, it must, itself, die.

In the bowels of a destructive society there are no half-formulae.

## THESIS IV

Black Studies departments should have been initiated with the good of us in perspective.

E.G.: it should mobilize to send delegates to the National Black Political Convention; it should be involved in local politics; it should expand its support to those groups which acknowledge their African heritage (Caribbeans, Puerto Ricans and South Americans); and it should advance the advocates of Black determination in all ways concerning **Power**.

Black Studies departments should be as a



"Children," the eventual recipients of the affect of Black oriented education . . .

road marker for those students who care about the direction and orientation of their education. It should synthesize the concepts of Black people, of Black love and of Black Power.

## THESIS V

After each semester of instruction, Black Studies' Professors, Associate Professors, Assistant Professors, and Lecturers should be put on trial by the students they taught. These students should then decide whether a teacher actually taught with the benefit of the community in mind.

Knowledge must agitate, activate and organize the otherwise well-fed and unthinking Negro elite. Students and faculty must begin to learn that their existence is in danger

## THESIS VI

Plagued with an under-defined Black nationalist ideology, we have failed to see the transition envisioned within Dr. Dubois' project. Instead, contemporary Black collegians plead for scholarship of the African Diaspora in order to manufacture commitment.

Prior to World War II, Dubois clearly perceived that intellectual examination of Black Folk will be **investigation of an enslaved people and their self protective institutions**. The data accumulated would amplify the insight of the enslaved as well as the enslaver.

Dubois realized that research is not transacted in a vacuum. Preferably, it is open for exploitation by capable and efficient forces able to pioneer untested directions.

Exactly 32 years have passed and Dubois'

insight remains unrealized and his challenge remains unanswered.

## THESIS VII

Who the hell needs Black Studies. Black people sure don't.

A degree in Black Studies might as well be written on toilet paper for all the use and mileage one can attain out of it.

I could give a damn if in some way Black Studies was helpful. However, almost anyone who isn't uncle tommin' can tell you that the truth about Black Studies programs — 90 out of a hundred — is that they are merely vestigial tokens used by universities to attract more federal funding.

Therefore, the use is not a Black use — it should be called Funding Studies.

To this situation, I can only reply: shit! But if anyone has got the guts to try to change the situation, like hell, I'm going to help him, and everybody who be Black should help that person.

## THESIS VIII

Realizing that we, as a people, need technicians in scientific areas, a fundamental part of a Black Studies program's political orientation should include Black employment and tenureships in mathematics, nutrition, engineering, medicine, biology, architecture, communications, metallurgy, geology, and machine design.

It should never become content with reaching a plateau. For it is in the best interests of people of color to maintain our buildings upon our achievements. **Whatever we construct, it is done to work for US.**

Miscegenation absorbed the African in Argentina, creating a Spanish-like mulatto multitude. Even if it happened here, to us, no such fate can save the Black man in America. No Black person, whatever his shade-deviation, can escape what is, here . . .

Oral parable:

"Sarah teach yo' gal some Christian Morals . . . how to act."

"yes'm, as soon as she find a man . . ."

Black Studies departments should focus less with the amount of recognition it receives in the white world. It should deal more with the amount of practical good it accomplishes in the Black world.

Black Studies is the only department that exists solely because of and for people of African descent. If it is not used for the proliferation of the Black good, then both students and administrators leave it open to be used otherwise.

Black folks are not invisible, and therefore, suffer the afflictions of being for real:

cowardice;

laziness;

fear;

love;

strength;

and bravery. This reality also affects the slavers and the descendants of slavers. They also love, fear, and die.

The universities, corporations, and governments have always affected this reality. They seduce Black organizers with large salaries. They rape Black geniuses of their concepts. They offer, in return, very little recognition. This is all part of reality; indeed, of Black Studies.

Slave lament:

lord, i'ze work'd from sunup t' sundown  
an' neva axes fo' much  
but i been feelin' funny allasuddin  
like the devil got ma soul

O' Jesus!

O' Jesus!

i wanna get back

i wanna get back

O' Jesus

O' Jesus

O' Lord . . .

Some people and some things Black Folks really need; others, they do not need. Black people should always remind ourselves what, why, and where survival for people of color is in a consistently savage land.

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— Edwin Lake, Student Ombudsman



# Portugal

(Continued from Page 1)  
the futility of continuing the wars.

It partly prompted an abortive coup d'etat in March.

Barely a month later a successful putsch was staged to kick out Marcello Caetano's regime.

The change of rulers in Portugal, however, does not alter her colonial policy by any desirable measure. So far the junta proposes a vague "Commonwealth" relationship with the three African colonies — one of which (Guinea-Bissau) declared her independence last year.

The "Commonwealth" as outlined, merely turns the colonies into neo-colonies, such as the relationship between the Ivory Coast and France, and the one existing between Puerto Rico and the U.S.

It would be suicidal to think Portugal is quitting Africa. Without the colonies Portugal is a pauper. It has invested (together with other Western consortiums) heavily in the colonies and will not allow all this capital to go down the drain.

### Neocolonialist Implications

This issue, however, goes beyond the presence of Portugal alone. Italy and West Germany, for instance, have large shares in the Cabora Bassa hydro-electric dam project taking place in Mozambique. Assuming Portugal leaves totally, these other investors may want to defend their business interests.

It will not, then, be surprising if another war starts, just as the US eclipsed the Dutch

and the French in the Philippines and Vietnam, respectively.

Since declaring independence, Guinea-Bissau has warned of her intention to nationalize existing assets of foreign investors in the area. Only a madman would think that Gulf Oil, for example, would tolerate similar actions in Angola.

The colonies have large numbers of white settlers owning plantations and other enterprises. Considering the declaration of unilateral independence in Zimbabwe by Anglo-Saxon settlers, the likelihood of a similar action by the whites in Portugal's colonies cannot be dismissed.

For South Africa and white Rhodesia, total independence for Angola and Mozambique becomes a direct threat to maintaining their blatant, racist stranglehold.

The whole western world is involved in South Africa's economy. A war engaged in by SA — against Black freedom fighters using Rhodesia and SA as bases — will be a war for the Polaroids, the Oppenheims and other monopolists.

Moreover, a military base in Mozambique reinforces SA at-

tempt to ward off "Russian intrusion in the Indian ocean." So will a base on the Cape Verde Islands support the NATO sites on the Azores, and the US base in Morocco.

### Alternatives For Freedom

The progressive liberation movements will not accept any deal short of total freedom. Yet we can't discount the possibility of an opportunistic Black leader settling for a fake independence and selling back the land.

This is in light of the fact that in Angola three different parties are fighting the same war, with different ideologies, and are backed by different external supporters. (One such party is supported by foxy liberals from Portugal, and the Vatican.)

Tactically, this is an opportune time — when the metropolises is confused over its own internal brawls — for the OAU, African states, and all Africans wherever they may be, to render all material help to intensify the war as never before; to carry the struggle to its conclusive end: absolute independence.

There is no reason for over-excitement now. Neither can

# Elections

(Continued from Page 1)

Jeffrey Hunt of the Revolutionary Communist Youth states, "Students have been affected by the capitalist crisis through tuition hikes, budget cuts, faculty cutbacks and the crunch on the job market. "These attacks cannot be defeated by struggles restricted to the campus, as the cause of the educational crisis is the general economic decline of U. S. imperialism. The RCY has supported the fight for free, quality education while seeking to broaden the student movement to include demands which pose the need to link up with the struggle of the working class."

we fold our arms or sit on a fence.

We cannot be very emphatic in our observations now; whatever happens the people who have borne humiliation, degradation, cultural and spiritual castration throughout the centuries, will carry the glorious fight to victory and independence without any cloaked chains of neocolonial relationships.

In addition to the P and B committee, the Asian studies department has a community director, Howard Louie, and two counselors, one from SEEK, and the other from Asian Studies.

The growth of the department, and the direction it will take, are issues which is seen as needing to be worked on. On the whole the committee is trying very hard to meet the needs of the Asian community on campus. Chairman Chai proudly stated that the department has become very innovative in its approach to ethnicity.

No one within the department was available for comment with the exception of a student. He said that they are working on "a plan," but as of now it has not been finalized.

# Governance

(Continued from Page 4)  
Tong (B.A., National Central University, 1943; M.A., Columbia, 1952; Ph.D., 1959, and professor of Contemporary China) was not reappointed.

This happened as a result of recommendations made by a sociology instructor who, at the time, was a member of that

committee. This was one of the main issues which motivated the Asian students to demand more input into departmental issues. As a direct result of their demands, Professor Tong was reappointed.

The student representation is fifty percent in the Asian Studies Dept, despite chairman Chai's displeasure. He said he does not believe that students in the department should have that much representation.

With this type of set-up Chai stated that he could not be responsible for the operation of the department with students wielding such power. There is no question in his mind, however, as to whether students should be on the committee or not. The question he poses is: To what extent?

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# Claudine

(Continued from Page 8)

invisible when he grows up. Paul (David Kruger) is thinking of numbers running; the eldest son, Charles (Lawrence Minton-Jacobs); wants to be a revolutionary.

With Roop's help, however, the children begin to re-orient themselves and try out emotions which they previously held back.

Claudine sees the children slipping away from her toward a new type of life, a life of strength and new awareness of the Black self, a life of action and activity.

Roop finds himself caught in-between wanting to become part of the family, but unable to because of the negative reaction of Welfare when it finds out there is a man in the house.

At times funny, at times touching and sad, **Claudine** manages to capture and truthfully portray the lives of, what James Earl Jones calls, our everyday heroes: garbage men, welfare mothers, domestics, and children.

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James Earl Jones and Diahann Carroll pose with their movie-life family.

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The Third World Cinema Corporation was established almost three years ago by Hannah Weinstein and Ossie Davis. With the idea of developing a training program for minorities in the mass media, Weinstein and Davis recruited other successful artists, among them James Earl Jones, Piri Thomas, the late Diana Sands, and Rita Moreno. These artists then began to make contacts with unions, government, and film corporations in order to get the company started.

Their motto "Give me a fish and I'll eat for one day. Teach me to fish and I'll eat for a lifetime," very aptly suggests what they are trying to do. Their program not only includes actors and actresses, but also training in advertising, sales, promotion, etc.

Cliff Frazier, administrator of the Third World Cinema Corporation, feels it is important to have minorities in all media which influence the way one thinks, acts and feels. He believes, however, that productions of any kind, particularly those involving minorities, must be done, "with a sense of dignity and a sense of love, something which is lacking in films today."

"Claudine" is the first production of the Third World Cinema Corporation, with 28 of a 37 member crew being members of minority groups.

The Third World Cinema Corporation is interested in recruiting new members. For more information call 972-9300

— M.L.

### 'Claudine'

## A Lucky Break

By MARIANITA LOPEZ

What a lucky break! It's like a home after spring cleaning; like the countryside after the city; like a whiff of pure oxygen. *Claudine*, the first work produced by Third World Cinema, starring Diahann Carroll as Claudine, and James Earl Jones as Roop, is a very human comedy; it is the story of a young wel-

fare mother of six who is struggling against the poverty and defeatism continually surrounding her.

Roop, as the garbage man, falls in love with Claudine but soon finds out that Claudine's "husband," the Welfare office, is a very jealous and demanding one.

Just how jealous it actually is, Roop realizes when he has to hide in the closet,

and Claudine has to rush to hide all his little household gifts, because the social worker is at the door.

The children, ranging from 18 to 6, are very real, warm people, played with a sense of truth. They all have their share of problems their environment is likely to bring.

One of the youngest, Francis (Eric Jones), wants to be

(Continued on Page 7)

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