

THE PAPER

Vol. 42, No. 4

Friday, December 5, 1975

—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.

Retrenchment Committee: Advisory Body to Marshak

By Edwin B. Lake

The college has recently set up a new and prestigious committee of distinguished faculty members here to serve in the capacity of a Select Committee on Retrenchment.

The charge to the committee is as follows: "Retrenchment means that the college may have to eliminate or reduce programs and services in order to reduce its annual expenditures on a continuing basis. The level of reduction to be considered ranges from one to seven million dollars per year. The elimination or reduction of services may result in the termination of tenured and untenured personnel in accordance with the CUNY retrenchment guidelines. The committee is directed to consider all activities of the college except SEEK and suggest elimination or reduction of departments and/or programs which could be implemented at levels ranging from one to seven million dollars

annually at one million dollar steps so that academic integrity and college priorities — as perceived by the Committee — are preserved to the extent possible."

The committee, which first met the week of Thanksgiving, is scheduled to make its report public by January 15, 1976. The chairman of the committee is Professor Jonathan Barnett, of the School of Architecture. The other members are Professors Theodore Brown, History; Maryann Cowan, Germanic and Slavic Languages; Ms. Ilona Henderson, Special Programs; Professors Herman Cummins, Physics; Joshua Smith, Secondary and Continuing Education; Arthur Squires, Chemical Engineering; Professor Thomas Karis, Political Science, who was an original member of the committee has declined to serve and has been replaced by Professor Herber Nechin, Psychology.

In his original address to the committee, President Robert E. Marshak stated that even though their task may be considered fundamentally a retrogressive one,

(Continued on Page 2)

\$25 Million Sought in Fund Raising Drive

By Penelope Baker

President Robert E. Marshak officially announced the start of a twenty-five million dollar development campaign at a mayoral reception for City College's four Nobel laureates, on Thursday, November 20.

The four Nobel laureates honorees were Arthur Kornberg, Robert Hofstadter, Julius Axelrod, and Kenneth Arrow.

The campaign will finance the college's new Urban Educational Model, a series of innovative programs designed to meet urban educational needs, and will run over a period of three years.

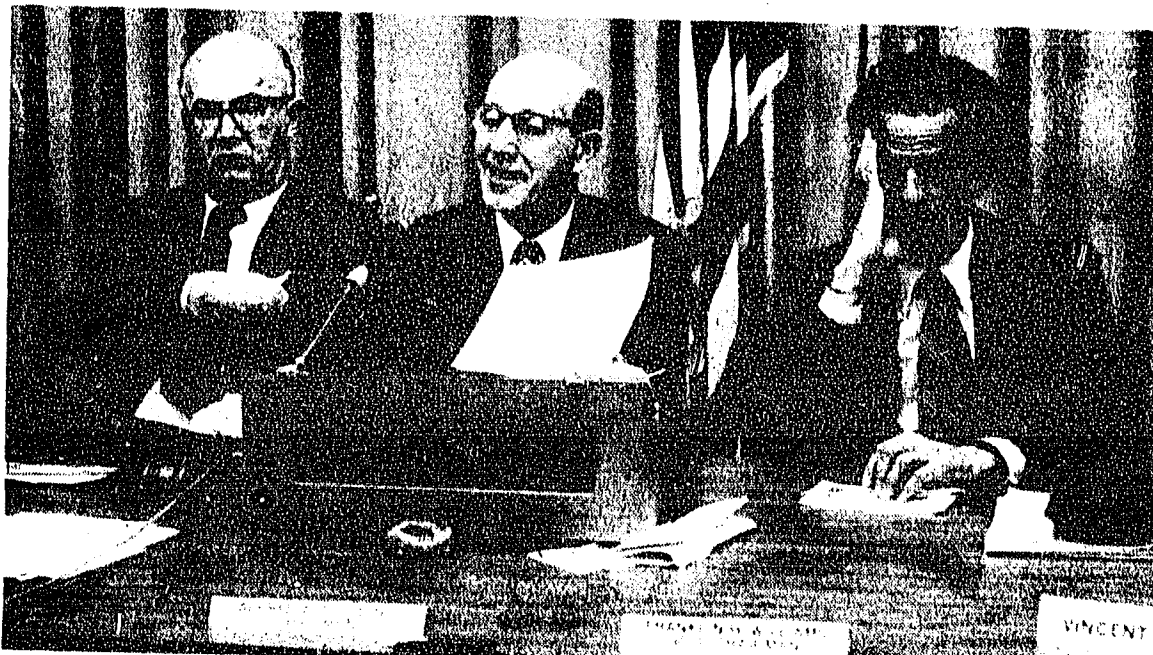
President Marshak summed up the aims of the Model at the reception by stating that, "The Urban Educational Model, addresses itself to many of the root problems that have led to the current city crisis. The Model attempts to delineate the ways in which an educational institution can serve the best interests of urban society — through teaching, research and service. The specific aims and goals of the college's leadership role as an urban public university during the last quarter of the twentieth century."

Five million dollars of the proposed 25 million-dollar goal has already been raised from contributions of friends, alumni, corporations and foundations. According to Dr. Alice Chandler,

Vice President for Institutional Advancement, who is in charge of fund raising.

When asked whether the names of the donors and their financial contributions would be revealed to the public, Chandler replied, "We're at the very beginning of the public phase of our development campaign so that we have some donors who wish to remain anonymous." She went on to say that, "Only when a donor who makes a major contribution and doesn't request to remain anonymous will the public know who contributed and how much. There will be information released after the first of the year, on the amounts that donors have contributed, but we're waiting until the amount increases and is considered significant to public interest."

Professor Gerald Kauvar, assistant to President Marshak, reaffirmed Dr. Chandler's statement on the amount already raised, saying that the amount was over five million dollars. When asked what he thought of the overall campaign he said, "The campaign has really developed and will continue to develop because of the warmth that is expressed between the 100,000 former members of the college that form the alumni, and the faculty of the college." He added, "I think the Urban Educational Model will be successful in meeting the educational needs of the urban community."



(Photo L to R) Chancellor Robert J. Kibbee, Chairman Alfred A. Giardino, and Vice-Chairman Franklin Williams, backed away from action on cuts of more than \$55 million from CUNY budget.

Urban Teacher Program in Jeopardy

By Edwin B. Lake

The Urban Teacher Education Program, a four-year alternative route through the School of Education which enables a student to obtain teacher certification within the city's Board of Education, is one of the programs here at the college that may be seriously crippled or dismantled as part of upcoming retrenchment actions planned within the School of Education and throughout the college.

The reason why the program, which has been in existence since 1969 when it was known as the 'Pilot Program,' is now faced with dissolution, is because the program costs are approximately two and a half times that of the traditional School of Education route, according to its director, Professor Merrill L. Colton.

But, as Professor Colton went on to explain, the Urban Teacher Education Program was founded because "traditional education" courses did not prepare students who specifically desired to work in the urban or inner-city schools. "To change this, the Urban Education Program is designed to give you direct, personal experience with children, with the schools, and with the community from the outset." The insights and skills a student needs to become effective in the environment of the school have to be developed directly out of that student's own experience.

Since its inception the program has been particularly attractive to Black and Hispanic students and specifically students coming from the SEEK and College Discovery programs. Every year that the program has been administered, 40 to 50% of the new students entering the program have come from SEEK and College Discovery programs.

All students who enroll in the program are automatically matriculated in the School of Education. During their first year, students in the program spend at least four hours each week in a local public school. In their second year emphasis is placed on understanding forces in the home, neighborhoods, and the broader community that shape the child's development. Third-year students focus attention on the teaching-learning process. Students undergo observations and work with specific learning problems and strengths of selected groups of children. Students also are taught methods of teacher instruction.

The final year is devoted to the completion of course requirements and during that time the student becomes a full-time intern working actively with a cooperating teacher with a full class in a school of their choice. Upon completion of the program all participants are labeled as "Apprentice Teachers."

Various studies on the Urban Teacher Education Program have revealed its worth as a substitute avenue toward the teaching profession. It has been sub-

stantiated that of the students who go through the Urban Teacher Education Program instead of the traditional route, a higher percentage of students are retained within the school system after an independent period of teaching contact in inner-city schools. Students coming out of the program also find placement in the schools more readily than students adhering to the traditional program.

Prof. Colton based these results on the fact that students who are enrolled in the Urban Teacher Education Program are more knowledgeable about the teaching profession. They are thrust into the school situation at a more crucial period so that they can more readily determine if they will become suitable teachers. The program gives students "the confidence and the commitment" to become teachers. Students in this program exhibit a more mature judgment and demonstrate a more adept skill in the performance of their duties.

Many of the faculty in the School of Education endorse the program as a regular alternative to the School of Education. The program, which was partially operated through funding from the New York State Department of Education, has not obtained any state funding since 1971. Dean Doyle Bortner of the School of Education is particularly pleased with the program because it has such a strong field work component intertwined with classroom and teacher theory education.

He also mentioned that the Urban Teacher Education Program has had a spill-over effect in relation to the conventional education program, in that it has influenced the increased amount of field work in the conventional educational route.



Prof. Merrill L. Colton.

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Letter to the Collective

To the Collective:

We, the undersigned, in the name of the Jewish student community of CCNY, wish to take issue with the editorial which appeared in the November 18, issue of *The Paper*, in which the UN resolution equating Zionism with racism was applauded.

It was claimed that you "cannot support . . . the resolution against Zionism as a form of Anti-Semitism." In a meeting at the office of *The Paper*, **The American Heritage Dictionary** was quoted as defining a Semite as a Jew or an Arab. Hence, the editorial board claims, Anti-Semitism is not hostility to Jews but to all Semites. Consequently, it was asserted, Anti-Zionism is not Anti-Semitism. The dictionary definition of an Anti-Semite is "a person hostile toward

Jews."

Zionism is an integral part of Judaism thus, Anti-Zionism is indeed Anti-Semitism, semantically and factually. We therefore request that *The Paper* print the assertions that Zionism and Judaism are inseparable. We further request space to explain what Zionism really is.

- Motye Beyen
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New Retrenchment Committee

(Continued from Page 1)

the committee should not relinquish support for the underpinnings of "The Urban Educational Model" which is the new term for the academic master plan for the restructuring and diversification of City College in the upcoming decades.

Prof. Barnett spoke to this reporter briefly this past week about the committee's job as a "thankless task." He went on to state that whatever the committee proposes it will be hard to find somebody that won't disagree with what is done.

Prof. Barnett was hesitant about going into detail about the mode of operation of the committee, viewing that all the deliberations of the committee are confidential. But he reiterated that the committee is not supposed to make a decision; rather, the committee is specifically responsible to the president as an advisory body to him. The president will use the information presented to him by the committee as an aide in instituting appropriate retrenchment action.

I then asked Prof. Barnett how does he see the task of the committee in connection to the beginning of the college's 25 million dollar "Urban Education Model" campaign. He stated that he is not seeking to accomplish anything with a preconception of what the outcome will be. He said that it is

important to remember that the committee is concerned with permanent and continuing reduction of expenses here at the college and is not related to or dependent on the Board of Higher Education's 55 million retrenchment proposal.

The committee plans to draw up a list of college deans and program officials to talk to, and through these fact-gathering procedures and internal discussions the committee plans to construct their proposal.

Another college official I spoke to however, expressed the view that the personalities on the committee really do not know the direction of the college in the future. He implied that if they do not have a firm grasp of the college's direction then this will certainly tend to create an ingrown bias in any proposal that they may construct. That official also expressed the opinion that this committee is a "hand picked" body which will function in a political manner.

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Socialist Candidate to Speak Here

The only Presidential campaign that's dared to show its face at City College is the 1976 Socialist Workers Campaign. Willie Mae Reid, the Socialist Workers' candidate for Vice-President, will speak here on December 11th at Finley Hall, Room 348, at 12 noon at a meeting sponsored by the CCNY Young Socialist Alliance.

Willie Mae Reid is a 35 year old Black woman from Memphis, Tennessee. She has worked as a hospital kitchen worker, a garment worker and a computer programmer. When she was a child, she spent three months of the year picking cotton.

As a teenager, Willie Mae Reid rebelled against the 'Jim Crow' segregation of her hometown; she became active in the Civil Rights Movement and participated in the "freedom rides" which challenged segregated seating on Southern buses.

After moving to Chicago in 1960, she played an active role in the fight for decent housing and jobs for Blacks, and helped organize the Illinois Women's Abortion Coalition, a group fighting for women's right to abortion. She also helped build the September 1973 demonstration for 'Jobs and Economic Justice' organized by Operation PUSH and several Chicago trade unions.

In 1975, Willie Mae Reid ran on the Socialist Workers ticket for mayor of Chicago, challenging the whole infamous Daley 'machine'. Not only was she the first Black woman ever to run for this position, but she was the first "third-party" candidate in 40 years to pass the stringent ballot requirements, collecting over 65,000 signatures on nominating petitions.

Willie Mae Reid and her running mate, Peter Camejo, the Socialist Workers Presidential candidate, are running on a platform whose demands include: No layoffs, No cutbacks; Jobs for all; Free



Willie Mae Reid

education; and Free health care. They are urging ratification of the Equal Rights Amendment in 1976 and are participating in the fight to desegregate the schools in Boston and other cities. They actively oppose all cuts in education and social services in New York City. They support the demonstrations by CUNY students against the cutbacks and support the call by the University Student Senate for a conference of trade unions,

students and community groups on December 10th to fight against cutbacks and layoffs.

Willie Mae Reid and other members of the Socialist Workers Party and the Young Socialist Alliance have been the victims of illegal government and FBI harrasment and are now suing the government for 27 million dollars in a historic civil liberties suit.

Since the launching of the Presidential Campaign earlier this year, Willie Mae Reid and Peter Camejo have received a warm hearing and much support from a growing number of people—people who have become disillusioned with the Democratic and Republican parties, who don't believe that candidates of these parties can provide an answer to inflation, racism, unemployment and the other ills that plague our society, and who are looking for an alternative.

Beavers Drop Third Straight to Columbia

By Keith Hopkins

What looked like a bright season for basketball fans at City College, is rapidly growing dim. The Beavers dropped their third straight game to a slightly taller, but no more adept Columbia team. In the first quarter things looked good as City built up a 25-20 lead on the shooting of Hugo Bonar and Mike Flynn. Then somewhere in the second quarter, the Columbia Lions bit the tail of the City Beavers, out gunning them 26 to 12.

There were many reasons for this debacle, none the least of which were rebounding and muscle under the boards. But that's not what cost City the game, it was throwing the ball away, playing no defense, and blowing easy shots that gave it away. After the second quarter Columbia didn't really get better. City simply got worse. Falling behind must have

been a traumatic shock, because for the rest of the game they played as if they couldn't wait for it to end.

Coach Lane tried shuffling his backcourt, but nothing seemed to work. Things went from bad to worse, when Rich Silvera tried playing guard and bringing the ball up. He just couldn't get pass the half court line. Andrew Morrison, who was supposed to make things happen, only made 3 points in the first two quarters of play. By the time he started to score late in the fourth quarter it really didn't matter, City was already out of it.

The only good thing about this game was the cheerleaders, they never wavered in team support and spirit, something the Beavers would be wise to take a lesson from. Who was it that said "its not whether you win or lose, but how you play the game" that counts?

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POETRY

N A T U R A L

We are encompassed by this
gray mass as it
swirls and
whirls its free energy
uncontrollably around us,
through us.

It dashes between the trees
and shakes their dingy branches
like an angry school marm shakes
a naughty child.

The green grass bows down to
this wild god as leaves do a
ritualistic dance away from
their resting ground

The formidable beast whistles
and howls in small brown animals'
ears and they run and cuddle
close together like the pigs
who were frightened by the big,
bad wolf.

This dionysiac force surrounds every-
thing and no one escapes its rage,
its suffering, its
frustration of its chaotic
freedom . . .

The wind comes and it will
knock, pound, smash until
all are liberated. . .

and by its erratic strength
it will be obliterated for a moment.



The Paper/Ronald Gray

War On The Gods

And on His cloak
Was written the words:
KING OF KINGS, AND LORD OF LORDS
And on His right side
Stood an Angel
Shouting
To the four corners
Of Earth
Come and sit in
His presence
That ye may know the Lord

Then Lucifer
In all his splendor
And glory
Surrounded by those who serve him,
Intact in battle armour
Like a bolt of thunder
And a flash of lightning
Stood blocking the path
To the straight and narrow . . .

Keep your thoughts in tune my Brothers
The battle for the
Minds of men
Is soon . . .

—ARLILLIAN CLEVELAND

V O I C E S

Lightly laughing voices, arm akimbo, wrist cocked
Just so . . ., arched eyebrow, an incredulous look;
Wet mouth around a hot tipped filter . . .
Stoked breasts smoke at me,
Incense of the others musk saturating air and
Ego, sweet; sweet and sour aromas mist my
Words communicate in the drums tounge
A shifting of position, a ballooning dress,
Smacking sounds of pussy lips whisper
Silky suggestions in pulsating heartbeats of
Lifting, crossing, spreading, uncrossing legs
Rising and falling, lifting and dropping
Into the smiling position,
Of a possible dream.

John L. Motley

Peace Be Still

There needs to be a river
 For every woman for no one
 May swim in her waters still
 Flowing along the banks with
 Peace [be still] her neighbors
 May go to watch her eloquent
 Waves rise to the waiting shore
 Where there is solid ground . . .
 [Peace be still] her waters will
 Freeze if the fishermen retires.
 Heaven and hell are but one
 Place you deciding to understand
 Your own ground.
 Love is here and in every
 Moment a peaceful song . . .
 A precious face . . . a luscious kiss.

DARRYL e.p. ALLADICE



The Paper/ Phil Emanuel

"a thought"

. . . so now i am 23 and i don't
 stay in my room and cry all weekend
 lamening over what i have lost.
 now i stay in my room and meditate
 and fast and pray and try very
 hard to see what i have gained from
 the pain . . .

"SUICIDAL THOUGHTS"

Walking to class
 thoughts wander through my mind
 about the future what future
 and where will it take place
 surely not at City College where
 buildings are being constructed,
 and the SYSTEM is being destructed
 classes being eliminated
 and faculty being cut.
 surely not at City College
 where opportunity once given the poor
 will be no more
 where the doors will slam shut
 to the education we so desperately need to get.
 I continued to walk, tears rolling down
 my face as I shook my head in total disgrace
 I prayed, dear God don't let this be the
 death of City College.
 where do we go from here
 after taking so much for granted
 and suddenly realizing that our present
 classes might be cancelled and the classes
 we'll need in the future might not be
 available destiny is undetermined.

Walking from class
 thoughts wander through my mind
 about the future what future
 and where will it take place

NO ANSWER CAME.

By LURAY R. POWELL

WHERE I LIVE

No matter what many say it's my home
 and I live there in
 the Golden prison City where everybody
 is afraid to talk and walk.
 I, a stranger in my own
 town beg you not to hurt me with your
 winter cold
 with your glory past pregnant with lies.
 Many live in the shadows of
 light and day because they fear the
 bare truth will crack their feet.
 I want to be naked as the sapphire heaven
 with his silver eye Still
 Hurt me not with smile outside
 and tears tossing inside
 Please don't kill the baby-love
 in me
 Like you have done to many before me
 All is a crystal dream when you
 see.

—ARNOLD BEAUCHAMP

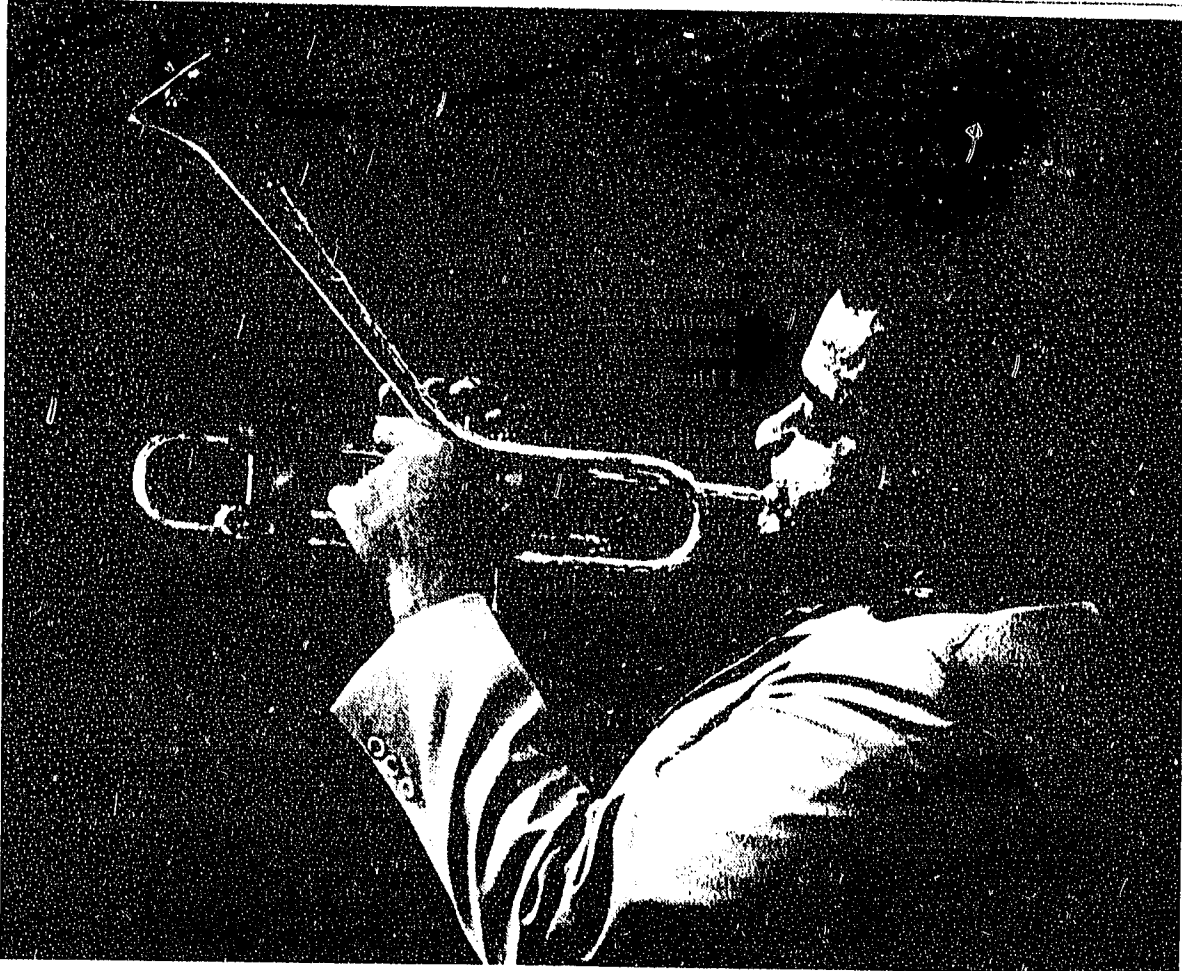
Obituary

love is dead. throw away the poems and letters
 forget the words and the laughs
 give back the friendship and the care
 and i will bury them.
 forget the exciting times we never had;
 the dinners by candlelight we never ate;
 the strolls in the park we never took.
 forget about them. love is dead.
 give back the gifts we never shared
 here are the flowers you never sent
 and your kisses that have gone stale.
 take them all back. love is dead.
 i won't remember how love died
 of what does it matter, it is dead.
 let me go bury it.
 perhaps there where the fire rages love will be born anew
 and dance on the flames that vibrate their being and maybe there
 love can be purched and emerge again pure and full of life and
 maybe then we can do all of the things we never did.

Patricia Leonard

Caint no
 Flake
 tell me
 Black Power
 is owning yo
 own cleaners
 mom and
 Goddam Pop
 grocery
 (Fuok dat shit)
 Wash me
 snowFLAKE
 or get
 wasted
 by the
 rain . . .
 wash me
 the fuck away

E. CAMERON



The Paper/Phil Emanuel

"The Joint"

A solid column, withered and sun golden
 dominates the field
 framing the eyes in bluish haze
 Twisting life's contortions in a timeless maze
 Wraft in its own pretense
 of midnight plights
 in heady clouds
 It rips away reality
 A sacred flame blazes white
 searing the darkness
 in a brief explosion
 engulfing the yielding column
 unto the sacrificial altar
 consuming it in solemn yearning
 It creeps along its planks
 in a rash of red
 To leave nothing behind
 nothing significant
 but smoldering ash
 dark and sweet
 A spent heap of consciousness
 save for a single spirit
 drifting forth
 A spiraling translucent soul
 liberated in silent anguish
 Shattering, soothing, hypnotizing
 into a rocking womb
 locked shut
 As a phoenix from its ashes reborn again
 into a demon monster
 more potent than the first
 it drains perception
 to enslave the will
 A line is cut, a curtain drawn
 to shade the sun in
 distant corners
 of a mind once wrent
 by raging winds
 It wanders now in weak abandon
 unable to writhe in pain
 or drown in sorrow
 the chains unbind
 the springs unwind
 to free the mind
 releasing rivers that drown out
 earthly torment
 A distant tower overlooking thought
 now lost in limpid tides
 that wash a desolate shore
 bleached white in peaceful death
 caught unaware
 too far too far
 in flight
 as if a bird
 too
 high

GRACELABAY

Bad Weather

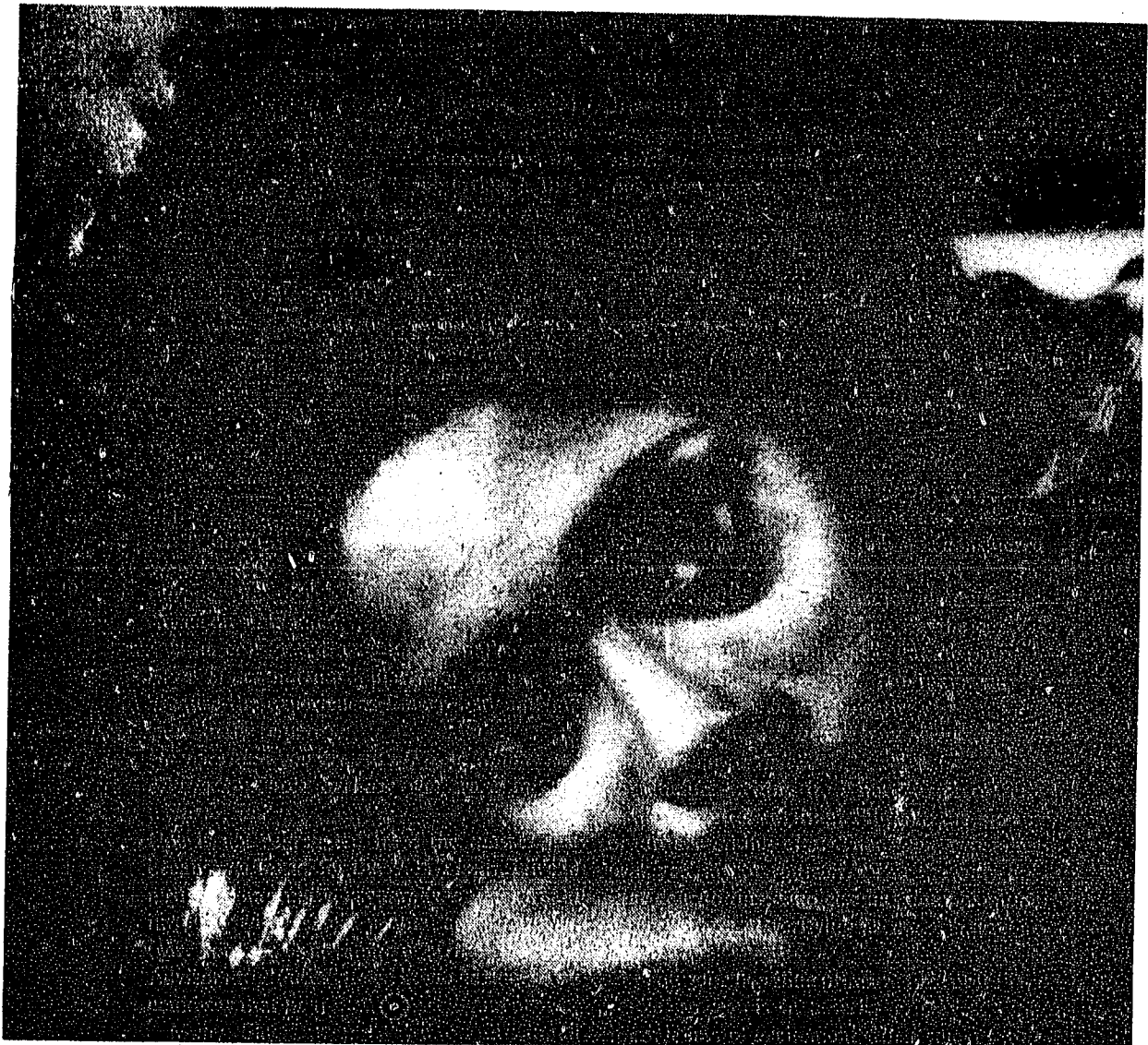
standing on the corner
 i witness the encounter
 between my brothers
 and depression;
 both searching for a
 way
 to deal,
 to fight the monster
 that grants them both
 freedom
 as long as one destroys
 the other . . .
 permitting the eagle
 to fly
 on friday.

DARRYL e.p. ALLADICE

Ebony Lady

If I had prepared the mold from which you come, could I
 have made such a tall, proud, stately vision carved from
 flawless ebony and gently smoothed to perfection. Would
 I have shaped polished cotton into long curly loops and
 dyed them as black as the midnight sky in summer and
 sprinkled the dust of diamonds that would twinkle as the
 stars. And how could I reproduce those precious gems set in
 ponds of chiffon that radiate such warmth and such joy.
 What master craftsman could have carved two hearts so, and
 other as the birds do the sky.
 What material could I use to make those two hearts with,
 that would give them the texture of silk, with the softness
 of downe, and the sweetness of honey, and be as fresh as my next though of you.

Chandler



The Paper/Phil Emanuel

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I'm not going to the birthday party 'cause I just don't think it's right
 two hundred years old next year and we still ain't seen the light,
 no I ain't goin' celebrate no birthday with things in such a mess
 ain't nobody got no business celebratin' and black folks even less.
 gonna be big bands just a playin' and parades in every state
 white folks just a smilin' at the niggers that they hate.
 now ain't that the same untruthful way this country came to rise
 sayin' one things and doin' another and tellin' all them lies
 'bout freedom and justice, equality and the life
 and can't nobody get it, unlesen of course they white.
 gonna be lots of people comin' from different countries all around
 ambassadors and heads of state and plain folk from outta town.
 the President and the CIA goin' be there havin' fun
 commemoratin' those who built this land — ain't mention black folks
 not a one. why I don't believe they told us the truth 'bout what Lincoln was really like.
 Lord, they done took us from our country and scattered us about
 made us toil and till the land and then they kick us out.
 say black folk ain't like white folk and don't deserve the same, but
 thank the Lord we gettin' wise to white folks and their game.
 now I ain't preachin' hate for none but we done suffered long, but
 we've survived the worstest part and Lord we gettin' strong.
 we gettin' strong in our hearts, in our souls and we gettin' strong; in our minds.
 but it's mighty hard some time, poor children's who don't know
 tryin' to educate their minds and gettin' stoned at the front door.
 and what about that rich white gal got mixed up with them blacks
 bet she gon' say she lost her head and get her freedom back.
 Lord I just don't know what to do 'bout the things goin' on today
 what we need is to love our God, to thank him and to pray. But some
 folks got their own ideas of how the world should be
 some things I take a likin' to and some I disagree.
 but I ain't goin' to the party and there's more that I can tell

some folks may beg to differ and they have their right as well.
 some say we done paid our share and this is our land too and we
 should celebrate the birthday like others gonna do.
 but just like other parties you get swept up with the mood, smilin'
 faces, friendly voices, promisin' to do good.
 then after the party's over and the nation settle down
 all those promises that were made get turned right back around.
 they done it time and time and time again, you all know the score
 and I ain't goin' to no party askin' for no more.
 now every year I celebrate the fourth of july it's true, but I
 don't attach no allegiance, I just do it 'cause I do.
 I don't march in no parades praisin' 'cause I'm free, wavin' flags
 and swelled with song, my country tis of thee. and I ain't never
 felt as one, Frederick Douglas said the same and many others who died
 for freedom. glory be their name.
 now I know a change is comin' 'cause it's happenin' but it's slow
 and we got to keep on pushin' hard and turn around no more. and
 turn around no more. Lord is sure has been rough
 but that has strengthened up my soul and made my body tough.
 so I'm preparin' for a celebration of a slightly different kind
 you see I'm about to celebrate the liberation of my mind.
 and maybe more of us should try and figure out, not the notion of the country
 but what we are all about.
 and once we know our fine rich past and do our fathers proud
 we'll lift our voice to the sky, FREEDOM! we'll cry out loud.
 FREEDOM! the kind that can't be bought, can't be sold and it can't be given,
 'cause once we liberate our souls, then we is truly livin'.
 so go on and do what you want to do as long as you think it's right,
 but personally I don't think this party is for black folks, no sir,
 just for white.

By Patricia Leonard

Veteran Journalist Share Their Experiences

By Diane Wilson

Thomas A. Johnson and C. Gerald Fraser, Black journalists on the staff of the New York Times, recently visited The College as guest speakers in Professor Ernest Boynton's Ethnic Journalism class. The two writers spoke of their journalistic experiences and shared some of their knowledge of the field with the class.

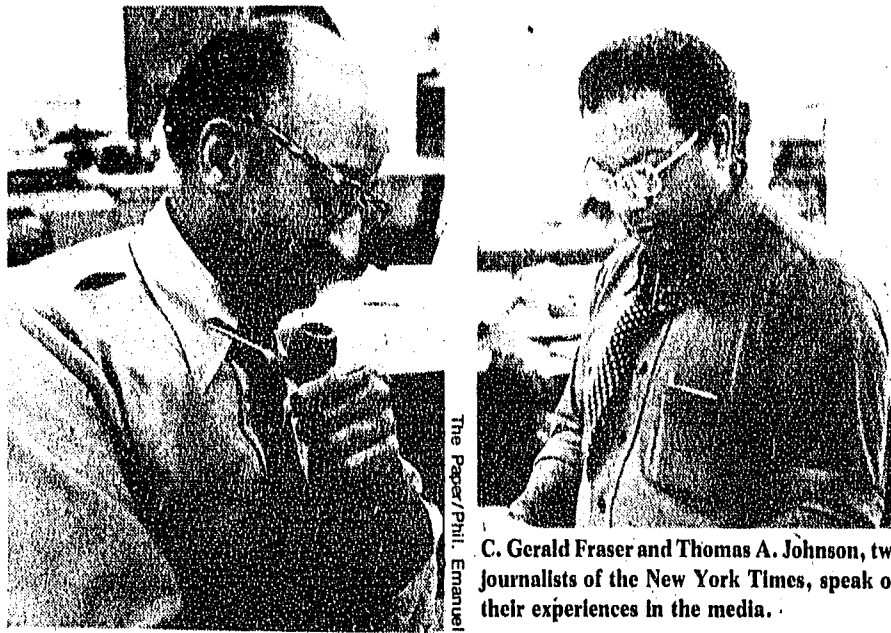
Mr. Johnson is a senior journalist and foreign correspondent at the Times. He joined the staff in 1966 and recently returned from a three year tour of West Africa. His journalistic skills were heightened as a staff reporter for the Pittsburgh Courier, a Black publication; and as a correspondent for Newsday.

Mr. Fraser has been on the Times staff since 1967. He had previously worked as a general assignment reporter for both the Amsterdam News and the Daily News, and he is currently a reporter in the cultural news department of the Times.

Both journalists, having worked for Black publications before joining the white press, agreed on the importance of a functional Black press. Mr. Johnson noted, "Once you get into the white media you realize that there is a great need for strong, effective Black media. There is a continuing need for Blacks to be self-sufficient."

Mr. Fraser pointed out that working for a Black publication has different advantages from working for a white newspaper. The white publication is sometimes better equipped to provide financial assistance whereby a Black reporter gets the opportunity to travel and develop as a journalist. However, a Black publication allows the Black journalist to be more outspoken and interpretative, especially when covering Black issues. He can correct misconceptions about Blacks that the white media has spread.

Mr. Fraser asserted, "Black reporters have



C. Gerald Fraser and Thomas A. Johnson, two journalists of the New York Times, speak on their experiences in the media.

been criticized for being Black. White newspapers don't trust minority reporters, especially if they're writing about a minority community."

Mr. Fraser also mentioned how the white media is often concerned with the trivia behind important Black issues. For example, Mr. Johnson expressed how while in Nigeria he wanted to cover stories concerning the economic development of the country, but the Times was primarily interested in more dramatic stories such as military coups or airplane crashes. When asked how the Black reporter working for a white publication could deal with this problem of news emphasis and focus, Mr. Fraser replied, "You have to do what they want you to do and then do your own thing."

Although the two journalists agreed on many issues, their opinions about the Times differed. Mr. Johnson views the Times as a "reporter's paper," because its coverage of stories is very traditional. Mr. Fraser, on the

other hand, believes the Times is an "editor's paper" because the editor has the final say on what will be printed, and what will not.

To prepare for a career in a medium that is resistant to change both men stated that there is a need for prospective Black journalists to become specialists in specific fields and to learn as many languages as possible. Mr. Johnson also pointed out the importance of understanding languages. "Journalism is important in a minor sense in that you learn how to write well, but you also must know and understand language — the logic, the rhetoric and the semantics. A formal study of the behavioral sciences is also important."

A final question asked was, "When covering a story as a Black reporter is there an added responsibility in what you bring back?" Mr. Fraser replied that you must remember "to put the subject and the person ahead of the media," Mr. Johnson added that because of the double standard Black journalists are faced with, "knowing yourself

and the topic you're covering is important." He further stated, "The white media still feels a need to recruit more Blacks and they're under pressure to come up with more minority people."

Mr. Johnson concluded the discussion by mentioning that there are more opportunities for Black writers today because of the increasing number of flourishing Black publications. The Black writer, according to Mr. Johnson, must "build his or her own foundation while in school and look to create an area where they can satisfy themselves."

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