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—Langston Hughes

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.

SEEK Dormitory Sinking from Neglect

by Diane Wilson

The constant moving of the SEEK dormitory site; the basic shortage and subsequent cutbacks of funds allocated to the SEEK program; and the inability of the Board of Higher Education to place CUNY SEEK residents in a place conducive to a learning atmosphere, contributes to the hopeless situation of the remaining students now living in the dorm and the doubtful existence of the facility.

The original site of the SEEK dormitory was the Alamac Hotel on 72nd Street and Broadway. From there the site moved to a dormitory facility located on the campus of Long Island University. Next came the relocation to the YWCA on 50th Street and Eighth Avenue. From there, it looked as if the students would be moving to the Woodstock Hotel in the 42nd Street area. The students protested this move, and are now situated in the Taft Hotel on 50th Street and Seventh Avenue.

This continuous shifting and uprooting of the students from one area to another has affected them psychologically and is not making it any easier for them to concentrate on their studies.

The whole purpose behind the existence of a SEEK dorm was to accommodate those SEEK students who wanted to ex-

ercise their right to receive a fair education which could not be obtained unless they had somewhere to place their books and write their papers.

Many of these students living in the dorm had to leave their families if they wanted to get a proper education. Many will have to give up their hopes for higher achievement if conditions surrounding the effectiveness of the dorm are not improved.

When the dormitory was located at the YWCA there were approximately one hundred and fifty CUNY SEEK students living there. Since their uprooting to the Taft Hotel, that number has dwindled to below one hundred. As the situation stands now, no new students are being admitted to the dormitory, which has made many wonder if the residence program is in jeopardy of being phased out.

Richard Cordy, a SEEK dormitory resident and Electrical Engineering major at City College, voiced his concern by stating: "We're like a band of gypsies."

The Taft Hotel was not intended to be their permanent residence. The students moved there on August 31 in what was supposed to be a one-month stay until accommodations at the Paris Hotel on 95th Street and Broadway could be arranged.

More than a month passed, and then on November 15, the students were informed to prepare themselves for their change of address. However, the Paris Hotel was not yet ready for the students' inhabitation.

According to Mr. Cordy (whom along with other SEEK students, visited the site of their future home): "The rugs were worn out, the halls and rooms unpainted, the bathroom and toilet filthy, and there were no locks on doors. You wouldn't want to put your worse enemy there."

Since the students are still uninformed as to whether the move is to take place, they've been living out of suitcases in expectancy.

Mr. Cordy would rather stay at the Taft Hotel than to move to the new proposed permanent site, "How can we complete school living in those types of conditions? I might as well have stayed home."

To add to their displeasures, the students have not received money for the past month to buy food. Their SEEK stipend does not allow them to buy food (in addition to meeting their other expenses), and as a result, the students are finding

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The Paper/Ronald Gray

Taft Hotel

CCNY Report:

Humanistic Program Struggling

by Dennis E. Mack

Since its inception in 1971 the Program in Humanistic Studies has undergone constant administrative harassment and has had to struggle for survival, according to observers of the program and a recent evaluation committee. The recent release of a favorable report by a team of outside evaluators has changed the negative feelings expressed about Humanistic Studies over the last three years.

The group of outside evaluators, all knowledgeable in the field of innovative education, devoted four pages of their extensive twenty-nine page report to a documentation of administra-

tion harassment of the program and the need for administrative support.

In their estimation, "Humanistic Studies has been kept alive in the main by the determined efforts of a few junior faculty members and the enthusiasm of its students."

The committee further stated that they "wish to emphasize that the continuation and improvement [of the program] is not realistically feasible without something else: viable, unequivocal administrative support and the necessary allocations."

The group called upon President Marshak, "who pioneered the establishment of this pro-

gram," to give PHS his "prestige and explicit commitment."

Dr. Marshak can heed the committee's advice and act immediately to see that Humanistic Studies is given full administrative support. Provost Egon Brenner has charged that the program is "made up of odd-ball courses taught by odd-balls" and that the classes (which stress the seminar rather than the lecture approach of instruction) are "bull sessions."

This reporter for one, would be interested in knowing how many (if any) courses Brenner has sat in on for the past several years. The majority of students in the program seem to be moti-

vated by the seminar approach to education, which is stressed by the coordinators of the program, Paul Minkoff and Ken Eisold.

Professor Gordon Gebert, co-chairperson of the Faculty Senate Subcommittee on Educational Innovation (the committee which must evaluate the committee's report), characterized the report as "thorough and carefully prepared." However, he claimed that "it doesn't address itself to the current economic situation."

This is at a time when President Dr. Marshak's planned moving into a \$115,000 co-operative apartment, and the Vice Provost for Students Affairs, Bernard

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Rape on Campus

by Dennis Mack with Ken Taylor and Fred Smith

A woman was raped in the girls' shower room of the Science and Physical Education Building here on campus late last Friday afternoon.

Reporters for *The Paper* observed nearly a dozen policemen in and around the Science and Physical Education building at approximately 5:00 P.M. Friday.

Dr. Robert Marshak, President of the College, was in the lobby of the Administration Building when the reporters asked a Wackenhut guard why police were moving around on campus.

President Marshak's face looked noticeably upset as the Wackenhut guard replied that a rape had occurred. The President and a male companion then left the building immediately, got into an illegally parked car and sped away.

Inside the Science and Physical Education Building another Wackenhut directed the reporters to the chief of security, who was in the girl's locker room. A po-

liceman there confirmed that a rape had taken place and asked us to leave the building because an ambulance for the woman would be arriving soon.

The police spokesman said no additional information was available at the time and suggested that we "Come back later."

Shortly thereafter an ambulance leaving the school with the victim became momentarily snarled in traffic, and then drove away.

The following day a telephone call to the 26th Precinct connected us with a detective.

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CCNY Gets Comprehensive High School

by Edwin B. Lake

Professor Joshua Smith, a recent appointee to the School of Education, has been the crucial liaison link between the College, the Board of Education, and the community in setting up the Comprehensive High School program at the City College.

The school will occupy the building in which the High School of Music and Art is now located. It will be under the control of the Board of Education of New York but will have feebly strong ties into the College.

The program will specifically connect into programs such as the Bio-Medical Program, The Leonard Davis Center and The Center for Legal Education, but furthermore, it is being designed so that it will have ties into the traditional departments of the College of Liberal Arts and Sci-

ences, The School of Education, The School of Nursing and the College Skills Program, along with the other schools of the College.

The documents on the high school have been completed but the manner in which all these links will be stabilized and maintained are still in the planning stages. It is anticipated that at least 18 months of post-documentation negotiating is ahead of the program before the projection date of entrance for the first class of high school students is actualized.

The Advisory Committee to the High School Program is structured: 1 Dean from the School of Education, 1 Dean from the College of Liberal Arts and Sciences, 2 City College faculty members, 8 U.F.T. members, 3

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The Paper/Phil Emanuel

Professor Joshua Smith

PROFICIENCY EXAM: A NECESSITY?

by Sherry Lyons

The writing proficiency examination is probably the least desired exam students must take in order to graduate. Many students feel that the exam doesn't accurately indicate whether or not they can write. They feel that taking the exam is part of the bureaucratic requirement one must undergo in order to insure graduation.

Professor Allan P. Danzig, who is in charge of the writing proficiency examination stated that the exam determines students' ability to formulate, organize, and grammatically express their ideas on paper. "We're interested in the students being able to



The Paper/Norris Alford
Prof. Allan P. Danzig

write clearly by the time they graduate."

The writing proficiency examination began as a result of the Open Admission policy in 1970. Prior to 1970, the requirements for English were that every student had to take English 1, 3, and 4.

Beginning in the fall of 1970, if students needed remedial help in writing, they had to take the Basic Writing sequence, English 1, 2, and 3. After taking these courses it is assumed that students are ready to take the writing proficiency examination.

If students do well on the Placement Examination then they are exempt from taking remedial courses.

According to Professor Danzig, "A good writing marks a sign of education. It's unfortunate that students who can obviously write have to be subjected to taking the exam, but it's a requirement all students must abide by."

The criteria used in marking the exam is: mechanical correctness, coherence, organization, and clarity. Professor Danzig and two

writing tutors mark exams. Each exam is read by them.

If that committee agrees that an examination is questionable in terms of giving it a pass or fail, then an outsider would look over the exam and give his opinion. But graders rarely come across such an examination.

Approximately 5000 students take the examination in any given year. It is given four times a year. The estimate of students passing is 60% and 40% fail because they're not quite ready.

Professor Danzig attributes the basic reason why students fail the examination to the lack of preparation for it. He stated, "Most students would rather not deal with the remedial course which prepares them for the exam. Students that generally pass the exam have taken English 3 and thus are ready to take the exam. I find that most freshmen and sophomores fail the exam."

Mr. Theodore Fleming, Associate Editor of The Paper and a tutor at the Writing Center, feels that taking the examination, "is an insult to my intelligence." "Why should I take the writing proficiency examination when I know I'm a good writer." Essentially, Mr. Fleming feels his taking the exam would be a waste of time and energy.

A former tutor of the Writing Center, Miss Paula Parker, feels that the exam is not a fair representation of a student's ability to write. She stated: "most students are reluctant to take the exam. They feel as if it's cruel and time-consuming" . . . I find that science students are particularly reluctant about taking it. They feel that if their strengths are in science and math why should they be overly concerned about an exam holding them up. . . . most students feel that the questions are stupid and irrelevant."

The questions usually follow a three-part format: abstract, personal, and a question dealing with a local problem in the city. Professor Danzig agrees that individual students complain about the questions on the exam, but that the majority of the students answer the questions quite well.

He concluded by stating: "the writing proficiency examination is not a big ordeal, it's not the best way to measure students' ability in expressing themselves, it's simply a requirement all students must take, just like the core requirements, in order to get one's degree."

NYU Sponsors Black Science Students Conference



The Paper/Norris Alford
Students listen attentively.

by Ayad Mohamed

The New York University Chapter of the National Black Science Students Organization sponsored the national organization's First Annual Regional Conference on Saturday, November 23, 1974 at N.Y.U.'s Loeb Student Center.

About 200 people showed up during the course of this conference, between the hours of 8:00 a.m. and 6:00 p.m. Despite the weather, the turnout showed that brothers and sisters sacrificed their warm beds and homes to attend!

The main features of the conference were divided into workshops, four of which were career workshops.

Dentistry

"Students who take their D.A.T.'s, and indicate their race on their exam papers, will have their papers pulled out and will be given first priority," said Sandy Carpenter, Minority Recruiter for N.Y.U. Dental School.

Sister Carpenter, who was also the chairwoman of this workshop, also said that a "B" average would also help to increase chances of a Black student being accepted, as well as a good test score along with a recommendation from anyone in the community.

to provide the training and guidance which would enable the student to realistically see all his options.

In addition, the high school program is intended to be a training ground for student-teachers. It will serve as a laboratory model for tutoring programs and the retraining of teachers who are presently in the public high school system. A type of link the program could have with the college would be a lecture presented by a college faculty member or person invited by the college and who has an expertise in an area that is being discussed in the course curriculum of the high school.

High school seniors could also be allowed to take college classes for credit or on a non-credit basis.

The high school will handle 2,000 to 1,500 students and service these students with counseling and supportive attention. It is not intended that these students will be allowed to float and get lost in the structure of the high school. The traditional model of high school operation will not be entirely abandoned, because it is recognized that this model has advantages in it for certain students and faculty.

The students for the high school are expected to come from the general area of Manhattan and also the South Bronx community. Special attention will be paid in planning for the students in the immediate college vicinity.

"One valuable recommendation would be from the Committee on Medical School Recommendation. This committee, which is found in most colleges, reviews students' scholastic performances at their school," she said.

In addition, Miss Carpenter said medical schools offer financial aid. "Some students can even get their housing paid. Others would have to take out a loan for things not covered."

Dentists could make \$200,000 yearly. However, they would also have to pay for their own equipment.

Dentistry also involves preventive medicine because it is able



The Paper/Norris Alford
Two Panelists

to prevent certain sicknesses. For example, a person should go to the dentist a given number of times a year to prevent having cavities.

In addition, N.Y.U. Dentistry School has special facilities adapted for disabled persons so that they can get around to the bathrooms and up and down staircases.

Dentist schools, heavily supervised by professional dentists, serve the community because they are cheaper than private dentists.

CCNY Rape

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The detective, who asked that his name be withheld, gave the following information:

- The precinct received a call summoning them to the College at 4:30 on Friday, December 6.

- The rape occurred in the female shower room of the Science and Physical Education building.

- The victim was brought to St. Luke's Hospital and released.

- The case number (assigned by the precinct) is 10464.

The detective then referred The Paper to the sex crime unit of the 13th precinct. At that unit a detective told a reporter that it's difficult to give out information of this nature without having it cleared with headquarters public relations staff.

When questioned further he replied, "All I can tell you is it did happen at approximately that time and date."

A call to St. Luke's Hospital ascertained that the "five" rape

In addition to going through four years of college to become a dentist, one also needs four years of dental school.

N.Y.U. Dental School, however, takes three years to complete. After one has completed the three years there, he must go to a specialty school for two more years.

A Periodontist, a concerned specialty, takes two more years after four years of dental school.

Physical Therapy

Ray Blately and Dericia Canton chaired this workshop.

"Physical therapy is one of many rehabilitation programs. To rehabilitate is to make able again," said Dericia Canton.

The types of disorders it treats include:

- Orthopedic; broken limbs;
- Neurological;
- Cardio-Pulmo Disorders.

"The first thing a physical therapist does is evaluate patients," explained Miss Canton. "The patients are always referred to them by physicians."

"In the evaluation, he sees: — Motion — amount of motion patient has;

- Manual Muscle;
- Reflex Testing; and
- Electro-Diagnostic; which include both needle and surface electro-diagnostics.

The treatment includes:

— Whirlpool-hydro-therapy for broken bones, burn cases and bed-sores;

- Heat;
- Massage;
- Exercise;
- Soundwaves — high frequencies because they produce heat in the body; and
- Prothetic — which include artificial lens and braces."

Physical therapists are employed at hospitals, rehabilitation centers, universities, private practice, public health centers, and schools for the mentally retarded like Willowbrook State School in Staten Island.

To become a physical therapist, one needs four years of college. In addition, 14 months are needed for him to get his certificate. He can also further his education by going for an M.A. or Ph.D., if he likes.

The salary is \$10,000 yearly. Some places offer more money depending on the institution and/or city or state.

Today, physical therapists are becoming more specialized. (More to come in the next issue.)

victims brought into the hospital on Friday were "treated and discharged."

A front-page article in the Friday, December 6 issue of The Campus contained an article which stated that "assaults and muggings of students and faculty on the campus and the routes that they take to reach subway and bus lines have dropped 66 percent since 1971," according to John Canavan, Vice President for Administrative Affairs.

This information came from Canavan's annual security report, according to The Campus. The report also stated that in October, 1973, "The first City College connected rape in three years" occurred in St. Nicholas Park."

The article went on to note that, "Worsening security problems 'in the various locker rooms on campus' has accounted for most of the increase in petty larceny, according to the report, but stepped-up protection, including the utilization of undercover security guards has recently resulted in a decrease of thefts."

NEW H. S.

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high school students, 1 member of the central high school administration and 4 parents. At the present time, there are no college students on the Advisory Committee, but there are places for them.

One influential member of the Advisory Board is Dr. Philmore Peltz, who was instrumental in the creation of Middle College at La Guardia Community College, which is a program similar in structure to the Comprehensive High School Program.

The biggest problem before the high school project at this time is determining how much control the College will have over the

high school. The high school is envisioned to be comprehensive and innovative but not elitist, such as Bronx High School of Science with its special admittance examination. The high school will be looking at the new techniques in education with a focus on remediation and the upgrading of student skills. It is the high school's intention to give students the ability to plan their own education.

It wants to let the students step off the educational ladder where they desire to and yet make sure that the students have the necessary skills to become a competent para-professional, professional, or technician.

Whatever the student occupational desire would be it is the goal of the high school program

Being A Foreigner at CCNY

by Kwame Karikari

Of the over 140,000 foreigners studying in U.S. colleges, the City College has an enviable share of about 600. Iranians form the largest single group, followed by Nigerians who generally make up the largest group of the national African student population which is a mere 6% of all foreign students.

Most foreign students are to be found in the departments of sciences, engineering and other allied fields. Electrical engineering has the largest number; with Chinese (from Hong Kong and Taiwan) and Indians forming the two predominant groups in the engineering fields.

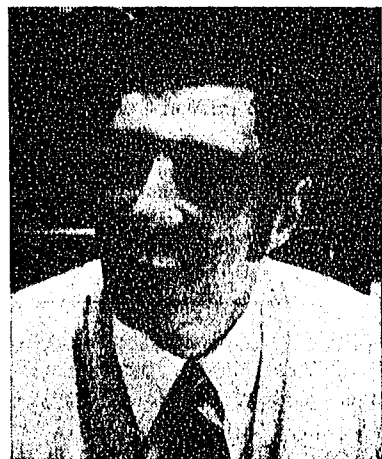
The number of foreigners at City is impressive. The College's doors have opened significantly wider for their entry within the last four years, after the introduction of the Open Admissions program.

Until January, 1971, admission of students from abroad was based on a quota providing for less than ten day students and 17 transfers (from U.S. colleges) annually. In all, there used to be, at most, about thirty foreigners passing through the College each year.

This general policy must have affected the past and present part-time concern by the College's administration toward the foreign student. Technically, according to Dr. Harry Meisel, the Foreign Student Advisor, there is, and has never been a Foreign Student Office.

Even when the number increased in 1971, the Student Personnel Office devoted a meager three hours a week on foreign student affairs. "It was since September, 1973, that I began to spend 50% of the office hours for foreign students," said Dr. Meisel. Besides, "there was no budget for any foreign student programs until last year when \$200 was allocated, and there's no budget this year," he added. This amount enabled the Advi-

sor's office to print and to mail the students brochures guiding the foreigner on campus. This has encouraged more students visit-



The Paper/Norris Alford
Dr. Harry Meisel

ing the office than ever before.

A major problem the office has had to deal with, according to the Advisor, has been concerned with the foreigner's legal status in the country. He explained that some students entered the country on visitors' visas and then decided to go to school. Changing to the legal status of a student (F.I.) presents problems regarding "insufficient" proof of adequate financial support for the period of stay, since the non-immigrant must not obtain paid employment.

This problem is worsened by the fact that most of the countries from which these students come, have very restrictive laws on currency transfers. As such, even the student from a rich home may find it hard receiving remittances from home. Some students who transfer from other colleges may be unaware that, to

do so, the Department of Immigration and Naturalization must be informed and grant permission.

Though one student (a graduate student in Sociology from Iran) has been deported, Dr. Meisel has appeared in some cases to testify on behalf of students who have found problems with the department. "I won't give legal advice to jeopardize a student."

After June this year, the U.S. government has put restrictions on the issuance of work permits to foreign students in need. This has been explained as part of the measures to curb the nearly out-of-hand problem of rising unemployment. The foreign student can still apply on the basis of need, but the same basis, suggested Dr. Meisel, "declares the applicant's insufficient support and may also become the basis of his deportation."

Mr. Larry Cooley, an Assistant Director of the Placement Office in Finley, related that the restrictions pose a big problem for students trying to seek jobs upon graduation. Most employers categorically stress on their application forms 'Citizens only'.

"Some," he said, "may be employed and later on helped to obtain the resident status. But such employers are few, and the few students chosen must show excellence in their fields of specialization." Mr. Cooley cited one chemical engineering graduate, a Jamaican, of the June, 1974, class who was taken and aided by a big company into becoming eligible to work.

Regarding campus jobs where foreign student may work for a maximum of fifteen hours a week, Mr. Cooley didn't think American citizens are seriously threatened. "The U.S. citizen," he said, "may not be threatened, for they may dislike the wages paid on campus but they have al-

Future Vendors Must Be Veterans

by Hugh Foster

City College's Vice President for Administrative Affairs, John J. Canavan Jr., said last week, that "in the future vendors on CCNY's campus must be disabled veterans and belong to a federally recognized non-profit organization."

These criteria were agreed to at a meeting in Mr. Canavan's office sometime last month at which the Dean of Student Affairs, Bernard Sohmer, and representatives of the Afro-Latin Veterans Association, who had been selling on the South Campus, were also present.

Members of the Afro-Latin Veterans Association, with head-

quarters at Kingsbridge Veterans Hospital, Kingsbridge Road in the Bronx, had been doing a brisk business selling African jewelry, bracelets, bangles and leather goods to students on Cohen Library's front lawn during September and October.

They have disappeared amid rumors that CCNY's Wackenhut guards had ejected them. When reached for comment, Wackenhut chief, Mr. Albert Dandridge, said "under New York City ordinance 140-10, vendors could not 'ply their trade' within two-hundred yards of public property."

Nevertheless, Mr. Canavan, whose responsibilities encompass business and finance, denied that any vendor had been arrested or prosecuted. "The veterans group was represented at the meeting and concurred with the proposed guidelines," he said.

"I am awaiting proof from them showing they exist within the outlined classifications," the Administrative Affairs Vice-President said briefly. "They may even be allowed to do business in Finley Hall [which, the veterans reportedly want] if the requirements are met."

It was made clear that vendors who sell in the streets around CCNY are not within the jurisdiction of the College's security force but that of the New York City Police Department. Some of these vendors, notably three of the hot dog stands, are working out of the College's cafeteria.

In the case of Raymond, the bagel man, special permission has been granted for him to go on selling as he has been doing for a quarter of a century.

"Anyone who has been vending on the campus for over twenty five years will have the criteria waived," Mr. Canavan said.

ternatives downtown. They may only work here for convenience."

Virtually, neither scholarship schemes exist in the College for foreigners, nor are there any loans available to them. However, their financial problems are somehow minimized by the institution of partial tuition waivers in the last couple of years. This has been made possible by a grant from the CCNY Alumni fund which allots about \$5000 annually. About 250 students apply for the waivers each semester. This term, according to Mr. Sherman of the Financial Aid office, almost a hundred waivers were given out ranging from \$75 to \$300.

The College's foreign students have a good record of consistent attendance. A very negligible number drop out, if at all, according to Dr. Meisel. This may be due to several reasons including a possible high rate of motivation, or the fact that they must complete their studies within a defined period of time.

Museum Lecture Examines Black Media

by Nadine Johnson

The African-American Studies Department of Education of the American Museum of Natural History commenced their African Lecture series recently.

The first lecture (Tuesday, November 20, 1974) of the series focused on the theme of Blacks and Communications. The moderator was Mr. Tony Brown, Executive Producer of "Black Journal," the panelists were Adam Clayton Powell III, Editor of the New York Age, Joe Walker of Muhammad Speaks, Gerald Fraser of The New York Times, Edwina Walker of Community News Service, Delores Costello of WBAI, and Peter Bailey, Associate Editor of Ebony Magazine.

Each of the panelists presented an exposé on that part of the media in which they are involved in and how it related to Black people.

Edwina Walker of the Harlem-based Community News Service gave background information on the service. It is much like Associated Press (AP) and United Press International (UPI) news wire services. Community News Service furnishes papers like the New York Times and The Daily News with Harlem-based community news. The service is owned by Blacks and Puerto Ricans but is funded by the Ford Foundation. The Service started five years ago to fill the void needed for more minority news.

Peter Bailey has been an associate editor of Ebony for nine years. He spoke on the need for more Blacks in communications and how Black people need a direct line of communication to the Black publications. "We must eliminate the white

third party influence on our media.

He went on to talk about how detrimental many of the shows on television are. For instance, he cited "That's My Mama" as one, which does not deal seriously with

the hiring of Blacks and women had dropped since the early seventies.

WCBS television station's hiring policy of Blacks had dropped in the past four years: 2 years ago 14 Blacks were on the

programming Blacks into being what they are not: "We don't just have to deal with the physical brutality anymore, it's a different form of brutality, mental brutality!"

"We as blacks must separate ourselves psychologically from white folks, the problems of white folks are not ours," he said.

"We as Blacks must separate ourselves psychologically from white folks . . ."

- Tony Brown



The Paper/Phil Emanuel

the Black image. "Television should not be classified as entertainment," and I quote Mr. Bailey, who further explained that television gets into our homes and affects our children. Television directs one's life, it tells how we should react in certain situations, how to dress, to talk, to eat, to live.

Adam Clayton Powell III (New York Age) commented on the function of the black media. He felt that the media had a commitment to the expanding minorities in communities. While making a survey of the FCC files, Powell found that

WCBS payroll staff; this year it is down to six. Mr. Powell felt that the black media could alert the community to its needs for survival.

Tony Brown of Black Journal, elaborated on the whole spectrum of communications: "Blacks have to be careful not to establish parallels between Blacks and whites. When whites admit they are in a depression, we are in a depression."

Mr. Brown gave warnings as to how we should view the media: "Media does not give out news, it is out to control the minds of people in this country." He used the term "nenticide" which is defined as

"Black films, junkie, trashy films — white folks do not attend these films. Sweetback, produced, directed and written by Melvin Van Peebles was an acceptance by Blacks over other "Black" films being put out by whites."

The speaker is Delores Costello, the Executive Producer of the 3rd World Communications Vanguard, which broadcasts from Radio Station WBAI. Brothers and sisters volunteer their time to put programs on the air without getting paid. (WBAI itself produces 42 hours a month of air time.) This is the only group of its kind which doesn't get paid. Their primary concern is not with music but with relevant issues both abroad and in the U.S. WBAI has been able to train people and give the skills necessary to produce their own shows. They are a self-sufficient working unit, they don't depend on white people, Blacks control what goes over the air.

Gerald Fraser, a writer for The New York Times, commended on how he got there. In the summer of 1967, the Black Power Conference broke out, and there was a need for Blacks in the journalistic profession to deal realistically with Black issues. It was just time for the need to have Blacks holding jobs in the media. The only qualification necessary was to be black.

Humanistic Stds. Creation of an Academic Senate Proposal

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Solmer's recent grant of \$4,000 to keep a newspaper economically afloat can also fall under the category of not addressing itself to the "current economic situation."

If enough administrative support is asserted, somehow, money will be found. Humanistic Studies operates under a meager budget. Paul Minkoff is paid by the CUNY system, not City College, and the department is allowed to hire one adjunct.

The committee also makes many recommendations that it feels the College should adopt in the interest of continuing the program. Some recommendations are: that the program be charged with more concrete and articulated educational mandates than has been the case so far; that the funding and processing of part time and temporary staffing by departmental faculty receive high priority on the part of College; and that City College make the program, in Humanistic Studies a permanent and fullfledged part of its structure and curriculum.

by Edwin B. Lake

The two student governments which represent undergraduate students concurred on a resolution to support the discontinuance of both Plan A and B of the College Governance Charter.

The two plans which allow two students to sit on the executive committee or allows five students to sit in an advisory capacity to the executive committee in the departments have generated light interest on behalf of students who major in the various departments.

At the December meeting of the Polley Advisory Council of the college, Professor Michael Arons put forth a proposal to reform the Student-Faculty departmental committee by substituting a new format entitled Plan A/Prime, which would be adopted in a case where less than 30% of the students majoring in a department voted in the election. If this happens, A/Prime would allow for two students to sit on the executive committee without a vote.

After Professor Arons forwarded his proposal, Maynard Jones, the president of the Evening Student Senate, stated that he was in favor of suspending all the election committee plans and stated that he was for the establishment of an alternative structure which would evolve out of the Student Government bodies.

The Evening Student Senate President, Mr. Jones, said that an Advisory Committee of students and faculty modeled after one at Queens College could be put into effect and represent the students' interests and concerns adequately.

The Advisory Committee would become an Academic Senate which would have students and faculty on it and have the power to review policy matters from the various departments at CCNY. The Academic Senate would be elected during the general time of the Student Government elections and would draw its structure from the percentage of majors in the various departments of the College.

Budget Revision

City College President, Robert E. Marshak, has revealed that a revised estimate of the proposed budget cut for this academic semester is approximately 8 million dollars for the entire CUNY system. This figure will be divided by the number of CUNY institutions to ascertain the specific amount which will be subtracted from the City College's budget. The figure is expected to be about 37% of the previous budget cut figure of 2.2 million for the City College.

President Marshak stated in a press conference last week that the cuts will hopefully leave student related academic services intact.

Proposals have been advanced such as closing the school for two full weeks during Christmas vacation to help curtail college cost. This and other types of austerity measures are being explored by the administration.

Comments on the number of adjunct positions that may be affected and other program curtailments that may take place will not be forthcoming until a specific working figure is available to the administration.

An emergency meeting on the budget cut problem for the Presidents of the CUNY system was held Monday, December 9th.

— EBL

The Day Student Senate President, Mr. Donald Murphy, was in support of Mr. Jones' proposal.

The PAC, however, was split on the issue with the students in favor of their position and most of the faculty in favor of the existing procedures. The faculty seemed to be wary of such a

structure which would discuss tenure problems and appointments of faculty.

The impasse was handled, temporarily, when the President, Dr. Marshak, referred the problem to SCOPAC II on the suggestion of the Day Student Senate Treasurer, Mr. Ken Carrington.

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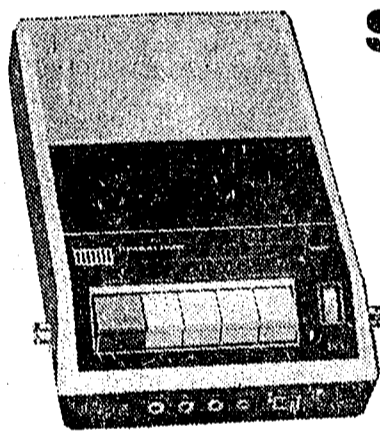
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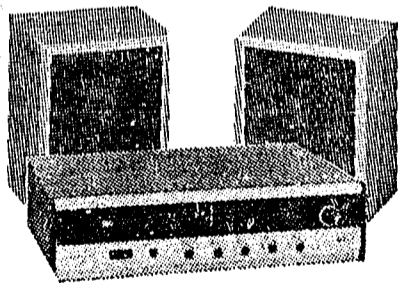
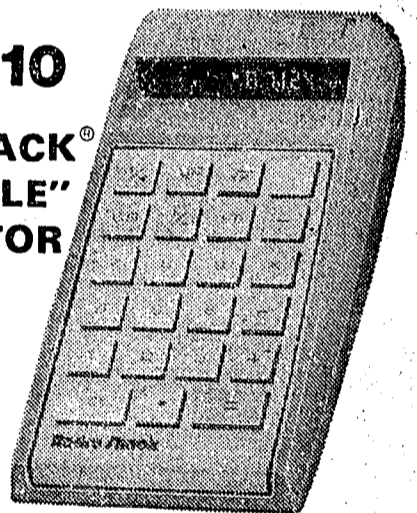
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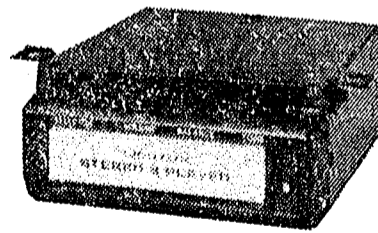


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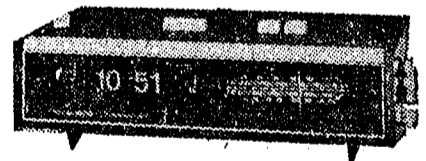


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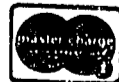
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Racist Teacher??

by Kwame Karikari

A graduate student taking Education courses to earn the Teacher's license handed a copy of the letter below, addressed to Dean Zuaro of the School of Education, to The Paper.

Nelson Radinson, a graduate student in the English Department's Creative Writing program (with a number of published poems to his credit), was suspicious of an attempt by some people in the School of Education to thwart his attempts to become a certified teacher.

Dean Zuaro, when contacted, expressed surprise at the charges, refuted them as untrue, and said: "You see, we try to do all we can to keep students in the School. We won't keep him out of the program, else we wouldn't take him in, in the first place."

The Dean said that Nelson had complained to him earlier about Mr. Skapof, the student's instructor in Methods of Teaching English (Ed. 727II). Mr. Skapof, according to the Dean, also was surprised when he was questioned by Dean Zuaro, though he acknowledged a "personality clash" with the student in the classroom.

Following his complaint and the Dean's suggestion that the student try to resolve the situation amicably with the teacher, Nelson submitted a drop card to resign from the course. The letter (reprinted here) was sent to the Dean after the Registrar had accepted the request for resignation, explained Dean Zuaro. Nelson was then advised to write to the Committee on Course and Standing to request to remain in the course, and again try to resolve the problem with the teacher.

"The Committee has five Faculty members and an equal num-

ber of students and I thought they would be fair to him," Dean Zuaro said. Apparently, according to him, Nelson didn't like it. "He became offensive and called me names."

Nelson, who said the Dean had threatened to kick him out of the School of Liberal Arts, was skeptical about the Committee's fairness: "It is like a cop hit you and you report it to another cop." The student also claimed the Dean has



The Paper/Norris Alford
Nelson Radinson
Explains his case.

on his records that "he must be watched"; however, no remarks concerning his character, or behavior, were seen on his academic record when I asked to see it.

Mr. Skapof, the center of this controversy, would not make any further comments than to recount a few unexplained incidents of "misunderstanding in the classroom" which he suspected led the student to think he was racially prejudiced.

His refusal to comment, accord-

ing to him, was because he expected to answer the charges before a Committee since the student chose to make it public by taking the matter to The Paper.

Maintaining that he bore no grudge against the student, Mr. Skapof explained that when the student asked him to sign his drop card, he deliberately refused to sign it because, "I wanted him to stay in and finish with it. The course is not going to be offered next semester or during the summer. I thought I could convince him to realize the time he would be losing . . . it will postpone his acceptance into student teaching if he drops," he said. Nelson further suspected Prof. Lacampagne (Advisor on Teaching Secondary English, sharing the same office with Mr. Skapof, and who had advised Nelson to do extra work to upgrade his work to get into student teaching) of having told Mr. Skapof that "I should be watched."

The teacher denied it, explaining that the student got him wrong when the former told him of the Professor's advice to do more work. Of the thirteen credits he has in Education, there are three B's and a D, and he did not see why he should be asked to do any extra work. Prof. Lacampagne, who described himself as one who takes no one's statement for "the whole truth," said he had never had any conflict whatsoever with the student. He interviewed the student when he applied to the School of Education, and his admission was confirmed by the Dean. He, like the rest, did not find any reason why Nelson should be pinpointed for special treatment. "Rumors are unreliable," said Prof. Lacampagne, relating that he had heard stories of conflicts between Nelson and one or two teachers before. "But," he said, "that does not influence my views about him . . . which are not biased in any way."

To Dean Zuaro
Sir:

I sent you a note asking to be dropped from Ed. 727II, now I wish to expand on what I mean by being dropped from Ed. 727II: Please allow a teacher who has no obvious problems in relating to Black-Hispanic students grade my course work and determine my readiness for student-teaching. In Mr. Spielman, my General Method teacher, there is such a man.

I do not think that I should suffer a delay in entering the teaching profession because of incompetence in your staff. Mr. Skapof has said, and I have told it to you before,

that he will not determine my readiness for student-teaching by the quality of my work, but that he will use a subjective evaluation of my character: how could he be just? His problem in relating to Black-Puerto Rican students will not allow him to be just.

Please interview the two Black members of my class and find out for yourself whether Mr. Skapof has a problem in relating to us.

P.S. A copy of this note is going to the college PAPER.

Nelson Radinson
095-3-1257
225 East 99th St. Apt. 11-B
New York City, N.Y. 10029

One of the Black students cited in the letter did not "want to be involved with it." It has not been possible to get to talk to the other one. However, one student who said she had Mr. Skapof as instructor before, did not experience "any overt racism, except that we disagreed with his ideas on Black folks and the English language." Pressed for elaboration, the student only said: "the same nonsense we hear every day . . . Blacks can't speak good English."

The same student had been in a class with Nelson before, last Spring, and told me that, "he can't stand any bullshit. Once he wrote an essay on racist teachers, or something like that . . . the teacher wouldn't let him read it in class and he challenged him strongly — that's all." Both Dean Zuaro and Mr. Skapof described Nelson's academic work as being good, average or above average.

At one point he was on the Dean's List in his major field.

According to Dean Zuaro, Nelson could become a good teacher. "When I interviewed him, I was convinced he could be of good service to his community" — to Nelson's Eastside Harlem Puerto Rican community.

"It is not unnatural for a teacher and a student to have occasional conflicts," said Mr. Skapof who is in his twelfth year of teaching. "I have had students complain about their grades, or disagree on some points. But never has a student interpreted my relationship to them on a racial level."

For Nelson, though, the insecurity of some teachers makes "their warped relationship to Black and Puerto Ricans a booster for their deficiencies. "They have not learned to relate to us any better. They can't stand a Black man standing up on his two feet and saying no to what is wrong. They want you to put your tail between your legs and scam when they cough."

ATTENTION

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Free Time

Course of Impact

by Anthony Miller

One specific fact that has always hurt Black people in the United States is the "lack of knowledge" of the current events in our lives. Whether the events are negative or positive, rarely do we know conclusively what decisions are in process or have taken place in reference to our welfare. This is abundantly evident in the field of education, where we are shortchanged in the allocation of monies which are needed to boost tutorial programs and provide quality textbooks. Because of this covert form of racism, many of our most talented students, teen age and adult, have removed themselves from the educational processes in this country by dropping out.

Once the student takes this action it becomes even more burdensome for that student to overcome the attendant problems, for he or she is Black and a dropout. Realizing this, the student often wishes to return to the educational institution that he left but rarely finds the door open to receive him. To combat this situation schools like Harlem Prep were established to aid the former dropout students. However, more schools like Harlem Prep are needed to meet the numerical odds. The City College is one such school. Here at City is a program called "Program Impact" which is designed to aid the Black and Hispanic individual within the community.

Program Impact received support by a grant of the Federal Funds under the Higher Education Act of 1965, Title 5: "Community Service and Continuing Education," administered by the New York State Education Department. The program, which began its third successful year this past July, developed out of the community's need to encourage economically disadvantaged adults to acquire necessary knowledge and skills to improve the quality of housing in their neighborhood as well as to improve their opportunities for employment. Credit must be given to President Mark, Dean John M. Lowe, Director of the program, Charles A. Baskerville, Dean of the School of General Studies, and to Mrs. Julty, Associate Director of Program Impact, for their collaboration with various community leaders to implement this program.

When asked about the success and efficiency of the program Mrs. Julty replied, "It is successful because, as Associate Director,

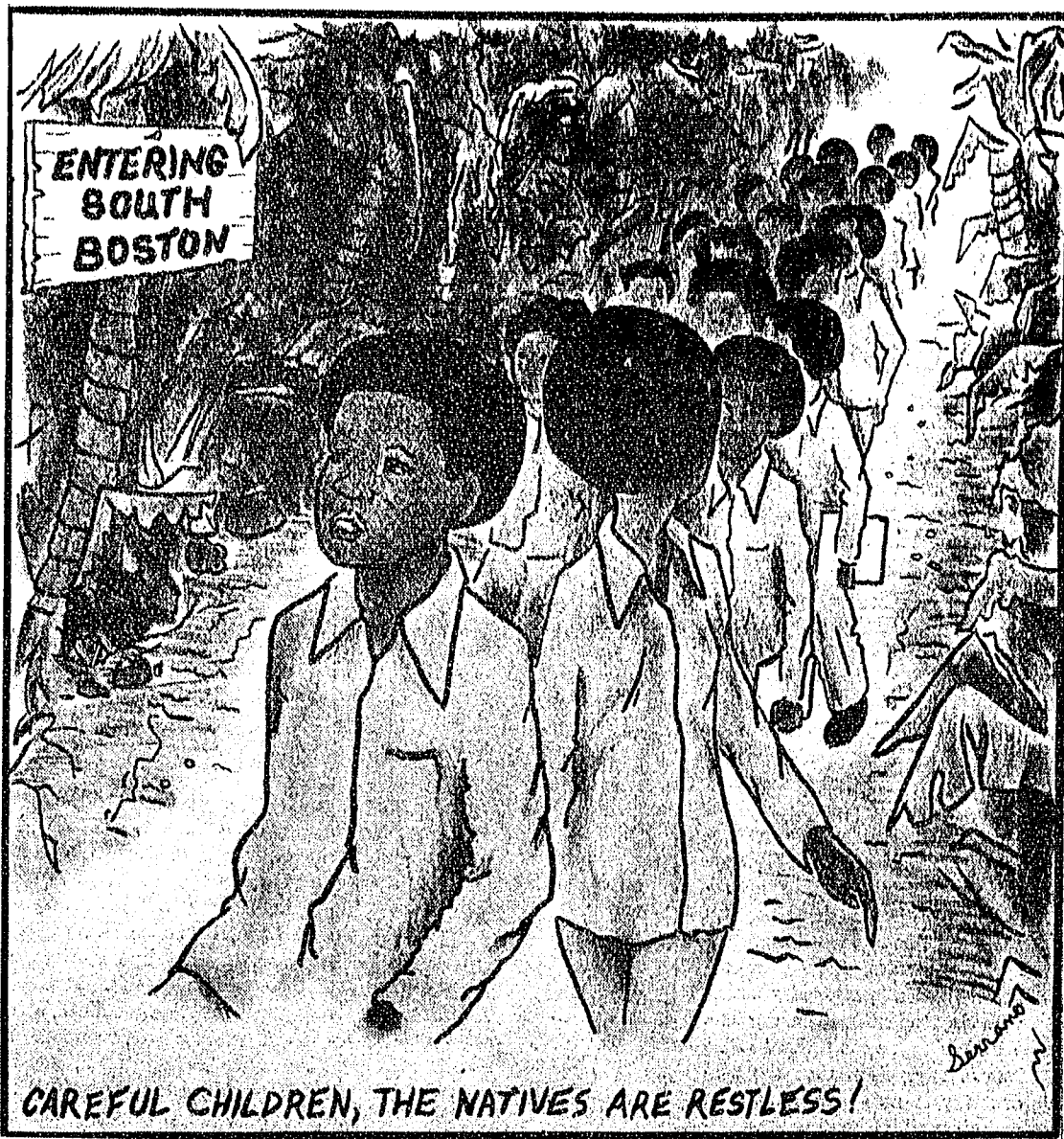
I, along with my staff, see to it that very tight counselling is the thrust that helps students' and professors' performances keep up to par. The professors who teach the students must know how to relate to them as adults and respect them as such. Before any of my students leave this program you can bet that I know them academically and personally, and I am happy to say that most of our students matriculate into college with a B average."

"The largest majority of my students were or are paraprofessionals who average thirty five years in age and are educated but unfortunately lack the credentials. We were the first group to enter the C.U.N.Y. Baccalaureate Program — established by the Board of Higher Education in 1971 and permits mature and highly motivated students with a clear idea of their educational and career objectives to design their own academic program — and this will enable our students to receive a B.A. with one hundred and twenty credits instead of the customary one hundred twenty-eight."

Indeed this program has made an impact upon so many of the students enrolled in it that under the course Architecture 101: Community Planning Seminar, six condemned buildings have been saved through new design proposed by a few architectural students. One student by the name of James Maxwell painted a mural of a Black Christ on a cross in "Our Lady's Church" in Brooklyn, and his work will be viewed locally on television this coming December 8th.

These are accomplishments that might never have been unless Program Impact co-existed with courses in Architecture, Sociology, Urban Housing, and Speech and Theatre. They are feats that were performed by the forgotten individual, the down-trodden, the "too-dumb" individual, yet they are performed with unparalleled determination. The shame of it all is that the community at large is ignorant of these activities. We cannot afford for such work to be forsaken but must accolade upon accolade on those involved so that (those) such programs will be a permanent base to help the community at large. We must do so expeditiously or face deterioration of or social struggles.

For further information go to Compton Hall in Goethals and request the services of Mrs. Julty.

**Intimate Notes:
A Sensuous Man**

Degree Four

Capital Learning

by T. Micell Kweli

I do not even hate even though I sometimes think I should. It's the way I have come to be. I think it is wise not to bother myself that way.

Folk of spirit try to raise their children not to experience the sadness and the destruction any society is capable of perpetrating. Yet I felt it, and still I do not hate it, although I do not love it.

The first time I can remember being frapped was in a private school by a female teacher. She objected to my asking why she hit everybody, so she hit me. That was very logical since she had a failure in communication.

I was hit every day thereafter for almost the entire Fall for continuing to ask similar questions. I eventually learned that I wasn't going to get any answers, so I shut up.

Saint Mark, the Evangelist, Roman Catholic Grammar School and Church . . . old Saint Marks, we used to call it the Slave Market. The nuns would tell us that they were there to convert heathens (it didn't matter what generation or century your family was converted — you were still a convert), and I suppose that with my occidental background and non-sectarian upbringing they considered me the most heathen among heathens . . .

It was there that I started feeling insecure about my intelligence. After all, my IQ scored approximately eight points lower than another guy in my class whom I was generally sure I was smarter than — he snowballed the teacher. His marks were from 100 to 144 IQ. Being second handed me not appear as a brainiac,

but now and then I would break the taboo: teachers aren't supposed to know who is smart and who is not . . . they get vindictive.

Another blow came in the eighth grade when that nun refused to let me take the Regents Scholarship High School Test, saying 'don't upset yourself or go beyond your capabilities.' I thought I could make it, but my mother agreed with the nun, so I went to Rice.

In high school, a roly poly professoriat never let me get past no. 4 in a class of 360 (my brother had taken every award they had in years before me), and reports that I had written were given D's or less because of refusals to admit that I had any literary talent. It was a good school.

Then my eighth grade ex-teacher had recommended me — plain dum-dum me — for scholarship service with the Archbishop's Cooke Leadership Project, which was and is recruiting brilliant Black leadership types for special leadership training. It was all hush-hush, shh. Looking at where members of the ALP went, like Swathmore, MIT, NYU, University of Penn, Temple University, Barnard, Brown, Cornell, Holy Cross, Harvard, Yale and others, I sort of decided to go to Columbia. Why not?

It was also at this time that I finally saw my transcript from all my previous schools . . . God damn . . . I am very, very smart. Scoring 99 in high school co-op tests means something when there aren't 8 digits for 100; scoring merits from the NEAS (National Educational Association Scholarships) was also something; and scoring high in the Regents nullified me those scholarships; while scoring high in the PSAT's/SAT's proved I wasn't as dumb as I had

been led to believe, . . . well, well, well.

While going through my Columbia checking out trip, I got involved in a group, "The Resurrection Workshop," which started to give me a solid, real community background. This began a schism with the ALP. I guess I was going a little bit too far against the grain for the white folks who were leading us potential leaders, but not enough for them to outright expel me.

That year, I worked with some people on the creation of the Third World Coalition which eventually controlled many high school and college student unions. After a political ploy, TWC got about \$150,000.00 with the Harlem Youth Federation from national funders. Before the monies came through, I was nullified by some of my old ALP cronies who righteously controlled that group.

Well, the TWC fizzled out . . . like so many organizations that play games at being rhetorically correct.

I also did a stint checking out NYU, when I could take it, and it is a good school. I had been through that such in high school; I don't make my mistakes twice.

On the NYU Campus, I got involved with The Faith (which evolved into Imani Magazine) and I became the magazine's national college distribution and correspondence manager. I was still a journalist there when we started working on the creation of Black Citizens for a Fair Media (BCFM), and when both groups, later produced a live "over the air" Imani Communications Conference.

Somewhat later still, a friend, Mr. Ronald Bascombe, who was then at WCRS, started a library workshop with 3 others and myself — dumb me again — which grew into the Sonia Sanchez Poetry and Writing Workshop; pro-

OPEN LETTER

To President Robert Marshak

A review of the problems encountered by Black faculty, staff and students during the years 1973-1974 has given the Black Action Council cause pause and take a panoramic view of the status of minorities at City College.

The picture which comes into focus is basically twofold:

1) The life cycle of minority faculty at the College runs approximately three to four years. It generally terminates as the tenure period approaches.

2) Minority staff members in Civil Service and similar positions usually stay on for extensive periods of time. But those in administrative posts like Higher Education Officer, Business Manager and Registrar Series—generally do not attain long periods of life in the college community. At best they stay tenuously in their respective positions making a long arduous climb up the ladder of professional mobility.

3) Minority undergraduate students appear to be heavily concentrated in certain divisions of the College and conspicuously few in number in other divisions. Those who go on to graduate work are, for the most part "making it in their own" and not participating in work-study, fellowship or other graduate programs.

The question we are compelled to ask is: Why is this trend persisted year after year?

Minimal Recruitment

Over the past few months, problems which were brought to our attention by Black people in the Science Division of City College gave us reason to focus our attention on that division. Immediately we see proportionately few minority faculty, staff and students there. Textbooks relating to Black history record the fact that Blacks have distinguished themselves in Chemistry, Physics, Mathematics and other Sciences during the early development and growth stages of America. We then ask: Where is their presence being felt during the post World War II period? Why are they not associated with the College? Except for an individual or two, where are the Black scientists among our distinguished alumni?

We suggest that City College, which is nationally noted for its contributions to the world of science has been remiss in recruiting Black and other minority faculty and students, not only into the sciences but into other areas as well. This trend should and must be reversed. Black faculty, in particular, can be recruited from available lists of trained Black professionals. Our community schools are overflowing with Black students eager to learn. Other minority groups can be reached in a similar manner.

A Moral Unlawfulness

Since the mid-nineteen-forties, there has been practiced upon our Black youth a type of moral unlawfulness. This moral unlawfulness cannot be readily identified in terms of specifics. It is subtle and easily hidden, making it a convenient weapon in the psychological warfare being waged against our youth. Yet it is there every day of their lives just as surely as are the prejudice and hatred which occasionally surface, such as in Boston this fall. Black youngsters are given to think from the day they enter their first public school classroom that certain areas of study should be entered only by the "gifted". By innuendo, then, they are not encouraged to consider studying such subjects as physics, philosophy or economics. Twelve years later, at the end of their public school careers, they

themselves view certain phases of study as being beyond their capacity. Upon entering the City College, these same Black youngsters are confused, disoriented and totally unaware of their own potential.

Whose Responsibility?

Many Black adults have succeeded, to a great degree, in encouraging some of our students, while on campus, to forsake the pinball machine for the poetry book and the pen; to put down the transistor radio and take up the artist's brush, the text on Black history and the actor's greasepaint; and to spend less time in the lounge and more time in the library.

The College has the responsibility to work with the Black faculty and staff and with the Public School System in seeing to it that young Blacks, as well as other minorities, are made aware of all of the professional trainings which it has to offer. The text, for example, "The Psychology of Black Language," Jim Haskins and Dr. Hugh F. Butts, as well as other pertinent writings should be mandatory reading for the teachers whom we send out of our School of Education.

In Chapter Six, which addresses itself to the language of Black children and teacher attitudes, the authors state in part, "... Then, these educators and linguists must change the traditional language from one that treats Black English as a deviation to one that concentrates upon teaching standard English as a second language — not one that is superior to Black English, but one that is necessary to know and use in certain situations such as job interviews, work environments and social gatherings, . . ."

All of our department heads must be made aware that they have a moral responsibility to see to it that Open Admissions and S.E.E.K. truly work, that they are not just the policy but the working philosophy of the entire college. Also, we must work more diligently towards placing our minority students in meaningful employment upon graduation. This too is a part of the College's responsibility.

For its part, the Black Action Council is prepared to commit its energies toward dispersing the dangerous cloud which has hung over this campus for too long. The hour is already very, very late.

We are aware of the recent budget cuts imposed upon the College by the Mayor. This cut-back order only serves to increase the apprehension which we among the minority groups are continually attempting to control and contain. An inward view reveals our immediate concern that such elements as our jobs, Open Admissions, S.E.E.K. and student remedial programs will be the first to be eliminated by the cut-back mandate. You see, the feeling of confidence that the rules of fairness and justice will always be equitably dispensed is a luxury to be enjoyed by only the majority and too few among us. Yet, we dare to urge you at this time to strengthen the very elements which many people feel are expendable.

Yes, strengthening is essential and long overdue. There is no better time to begin than now . . . as 1975 approaches. There is no more ideal place in which to start than here . . . at The City College located in the heart of Harlem, the nation's largest ghetto. It is a bold step of great import. But it must be implemented now, else your goal of a truly urban university will never become a reality.

— President of BAC, Mr. George Lee

publishing the anthology "360' of Blackness."

And, at old CCNY . . . architecture . . . urban planning . . . engineering . . . maybe a little journalism . . . it's a good school, and the people there are those who are fighting for better education. Of course, some don't fight at all!

Once at CCNY as a non SEEK person, I started working as a Student Technician with the Metropolitan Regional Council on the implementation of their tri-state microwave telecommunications systems. Further on, I was contracted under the National Urban League on The (then titled) Law And Consumer Protection Division (as work/study media advocate-monitor) researching; lobbying; writing articles for 2 newspapers; and investigating for a year. I wanted to spread

knowledge: we produced research booklets on "Consumer And Media."

Still, my greatest academic oriented satisfaction to date was winning the "Crusader Award" from Caribbean House (for crusading for educational justice and for racial equality through journalism) for the article and the research on the late Mr. Hubert Mack Thaxton, PhD, MA, MS, BS, and untenured CCNY mathematics teacher, January-February 1974.

All my life, I've had to deal with other peoples' plans and agendas, their secret plots to get and to keep control over me and my folk. As a victim, I can no longer afford to give and be used; I can only afford to trade and move steadily onward. I realize that certain cool decisions must continuously be made that

will create resolutions for us all.

As I go on in higher and higher academic pursuits, I become even more cognizant of the sociological uses of education. Just as there are some things that are socially logical and are reflected through academic education, there are other things — like chauvinisms — which are socially illogical and are reflective in our academic education.

Following, it does not take much to show or to prove that education must be implemented in a wise fashion.

This wisdom which is the use of knowledge requires a more than self painful and a more than hateful approach.

As I look for such wisdom, I start by asking what is more important: the pillars of society and education; or the needs of people and learning?

Letter To The Collective

To The Collective:

This letter is written on behalf of members of The Black Action Council of CCNY. Its purpose is to express appreciation to one of your staff writers, T. Micell Kweli.

The article written by this reporter for the October 31, 1974 edition entitled "Department Racism" coincided so well with the attempts and efforts being made also by us.

We are aware of the apparent hiring practices in the departments mentioned by reporter Kweli and are seeking to bring

about some changes in those areas.

Such vigilance as expressed by your reporter is indeed helpful and quite a service to our college community.

In conclusion, we applaud the keen insight and objectivity brought to bear on this important issue, and trust that Mr. Kweli continues to demonstrate the initiative and concern so relevant to a productive and inspiring university climate.

Sincerely,

William G. Wright, Chairman
Job & Grievance Committee
Black Action Council

WBAI Crafts Fair

On Saturday and Sunday, December 14th-15th and December 21st-22nd, from 11:00 A.M. to 8:00 P.M. each day, WBAI will hold its Third Annual Holiday Crafts Fair, in Barnard College's McIntosh Center, which is located at Broadway near 119th Street.

There will be over 80 craftspeople represented each weekend at the Fair. Among the crafts to be displayed and sold will be leather wares, all kinds of jewelry, pottery, woodworking, quilts, woven goods, candles, crocheted goods, batik, tie-dye, dolls, home-made foods of various kinds, stained glass, ceramics, musical instruments, and many others.

The Crafts Fair is being held to benefit listener-sponsored, non-commercial WBAI (90.5 FM), and fifteen percent of all sales that are made will go to the station. Additionally, joining us in celebration to the spirit of the Season will be a variety of live performers — jugglers, Hobie and Judy Burgess; puppeteer, Steve Hansen; magician, Jeff Sheridan; a mime; a group of medieval style vocalists, The Renaissance Street Singers; and Shakespearean actor, Engle Conroy. Plus surprises!

Public admission to the Fair is free, but contributions are of course most welcome. For further information, people can call WBAI at (212) 826-0880.

Eat, Drink, and Be Merry

by Dennis E. Mack

As you return from your Thanksgiving dinner to this school, located in Harlem, sit back and contemplate how many Harlemites were able to partake in "food glorious food" this Thanksgiving. Or, for that matter, how many Harlem residents will be able to gorge themselves this Christmas?

High Administration officials now expect that unemployment figures will rise to at least 6.2 percent in the next several weeks. Thus the unemployment rate will have climbed four tenths of one percent since September. We all know that Black and other third world people are the last hired and the first fired in the already tight job market.

The monolithic state office building at West 125th Street and Seventh Avenue sits in the very heart of Harlem, surrounded by ill housed, ill fed and under employed people.

That huge office building was the recent scene of Harlem Urban Development Corporation head Jack Wood's announcement of a major ten-year redevelopment proposal that could conceivably bring some 50 more units of new and rehabilitated housing,

jobs and business to the area. However, promises of jobs for Black people have been broken before. What good is new housing when unemployment's rising fast and people are improperly fed?

On Thursday, November 21st, 200,000 Americans were supposed to go hungry as a symbolic gesture of concern over worldwide food shortages. The fast was sponsored by Oxfam-America, a Boston affiliate of the Oxford (England) Famine Relief Committee, and a fund raising organization called Project Relief.

Many Americans didn't have to fast the following Thursday (Thanksgiving); they went without food because they couldn't afford any. The 200,000 Americans should have fasted Thanksgiving Day if they really wanted to symbolize food shortages. 200,000 is really not that many people. Who knows how many times that number are starving? Estimates put the number at 2/3 of the world, but not many countries have an obesity problem.

I urge that this Christmas we all go hungry to protest worldwide food shortages. Then we would have a religious experience.

THE PAPER

Volume 40 — No. 7

December 12, 1974

Issue Editors:		
T. Micell Kweli	Edwin Lake	Ayad Mohamed
News Editor: Rafaela Travesler		
Features Editors:		
Nadine Johnson	Sherry Lyons	Paula Parker
Production:		
Norris Alford	Phil Emanuel	Ronald Gray
Diane Anderson	Theodore Fleming	Kwame Karikari
Kenneth Taylor	Diane Wilson	
Kenneth Taylor	Darryl Alladice	Diane Wilson

The Student Senate Concert Committee

presents

THE FALL '74 CONCERTS

Numero Uno — JAZZ

Monday, December 16th

Finley Ballroom

2 P.M. — UNTIL!!

IN CONCERT

MALOMBO

CHARLEY GERARD QUARTET

CHARLEY TYLER QUINTET

Numero Dos — ROCK, SOUL, REGGAE

Tuesday, December 17th

Finley Ballroom

2 P.M. — UNTIL!!

IN CONCERT

FAMILY FUNK

WILD BUNCH

ENT WOOD

FAMILY TREE

ADMISSION: CCNY I. D. CARD

Announcements

The Political Science Department will sponsor a career day on December 12, 1974. Professors McGeehan and McKenna will discuss career opportunities relating to the study of political science.

Professor Harry Lazer, pre-law advisor, will also be on hand to answer questions. Time: 12 noon and again at 6 P.M. Room: 325, Finley Center. The 6 P.M. meeting will be a part of the Evening Session's "career night."

Haitian Cultural Festival
December 19, 1974 from 12:00 to 11:00 p.m.

Finley Ballroom
Paintings, dance show, music, food, refreshments, films, lecturers

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Free.

Haitian Student Association

Contact Yvane

X5418

or C104 M. W. F. 12-5 p.m.

Guard Regains Consciousness

by Claudia A. Francis

Harry Murray, the Wackenhut guard who was shot three times in a gun battle on Oct. 10, is said to be in stable condition at St. Luke's Hospital.

Katherine Murray, the guard's wife, said that Murray regained consciousness at least a week before he was transferred from Arthur C. Logan Memorial Hospital to St. Luke's. According to Mrs. Murray, her husband had to

undergo surgery that Knickerbocker wasn't equipped to do, therefore he had to be moved. She said that the doctors had to remove some collapsed tissue and to stop leaking fluid from Murray's spine.

When asked why she waited so long to transfer her husband, Mrs. Murray said that she received a considerable amount of static from doctors and other personnel from both Knickerbocker and Veterans hospitals. Following many unsuccessful attempts to have her husband admitted to two branches of the Veteran's Hospital, she, with the assistance of Dr. Robert Schick, obtained a court order and got him transferred to St. Luke's.

Katherine Murray repeated to me that she had no knowledge concerning Rosalind Murray, the other woman who claimed to be Murray's wife. She is the mother of Murray's two daughters, ages 16 and 13, and has been separated from Murray for several years. She said, "I don't know anything about that. I never saw or heard of her until it had happened."

Mrs. Murray said that Murray is getting prepared for speech and physical therapy of the left side.

The Daily News, on Oct. 19, reported Murray to be semiconscious. Dr. Schick was unavailable for comment, while the hospital said that they "could not discuss his condition with anyone."

CCNY Black Studies Department Presents A Fund Raising Benefit JAZZ CONCERT FOR AFRIKA HOUSE Sunday, December 15, 1974 - 8:30 P.M.

Just Back From Europe:

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THE HERMAN DAWSON QUINTET

Featuring: Thelonious Monk, Jr.

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The Record Shack, 274 West 125th Street
Hunter College Bookstore, 69th St. & Lexington Ave.
Columbia University Bookstore, 2960 Broadway (116th St.)
Black Vote Restaurant, 567 Sutter Ave., Brooklyn, N.Y.

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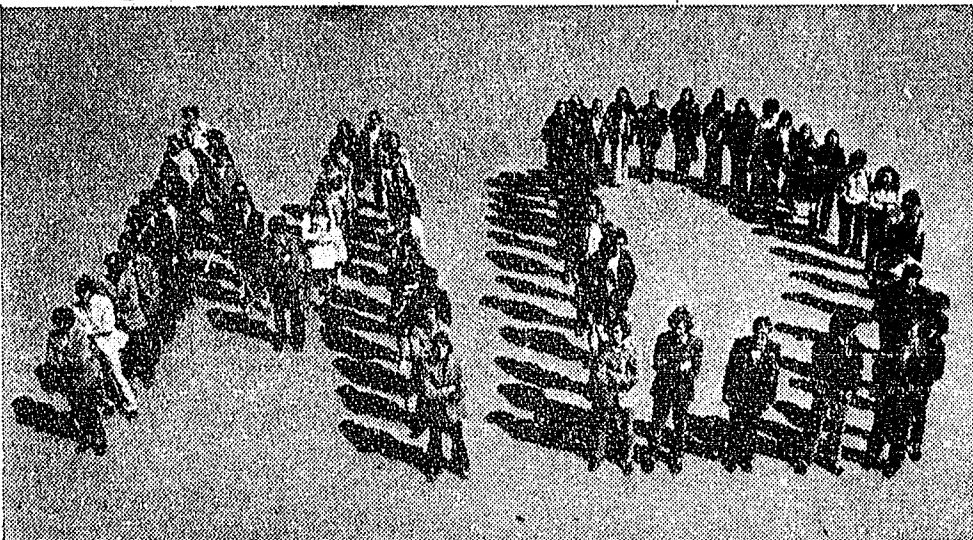
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JOIN THE

Freedom March in Boston Saturday, December 14

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STUDENT COMMITTEE FOR THE

DECEMBER 14 NATIONAL MARCH AGAINST RACISM

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FUNDS URGENTLY NEEDED!

SUPPORT BOSTON'S BLACK COMMUNITY!

Boston Is Marched Upon

by Dennis E. Mack

Multiple organizations are sponsoring a national march against racism to be held in Boston, Massachusetts, site of the current busing struggle, on December 14.

The march, called for by Senator-elect Mr. William Ownes, is supported by civil rights organizations, Blacks, trade unions, and student leaders across the nation: noted persons such as Dr. Ralph Abernathy, Congressman Charles Rangel, Father Phillip Berrigan, Senator Eugene McCarthy, Kathy Kelly, President of the National Student Association and many others will also participate.

The demonstration will be preceded by a National Student Teach-in on the Boston racial situation to be held on Friday evening, December 13, at Harvard University.

The call for action states: Today in Boston a racist school boycott, weekly mass demonstrations against forced busing and racist taunts and violence directed at Black students are the cornerstones of a movement which seeks to roll back and defeat desegregation of this city's schools; what is at stake in Boston are the gains won through years of struggle by the civil rights movement of the 1960's; and the events in Boston are of national

significance.

Senator-elect, Mr. William Ownes, stated in calling the march, "The eyes of the nation and the world are now in Boston. . . We must link our arms, Black and white, and march together for the rights of all children to go to any school in safety."

At CCNY, buses will be leaving on Friday, December 13th, and will return on Saturday night, December 14th. Student tickets are available for \$2.00 round trip in Room 320 Finley, between 10-2, M-F.

For any information, the Student Committee for the December 14 National March Against Racism is in Room 331 Finley.

BUTTERMILK

by Darryl Alladice

I am somebody my life
not wanting to spend looking through
dirty window panes and
count the infinite
raindrops,
but having warm buttermilk
at night with you

making the physical being
vibrate and touching
you without resistance
and kissing you and
rubbing feet with you
under purple bedsheets
and listening to your
words as they fall like
precious snowflakes on
my ears leaving the cool
feel of dampness tingling
throughout my inner being

making that nasty mind
sweet and precious with
good feelings dominating
our evil perspectives and
escalating above the
insecurities of others

making us move . . . more
reaching a higher ground
. . . together.

Inner-City Teaching Program?

by John Kemp

The Urban Teacher Education Program is an alternative program for training prospective New York City teachers. About one half of the education course is spent in a classroom with teachers and children. Back at City College you talk with fellow students about your experiences, and whatever else is relevant to you.

This takes place during seminars and conferences. In most seminars, students and staff exchange ideas without a set plan for the session. Ideas take shape and form into educational, social,

and psychological theory. Classroom issues become focussed and lead to the development of methods pertinent to the child's needs.

No supervisors are tradition-bound, and all supervisors choose to be on the Urban Teacher Education Program because they enjoy close relationships with students and are effective in such a situation.

A beautiful fact about this program is that you don't wait until your final year — student teaching — to gain experience in the classroom, as those in the regular School of Education program do. By immediate field experience you have the chance to de-

cide if teaching is right for you before you devote so many credit hours to education.

Also, you are not under pressure to perform a teacher's duties the first semester you enter the classroom. You have four years in which to gradually build the confidence and competence it takes to handle an entire class on your own.

The program is open to incoming freshmen as well as students currently enrolled. If you are interested, come to Rm. 108 in Klapper Hall, at 135th St. on Convent Avenue, or call 690-6703. A plan is under way for admissions in February, 1975.

Afrika House, Lived In Again!!

by Michael "Cheeno" Smith

The Black Studies Department of City College is sponsoring a benefit Jazz Concert for Afrika House on Sunday, December 15, 1974 at 8:30 P.M.

What is Afrika House? Afrika House will be a center of cultural exchange between Africans and Americans of African descent. Afrika House will be an exchange program between students and faculty of the United States and Africa. It will serve as a gathering place where Black people can study aspects of our heritage which have been hidden from us for so long. Political and economic data about Africa would be easy available and kept up to date.

Afrika House will also serve as a research center, dealing with African culture, history, politics and art. Young African students in New York will be provided accommodations through the diverse and expanded particulars of Afrika House.

So if you want to learn an African language; or get into some African music or if you want to learn about African anthropology and medicine, Afrika House will have all of that for you and more.

Now dig this . . . Afrika House will be located right in the heart of the Black community . . . Right here in Harlem, U.S.A. at 459 West 140th Street, near City College.

The benefit concert will fea-

ture some of the heaviest jazz musicians of our time. Featured artists will include the renowned Willie Mack Quintet and the fantastic Herman Dawson Quintet. There will also be a special guest artist that will provide further entertainment.

All this action will take place at the McMillin Theater at Columbia University on 116th Street and Broadway. Donations will be \$6.00 for all seats. Students with I.D. cards will pay \$3.50. For further information call 621-7117 or 7118 or drop by the Black Studies Department.

We are an African people, so let's support African institutions. All out on December 15th.

Announcements

Professors Gutman, Perkins, and Foner of the History Department will be speaking on the book *Time on the Cross* on Thursday, December 12 at 12:00 in Wagner 202.

A mass rally to protest the firings of Spring Wang and Dennis Torigoe of the Asian Studies Department will be held on Thursday, December 12, 1974 at 12 noon in front of the Administration Building.

The Ad Hoc Committee To Defend Asian American Studies (which is sponsoring the rally) is calling for an end to the attacks on Asian American Studies and an end to the budget cuts, in addition to the reinstatement of Wang and Torigoe.

The CCNY Beavers kicked off their Basketball season with a 90-79 victory over Columbia University, marking an impressive debut for new coach Floyd Layne. At right Michael Flynn (13) of CCNY squares off with Columbia's Ollie Costello (40).



The Paper/Ronald Gray

BEOG — Monies

Over one million students have applied for the Federal Government's Basic Educational Opportunity Grants so far this year, and it is still not too late to apply.

First or second year students can get between \$50 and \$1,050 to help with educational expenses. Basic Grants provide eligible students with a "floor" of financial aid which can be used at any one of over 5,000 eligible colleges, junior colleges, vocational or technical schools, career academies, or hospital schools of nursing. It costs nothing to apply for Basic Grants, and they never have to be paid back.

Before applying for a Basic Grant, students must meet three important criteria:

- be enrolled full time at an eligible institution of post-secondary education;
- be a U.S. citizen or permanent resident;
- be enrolled in postsecondary school after April 1, 1973.

Eligibility for Basic Grants is determined by a formula which measures financial need. This formula, applied uniformly to all applicants,

takes into account such factors as family income and assets, family size, number of family members in postsecondary school, and social security and veterans' special educational benefits.

To apply for a Basic Grant, students must fill out an "Application for Determination of Basic Grant Eligibility." These applications are available from the school's financial aid officer, or by writing Basic Grants, Box 1842, Washington, D.C. 20028. Even if a student has applied for other financial aid, he or she must fill out a separate application for a Basic Grant. Four to six weeks after submitting an application, you will receive a "Student Eligibility Report" which notifies you of your eligibility. The amount of the grant depends on financial need and the cost of the school which you are attending. The student must take this report to the financial aid officer to find out the amount of the award.

Ask the financial aid officer now about Basic Educational Opportunity Grants. They could provide a foundation to build on.

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THE PEOPLE

College Custodian From Finley Center Moves Children Into Positive Physical Activities

by Manny Hernandez

Modern society affords little opportunity for one to come into contact with people fitting the Webster's Dictionary definition of knighthood, but even in today's world, where few people care about anything but themselves, there still exists that rare individual who cares about others and does something about it.

Mr. Charles Young is such an individual. While he may not own a horse and armor, he does have the admiration and respect of his neighbors and their children.

For the past eight years, Mr. Young has involved himself with the youngsters of his neighborhood, first as a baseball coach and now as a football coach. "Once you get involved it it, it comes natural," he said, "you learn how to love these little kids."

Mr. Young, who is a custodial employee on the night shift here at CCNY, is a football coach for the St. John Black Knights' football teams. The Black Knights, as they are called, have two teams. They have an intermediate team, whose players range in age from fourteen to seventeen; and they have a midget team, with players ranging in age from ten to fourteen. Jeffery, Mr. Young's fourteen year old son, is the runningback on the midget team, and at his age is already a veterans of many years on the gridiron.

In addition to Jeffery's football prowess, he is also an excellent baseball player with fifteen or so trophies to his credit.

The Black Knights are partly the result of community participation by St. John the Divine Cathedral, located at

113th Street and Amsterdam Avenue. They furnish the football equipment and Mr. Young furnishes the time to coach the kids, sometimes as much as fifteen hours per week.

ball scholarship and is now studying for the ministry, and Mr. Gregory Dames, who is attending C. W. Post on a United Block Association Football Scholarship. Mr. Young realizes that not every

defensive guard and tackle on the Black Knights' Intermediate Team, feels that the midget team will win their division championship, but not without some pretty stiff competition from Convent Church.

Further conversation with Charles Jr. brought out his feelings that constructive criticism is a valid tool, lest the individual player gets too cocky: "We teach our young players to criticize each other and take it. We do it for the benefit of the individual." Charles Jr. also had some opinions on why a church with a predominantly white congregation would sponsor a Black football team. As far as he was concerned, "we're helping the church more than the community."

He feels that there was a certain amount of prestige added to the church's already prestigious status and he also felt certain that although they were playing for a white organization, the reason there were no white players on the team was that, "the league is predominantly Black and Spanish and the league is rougher."

Mr. Young is quick to realize the added benefit of keeping his youngsters out of the street, especially in a poor urban neighborhoods such as his. In his words, "a sports program is something every community should have because ordinarily the kids would be out there doing everything but the things they should do. The ones that are playing are not smoking and sniffing as much."

He summed it up well when he said the purpose of his program is, "to get them involved and off the streets. Most who are in school are doing very well."



The Paper/Theresa Saltus

"We teach our young players to criticize each other and take it. We do it for the benefit of the individual . . . to get them involved and off the streets . . ."

For youngsters to be eligible to play on a Black Knights' team, he must be willing to receive tutoring in whatever subject he is weak on. In addition to their football program being a sort of basic education program, it has been responsible for seven former players getting into college in the past three years.

Among them are Mr. Douglas Drumwright, who went to Berkeley on a foot-

player is good and not every player gets to play but he advises young athletes not to get discouraged. His method for dealing with this is to give awards to those players attending every game even if they do not get to play, "if they're not playing this year, maybe they'll play next year," he said.

Mr. Young and Charles Jr., a senior at Hughes High School, who plays of-

Taft Hotel

(Continued from Page 1)

it extremely difficult to make ends meet. It appears as if a lack of communication exists between Dean Robert Young of the Board of Higher Education, who is in charge of the SEEK dormitory situation, and the students involved.

Many of the SEEK students don't feel he is really "pulling" for them, and they

further feel this reflects a desire to extinguish the concept of a SEEK dormitory.

Mr. Sam Brown, Director of Residence Programming for the SEEK Dormitory, hasn't been able to answer all students' questions. Ethel Watson, the SEEK Dormitory Liaison and Counselor at City, expressed the idea that one of the reasons behind the inadequate amount of action and attention given to the SEEK Dormitory matter is that there are questions as to the legitimacy of the existence of a dormitory since CUNY universities are

commuter colleges.

Mr. Cordy clearly stated, "This is part of the entire SEEK program and once you start phasing and chopping up parts of it, you are destroying the whole body. This is just the first step. It will just be a matter of time before the whole thing (SEEK program) is gone."

One of the purposes behind the SEEK program is to give students from a low socio-economic background an opportunity for equal education. Erasing the SEEK Dormitory can completely destroy this goal.

Mr. Cordy commented that, "There are people in here I haven't seen since we've moved . . . The students have no access to a refrigerator or a stove . . . At least at the 'Y' we had study lounges and library facilities. This is not a dorm atmosphere."

Because of existing conditions, students are in a situation where some are considering going back home or finding a job to maintain an apartment. In many cases, this would mean possibly forgetting about receiving a higher education.

THE BLACK PRE LAW SOCIETY Presents

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Topic: Blackmen versus White Justice

Speakers: Judge BRUCE (cut 'em loose) WRIGHT

Brother AHMAD KARIUKI

agenda: the Rubin Carter Case; the legal system and American justice.

location: the Townsend Harris Auditorium, 138th Street and Amsterdam Avenue.

From 4PM to 6PM

December 12, 1974

Third World Newsreel



The Paper/Phil Emanuel
Maxine Williams and Chris Choy

by Sherry Lyons

The importance of films and the messages they attempt to convey cannot be overlooked nor underestimated in our society. Film is a vehicle used primarily to inform, educate, and communicate the thoughts attitudes, values — the culture — of a given society. Unfortunately, in this society, most of the films' overall purpose is to entertain; consequently, the films that examine the political and economic realities of oppressed people largely go unnoticed, unpublicized and eventually perish.

Realizing the significance that films play in informing, educating, and motivating people, **THIRD WORLD NEWSREEL,**

is in the business of politically, economically, and socially, raising the consciousness of the third world peoples' struggle for liberation. It is a non-profit organization that is made up of third world, independent, collective filmmakers.

Basically, the express purpose of this organization is to create a higher awareness of third world struggles in America, Asia, Africa, and Latin America. The tools for bringing about change are the numerous film documentaries they produce and distribute. The films reflect the political and economic ramifications oppressed people encounter in securing liberation from monopoly capitalists. The information shown in

these films is not shown on television or in the movies. Such films as "U.S. Techniques and Genocide in Vietnam," "The Selling of the Pentagon," "Black Power," "Nigeria One," and countless other moving documentaries are displayed in colleges. These are but a few of the films they distribute on a rental basis.

The Third World Newsreel (TWN) began as an outgrowth of the Anti-Vietnam movement in the late sixties. At that time it was called Newsreel. It became Third World Newsreel in 1971. The idea was conceived by a group of S.D.S. members that wanted the newsreel to become part of their chapter.

However, the idea was refused and Newsreel remained an independent and autonomous organization free from any particular political persuasion.

In 1969 the organization consisted of a dominant white male staff. Most of the members came from wealthy families who donated money to the organization. There were hardly any third world people on the staff. However, when third world people got involved, there arose sharp ideological differences. These differences were about whether third world films should be produced by third world individuals. Consequently, it was decided that the organization had become nationalistic in its purpose.

Chris Choy, a full-time member of TWN, was one of the first Asian people to become a member. Ms. Choy said that TWN was largely influenced by the Panthers, Young Lords, and the lumpen proletariat ideologies: ideologies that justify self-determination. These ideas certainly

relate to owning and producing their own means of communication. She went on to say, "Many of the third world people didn't have the technical skills needed in producing films, however, through osmosis they picked them up." Presently, there are eight people working full time on subsidiary salaries. The members are devoted and committed to their work.

TWN is not federally funded. The funds are generated from the distribution of the films, from colleges, various organizations, and through community projects. Also, individuals donate money from time to time. Many of these individuals are former members whose sons and daughters were part of the organization.

Maxine Williams, another full-time member, said that most of the ideas to produce films come

from within the TWN. We get ideas from outside also. People call us up and tell us what's going on and we see what can be done about it. Our purpose is not primarily to counter what the establishment press reports on, it's to depict the truth as it has happened.

Presently, TWN is working on three films. "Women in Prison," "Day Care from a Child's Perspective" and "Energy Crisis."

When asked how can interested students become involved with the program, Maxine stated, "In the past we had several workshops for students; however, it didn't last very long. Most of the students lost interest. If students are interested we require that they be serious and persistent. If nothing else, we would like cooperation."

For more information call 243-2310.

When Will I See You...

It happened last Saturday night. That much I'm sure of. There wasn't much light in the disco, but She was the first thing I saw, sort of — shimmering — in a soft glow, though I suppose it could have been the lighting. I didn't even have time to order a two-dollar cup of wine before I found myself walking along the path between our eyes as the rest of the room softly vanished.

"Our meeting can't end here," I stammered as the music began. "When will I see you again?" Then, as I held back the urge to embrace Her, I was suddenly in the presence of the three most beautiful women in all of creation. "Who are you?" I managed finally.

"I am Beauty," responded the first, radiating the profound beauty that is only whispered of in the great legends.

"I am Truth," said the second, clad in a garment whose color matched the sunrise sky.

"And I, Love," whispered the third in a voice so close it seemed to come from within my own ears.

And as I was swept into deeper levels of ecstasy they explained, speaking as one voice: "We are the vital essence of your greatest gift — Life itself. We are degrees of that experience and we dwell simultaneously in your past, present and future. You may be with us at any time you dare to dream of our existence."

When I tried to comprehend this, I found myself once again in the disco, now with Her wrapped in my arms, dancing slow. Again came the voice, "Is this my beginning or is this the end? When will I see you again? . . . When will I see you again?" I could not tell whether it was Her or the music.

That's all I remember before waking up Sunday morning with *When Will I See You Again?* (Philadelphia International ZS8-3350) by The Three Degrees slowly spinning, coming to rest on the turntable.

— Robert Knight

Author on Black Rhetoric

by Claudia A. Francis

"If the essence of humanity is the ability and opportunity to engage in free and enlightened choice, and if rhetoric is the rationale of the discourse through which man achieves humanity, then the study of the rhetoric of Black Americans is an extraordinary instance of this process in action. The character of the Black experience in the United States is a volatile subject to discuss. To describe it is to overlay the perceptions of the describer, and in the present case, there is a wide variation of perceptions. However, there is probably general agreement that this experience has involved people — Black and white — using messages in one form or another to increase their freedom to engage in enlightened decision-making and their freedom to act according to their decisions."

The above is the theme employed by the students of Black Rhetoric in Perspective (Speech 67), founded in 1972 by Dr. R. J. Wilson. Dr. Wilson, with the help of several others in the Speech Department, made this course a reality. The course whose aim is 1) To identify important Black persuaders in America. 2) To understand the historical context in which these persuaders functioned. 3) To evaluate the persuasive "strategies" employed by these Black persuaders, was inspired by Dr. Wilson, the idea stemming from similar courses given by other colleges throughout the country. This course is a unique one in that it is one of a kind here at City College and also because it is offered by the Depart-

ment of Speech and not the Black Studies Department.

Dr. Robert Jerome Wilson, a native of Baltimore, Maryland, who came to City in 1970 teaching Speech 1, is a man who enjoys traveling and meeting peo-



The Paper/Norris Alford
Dr. Wilson

ple. He was graduated from Morgan State College with a B.S. degree in Language arts, and in 1956, he passed the qualifying exams for vocal study at the Paris Conservatory of Music and there prepared for a career as a concert singer. He continued his studies at the Mozarteum in Salzburg, Austria, and subsequently gave concerts in the major cities of Europe.

In addition to Black Rhetoric, Dr. Wilson also teaches Black Theatre in America (Speech 49) which gives its students "an intensive historical exploration and analysis of Black Theatre in America—movement, institutions, actors playwright and other related artists." Dr. Wilson feels

that Black Theatre is quite relevant in that it tries to disperse with or analyze the effect of Black images in film and other arts upon our lives. He feels that we tend to accept the way of life the movies present to us as our own, when in fact they're not. Dr. Wilson says "we are reliving these images without having a firm background of the source," and this course gives us an understanding of our history from Africa to the present.

Dr. Wilson is a man of several accomplishments. Besides these two courses he teaches voice and diction at the Leonard Davis Center of Performing Arts, and in the evening he teaches Speech in Community Leadership, a part of Program Impact (a program that is designed for people within the community who may or may not have high school diplomas and are allowed to get certain college credit. The offices of this program is located in Campton Hall and it is under the direction of Mrs. Francis Joly).

Some of his other merits include his work as a singer and as an actor. He received his masters at New York University from the Department of Educational Theatre, in 1968, and his doctoral degree in Drama at the Graduate School of Arts and Science, New York University. Dr. Wilson received a promotion to Assistant Professor when he attained his PhD. When asked how he felt about the degree he said that he was very happy to have it but the satisfaction of seeing one of his students graduating is more gratifying.

COLLEGE WEEK IN BERMUDA

For the past 27 years Bermuda has opened her doors to college students during their annual Spring vacation. Some look at this time, as a moment to let loose all of that pressure that has built up since the beginning of the school year. Yet, others take advantage of this time to develop lasting acquaintances with fellow students from other parts of the world.

College Week has many different meanings for the thousands of young people who cover the beaches of Bermuda during the period of March 9 thru April 5th. Many schools have different weeks off during Easter Vacation period, therefore the Government of Bermuda has named the weeks between the 9th of March and the 5th of April **ANNUAL COLLEGE WEEKS.**

During College Week, the Bermuda Department of Tourism issues a courtesy card to all students showing a college ID. This courtesy card is a key to the island, it is the passport to a week of beach parties, lunches, boat cruises, dances and entertainment. All with the compliments of the Bermudian Government.

The Black Pre-Law Society will sponsor College Week from CCNY to Bermuda during the Spring Vacation (from March 22 to the 28th). Howard University and many others — in unison — are planning their trips to Bermuda which should make the trip very interesting.

The BPLS package will include round trip transportation via British Airways. Accommodations will be lovely guest houses located on the south shore of the island. Transfers between airport and guest houses, all taxis, service charges, and an experienced escort are included.

The cost of the trip will be \$249.00. For information concerning the trip program, please contact Black Pre-Law located in Room 332 Finley Student Center, CCNY.

All reservations must be made by the 15th of December.
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