

THE PAPER

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.

Vol. 47 No. 2

© 1978 Published at City College, New York, N.Y. 10031

Thurs. March 30, 1978

--Langston Hughes

Open Meeting on Test Produces No Results Students Bombard Admin. With Questions

Marshak Walks Out!

by Selwyn Carter

If 'open', in 'open meeting,' is to imply 'out in the open', then Wednesday March 15 was the time for the Policy Advisory Council to take an open position on the now infamous 'two year test.' Instead, the members PAC became sitting targets before a firing squad of angry students who ripped holes in the bullseyes of the answers given to their pertinent, well aimed questions. The meeting, which was held in Bittenweiser Lounge, was called for by the Student Senate's representatives on PAC, to discuss the so called "Freshman Skills Assessment Proposal".

At 3:05 p.m., with SAME's T.V. cameras in place and students crowded in the doorway, Gwen Cushner (the college's affirmative action officer) opened the discussion. In the background I overheard one student ask, "how come they chose a Black woman, in the midst of all them white folks, to chair the meeting?"

The meeting's format was a series of presentations, the first of which came from president Marshak, followed by a long line of questions from students. Marshak set the tone for PAC's behavior throughout the evening by insulting the intelligence of the mostly Black and Latin students present. Looking directly at a body of students whose baby brothers couldn't have played on City College's grass before the 1969 takeover, Marshak had the audacity to state that *the college has been the servant of the poor for 131 years.*

Alan Fielin, Dean of General Education (former Dean of the College of Liberal Arts and Science (CLAS), followed the president with a report based on the findings of the committee charged with reviewing the "skills test." He cautioned students against using the term "Two Year Test" and said that such a test was abandoned for a process similar to CCNY's current placement exams. On that statement Robert Dolphin, President of the Evening Student Senate, reminded everyone that

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James Baldwin was here

Photo by Seitu Oronde

Moving On Motherhood

by Lenora Lashley

Despite the great reduction of student population since the imposition of tuition on CUNY students, there is still a large number of student-parents attending City College. Many of these students would not be able to attend if it were not for the availability of some day care facility for their preschool children. There is also a large number of parents who would like to become students at City College or elsewhere within CUNY, but are not sure if there are any adequate child care services for their preschool children and, if so, can they afford them. There are even students and student-parents at City College who are unaware that the Child Development Center, located in the Schiff House on the south campus, is presently operating. Its operation was made possible by a group of faculty, students and community residents who in the spring of 1977, opened the Child Development Center on campus to serve forty-five children ages three through six.

Under the auspices of the City College early childhood education program of the elementary education department, the School of Education, this center was established to fill a void created by the reduction in child care services in New York City.

In March, 1976 the Agency for Child Development, which is the funding agency for early childhood education programs, had changed its eligibility

rules, which excluded parents enrolled in four year colleges of services of publicly funded day care, unless they received specific grants, loans, and/or scholarships assistance as well as public assistance. This change closed a previous center on campus, and many others throughout CUNY which were dependent on public funding. City College students seeking child care were left with hardly any alternatives because of the widespread city cuts in child care services. The ultimate effect of these guidelines is that students who are working to pursue goals in higher education are penalized and denied the opportunity to work toward their goals. All of the students who use the Child Development center share the difficulty of finding affordable child care services.

The Child Development Center was set up with the dual purpose of serving the College and the surrounding community and providing quality educational services in accordance with modern child development knowledge. The commitment of the center is to the educability of all children. Each child brings to the school his/her unique experiences from his/her family and community. These experiences are valued and the center sees its role as one of identifying and building on the strengths of the experiences. Therefore, the school is an extension of the child's family and community.

Currently thirty-six children are enrolled in the center, one is the child of a faculty member, six are from the community, and the others are children whose parents attend City College. The fee is twenty dollars per week per child. The total number of children presently attending and those waiting to attend the center came about without advertisement. This number obviously does not make up the total number of students and community parents in need of child care services. The center is operating on a tight budget which guarantees its operation until June 1978. City College has provided space, the Schiff House, (the gate house on the left at the entrance to south campus, on 33rd St. & Convent Ave.) utilities, telephone, insurance, some maintenance, and security. The Schiff Fund, The president's office and

the student senate have allocated funds to cover the minimal needs of the center.

The old adage 'you need money to make money' is exactly the case here. The center needs a base line of funds in order to get additional grants from other sources of funding. The college has only agreed to fund the center until the end of this semester, and has informed the center to find other means of funding in order to insure its continued existence in the future. Petitions are being circulated throughout the college and the surrounding community in support of keeping the center operating in the years to come. The center is looking for additional sources of funding to insure its continued operation beyond June of this year. The Child Development Center is currently engaged in writing proposals to several foundations to secure funds. It needs your help!

Here We Go Again: Use Once, Then Throw Away

BY BR BROWN

VCIP*Veterans Course of Instruction Program

The G.I. Bill Improvement Act of '77—President Carter signed, increased benefits and revised certain laws governing various programs under Public Law 95-202 provisions for the transfer of the VCIP program from HEW (Health, Education & Welfare) to the VA (Veterans ADM.) The two (2) agencies

are supposed to discuss plans for the transfer of program, which they are not clear as to the actual implementation date, however, the VA is presently conducting a field survey of Vet affairs offices across the US to get input from program coordinators as to what difficulties are involved in making the transfer.

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All Praises Due . . . The Greatness Of The Ape

by B. R. Brown

The weatherman had promised us five inches of snow, the kind of night just right for staying in. And a young lady was supposed to be coming over after her dance class. So why am I reporting on an event some twenty miles from my home? While settling back after a hard day at City College, I leisurely thumbed through my appointment/assignment book and came upon this: 7:30; 300 Jay St; Salute; George. Dedicated reporter that I am, the time now being five-thirty, I made a mad effort to get myself organized and out to Brooklyn in time.

I made it. It really upset me to find that the program had been moved to another location at the last moment, being replaced by a play, entitled, "MR JIVE". The wind was acting up about now, lending doubts to my sanity, passing up an opportunity to sail the seas of love in my ship called Linda, for this? I ducked into 186 Jay St., thankful at least/or last, of being out of the weather. I approached the open door to the auditorium, in front of which was a table behind which sat an attractive, coy-type sister who I found out was Dr. Barbara Jackson, host and producer of this program. After we had exchanged pleasantries and 'business cards', I left her to setup my camera and note-taking pad. I was disheartened to note the handful of people there, two-thirds of which was a drama class that had its class there, a captive audience?!

It was during this time of reconsideration that I saw Prof. George Simmons, my former teacher, one of the speakers and my friend. He introduced

me to one of the other speakers, brother Adeyemi Bandle, from the Uhuru Sasa Shule (one of the independent schools in Brooklyn). I learned that, Ekwueme Okoli, was another speaker was sick and could not be present as with brother Kasisi Jitu Weusi who was to be master of ceremonies, detained by an important meeting, hence brother Bandle. A brief chat and then Dr. Jackson started the program. With a few comments on the history of Brooklyn (Weeksville, to be more exact) she then introduced brother Adeyemi.

Brother Bandle spoke on alternative education using as a model, Uhuru Sasa Shule, the one point he made extremely clear was "how do we as 'Black' people really expect our children to be 'Black' when we send them off to European schools to be educated." To this he received a few 'amens' from the gathering, as he did when he asked this question; "are you being exposed to education or are you being educated?" I have a few theories on this question, but that will be reserved for another piece. His wind-up where he chastized the Black ministry for being pawns of a government who doesn't have their best interests at heart, for holding the community back; brought an otherwise lacklustre speech to a forceful finish. Brother Bandle and I share a common experience, and that is we both were under tutelage of the next speaker, one Prof. George Simmons, a teacher now at Malcolm-King College in Harlem.

Brother Simmons is African, by way of the West Indies, and so he came to take

care of business which was evident in his opening statement, a challenge to the Drama Class (since they made up the majority of the audience, one can assume that it was meant for the rest also); daring them to utilize their talents to portray the real 'blacks' and not some bullshit like "The Jeffersons", etc.

His (Prof. Simmons) theme was the **GREATNESS OF THE APE**, taken from an article published by the NY TIMES in '74 from the KU Klux Klan; an article that stated in straight-out Maddox, Bull Conner, and George Wallace fashion 'that niggahs was related to apes.' With the same old stereotypes that persons with that kind of mentality produce . . . "big lips, broad nose, etc." Well Prof. Simmons shot so many holes into that theory, not to mention having the audience 'diein' 'from his running down of them lips theory. . . Ask them white folks that if our lips so bad, how come your women always paintin' above their lips, if not to make it look like they got some lips. And the nose, there's two reasons for that, even white folks'll tell you that you need air to breathe, my nose is like this so I can breathe. Look at that Aquiline nose of his, you see two white people tryin' to kiss, they'll stab themselves to death; my nose is flat so I can get to you sisters big lips straight on, yeah . . . to which howls of laughter came from the audience, especially the women.

And thusly, did Prof. Simmons 'preach' that night, alluding to the KKK's 'Ape', while stating facts (historical evidence) of the "'Ape's'" contribution to world civilization, i.e. . . . their Dark Ages came about when they (Europeans) had burned the books of Africa's universities and killed off the priests/educators." Sounds like some other periods in history we have been taught about!?! I could go on and speak on Prof. Simmons and how he shook up the place" but that would not be fair to the entire program and its significance to the then African community'.

Dr. Jackson introduced the last speaker for the night, brother Elombe Brath from the Patrice Lumumba Coalition, who by the way, happens to be one of the brothers involved in giving you sisters back your hair, back in '62. Brother Elombe gave a brief biography of the men being honored that night, especially Carlos Cooks, whose contributions to the African Identity Struggle—read Black Liberation—demands a book in themselves. Brother Brath then proceeded to shoot down the night's celebration taking particular aim at the programs theme "ALL PRAISE IS DUE THE AFRICAN MAN" citing such particulars of our 'experience' as the Friday night 'hairfry' as was popularized during the 'Renaissance', and the 'chickens' the common terminology for the young 'blacks' down on forty-deuce sellin' "back" to the 'man'. Or more common still, young brothers who have been made faggots by the same society that brings you 'Good Times' where they killed off the father and the mother is gone now, great role models for our youth. Can you blame them when they become 'faggotized', what else are they offered and those ads you see in magazines, those Black 'Men' in them are gay, so what else can you expect if the only way for them to succeed, is to give up something? Due to the lateness of the hour and the fact that the 'hawk' had seeped through those thin walls, the first part of the program came to a close, part-two to be continued on the next evening.

The list of the African Men who were being honored was as follows: Marcus Garvey, El Hajj Malik Shabazz,

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TO MY SONS TEACHER (FOR BEING ABSENT FROM HIS NIGGER HISTORY CLASS)

to whom
it may concern:
it has been
brought
to my attention
that my son/
your boy
has not been
attending regularly
'his' history class

i ask you
would you
have your children
attend a class
whose intent
means to slap
them in the face

would your childrens
teachers be the very
ones who have
raped their mother
& then told her
to worship her
defiler

to whom
it may concern
it has been
brought
to my attention
that your boy/
my son
has not been
regularly attending
'his' history class

my belly swelled
& burst

. . . came forth
my son hannibal
my son Askia
cleopatra . . .
nefertiti . . .

& you
would say to me
that i am barren

i
whose sons
built your nation
whose daughters
birthed your might

my son
my son
i have birthed you


. . . . watched you go from me
i watched your childlike
progression
i heard you cry out to me
(in a stragne tongue
i prayed . . .

that as you grew to manhood
you would remember me

my son hannibal
my son Askia
cleopatra . . .
nefertiti . . .

i would
that you would
. . . remember me

my son
my son
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Drugs And Revolution?!??

by Tim Schermerhorn

"The collective white man had acted like a devil in virtually every contact he had with the worlds collective non-white man. The blood forbearers of this same white man raped China when China was trusting and helpless. Those original white christian traders sent into China millions of pounds of opium. By 1839 so many of the Chinese were addicts that China's desperate government destroyed 20,000 chests of opium. The first Opium War was promptly declared by the white man. Imagine! Declare a war on someone who object be being narcotized.

—Malcolm X

"The potential revolutionaries in the Black communities, the street people, have been completely torn apart from withing by heroin . . . Instead of fighting cops or creating unrest, have been desperately killing and stealing from each other in order to feed their habits. This is how Harlem in New York City is controlled. This is how Watts and Philadelphia's Black communities are kept impotent."

Washington Free Press, August 1969

In endeavors to establish or maintain hedge money over Third World people the United States has unleashed the most pernicious, genocidal weapons to ever appear in conflicts between any of the worlds people. For the domestically colonized in the U.S. this translates into a variety of police state tactics among which is the penetration of our communities with narcotics. Drug addiction is a perpetual "problem" in Black communities. Various forms of opium addiction pervade Black communities by design. This is because opium derivatives are considered an effective imperialist weapon.

Drug addicts don't struggle over the oppression of their people; neiger do the participants in the narcotics trade. When a considerable segment of the community is involved in drug trade (either as distributors or consumers of drugs, whether they be illicit or not) the task of oppression is made a lot easier. There are also big profits in marketing opium derivatives. From Rockefeller fortunes in methadone distribution to the "take" of pig politicians and law

enforcers from the illegal narcotics trade, considerable wealth is accrued by all involved except the victimized community. However this is not the only consideration. In a capitalist system profits are the primary motivation—if it is profitable it will be marketed. However there are also political ramifications. Capitalists do not sell liberation —indeed—only commodities that don't threaten their relationship with those that they exploit are marketable. Only specious solutions to problems emanating from oppression will be marketed. Things that change the form and not the substance of oppression.

The war on poverty only enriched big businesses. Black people now possess no more wealth than they ever have in the United States. The so called green revolution didn't feed the worlds hungry, but, U.S. agribusinesses made millions. Consistant with this kind of counterfeit solution, methadone, an addictive opium derivative, has been projected as an alternative to heroin, also an addictive opium derivative, has been projected as an alternative to heroin, also an addictive opium derivative. There is no empirical evidence to indicate that methadone has any efficacy in detoxifying drug addicts. Very few people on methadone maintainence ever "kick" their drug habits. Getting off methadone is a long and painful process that very few negotiate successfully. A study reported in the biomedical news July 1971 revealed that after 14 months of methadone maintainence 37 out of 40 patients studied were using heroin. However methadone has a de jure legitimacy that allows is pushers to make fortunes from the government. Methadone and heroin are very similar. Both are opium derivatives with sever symptoms of withdrawal. In both cases the victim is dependant on and subservient to the supplier. Since the government polices the distribution of methadone directly they can openly dictate to its addicts (as opposed to covert operation such as Central Intelligence Agency trafficking of Heroin from southeast Asia.)

—Drug Free Detoxification

Heroin and methodone, along with other widely distributed opium derivatives including those not yet marketed, still more virulent narcotic substances,

comprise a chemical genocide being committed in Third World communities. It is an integral component in the national oppression of Black and Puerto Rican people. If there is to be any national liberation then the plague must be combatted in all its forms. Hence, not only must the need for an effective detoxification program be addressed but, also an alternative to the everyday "medicines" that are addictive such as Darvon. The most effective detoxification programs have proven to be those that address the social roots of addiction. Programs that encourage the addict to involve himself in the process of altering the oppressive conditions that create addicts in the first place—the conditions that put him on a self destructive course. Like all problems that emanate from our oppression, the solution lies in national liberation and, struggling toward this end obviates the need for self destruction and counterfeit remedies. By politicizing drug addicts two major tasks are accomplished. First the individual is given progressive alternative to self destruction. Second the individual is converted from a negative to a positive force in the community. Drugs are in the community specifically to impede mobilization—to promote acquiescence—to control people by keeping them in pursuit of sopporific euphoria. The politicized ex-junkie is no longer the easily controllable element that he was. He no longer ravages the community from within, but helps mobilize it in opposition to its oppressors. This is important as it deals with the individual manifestations as well as national oppression in compositt.

One such peoples program is Lincoln Hospital Detox, acupuncture research, people drug withdrawal program and health clinic, located at 349 east 140th street Bronx N.Y. 10454. The program started with a takeover of Lincoln Hospital in 1970 (a story in itself that I will try to further account in a subsequent article). The community based program uses acupuncture to treat the physicalsymptoms of addiction instead of drugs. At Detox, they don't believe in narcotic solutions to narcotic addictions. As stated in *Dope Is Death*, one of the clinic's papers, "More than 40,000 people have been served by our program. We understand why sisters and brothers turn to drugs as an alternative to the stench and decrepitude of their lives. We understand how drugs are killing our people. The program aims at the exposure, explanation and creation of alternatives to this deadly plague. We have challenged all traditional therapies offered drug victims. Lincoln Detox is the only program in New York where brothers and sisters addicted to methodone can be detoxed whenever they want to be. To us any therapy not aimed at the root causes of addiction perpetuates the problem rather than solve it". Detox is not just a drug detoxification program but one aimed at liberating people.— Battling on one particular front in our war with U.S. Imperialism.

"It is significant that the people working in this program are involved in various National Liberation struggles."

Doctor of Acupuncture, Mutulu Shakur, Lincoln Detox

"The Don" for Nelson Rockefeller

The toiling masses confined in the maximum security pen of rampant hunger with the Harlem Half Moom limp

from the chemical warfare of bad blood peddled on the streets as misery

Harlem's pride ravaged by rockefeller's refinement his sauve defaire his genius for business rockefeller waits like a thief like a vulture

picking the street force's skeleton clean with a nazi legacy to the downtrodden;

everytime a junkey O.D.'s rockefeller methadone monopoly rakes in profits

methadone maintainence in Harlem means: a zionists raid on palestine;

for every diamond sold on 47th street four afrikans die;

once again amerika's bourgeoisie suckles at the breasts of her slaves in the true liberal tradition of the attica massacre/

Don Rockefeller in league with the new world's sicilian plague-a mafiosi tapestry of assassination and coups inspired by the robber baron settler state supremists' death wish for freedom;

rockefeller arch villin enemy of amerika's domestic colonies-escape from the nuremberg trials;

Don Rockefeller-wanted for war crimes against the worlds' poor in this night of reigning dollar bills

Old age may allow you security-but listen Don Rockefeller, may your progeny be lined up against the wall of a junkey's alley and be shot in the name of the of martyred victims felled by a synthetic drug called methadone/

BJ ASHANTI

. . . Ape

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Toussaint L'Ouverture, Jean-Jacques Dessalines, Henri Christophe, Nat Turner, Frederick Douglass, Paul Robeson, Adam Clayton Powell Jr., Elijah Muhammad, Imhotep, Pharoah Akhenaton, King Piankhy, Askia the Great, Sonni Ali, Chka the Great and our brother freedom fighters in Africa and all fathers, husbands, and sons of African people. With an all-star line-up like this how can we lose?

This program was sponsored by the Brothers and Sisters for African Unity and the Afro-Caribbean Club as a benefit for the Youth Program of "The Association For An-Africana Museum". To question the need for a museum of Africana History, in our community for our youth, is to question one's own survival, to utilize a little Geo. Clinton, we are ". . . an endangered species".

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Demonstrate Thursday April 6

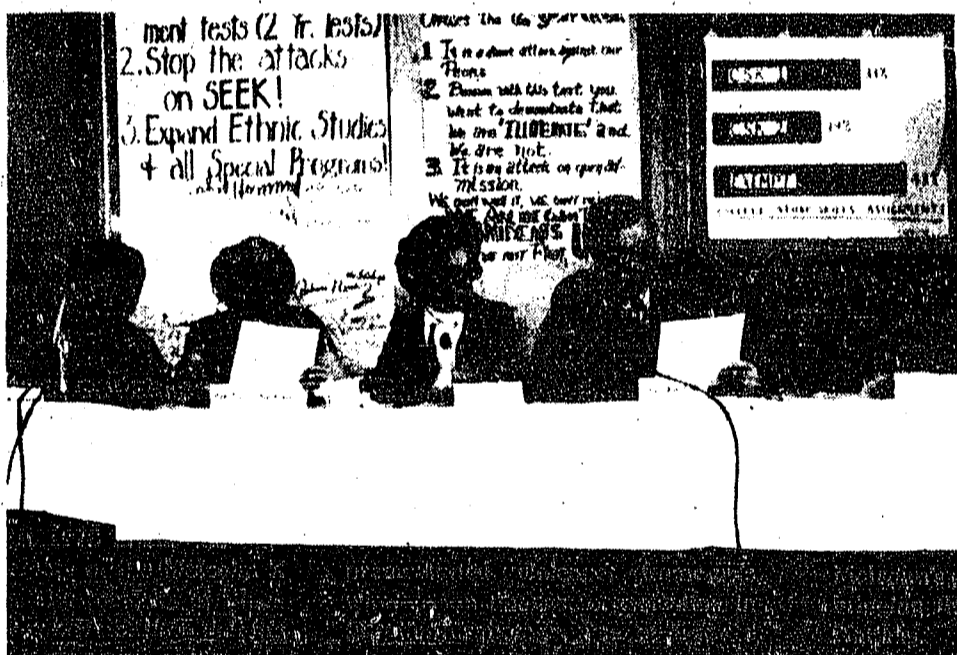
in front of Administration Building

The notorious freshman skills assessment program or 'two year' test is accumulating increasing opposition. The latest in a series of student activities, organizing resistance to the test, is a demonstration scheduled for April 6th. The demonstration, which will demand that the college refuse to implement the examination, is being called by the local chapter of the National Black Students Association, Weusi Ujima, and the Anti-Bakke Decision Coalition to take place in front of the Administration building.

The test, although not yet implemented, is perceived by students to be a threat to their enrollment in City College. The plan is that students be tested, purportedly, to assess their ability to do college work. It is the popular position among students that the test is a racist plot to eliminate Third World people from the college. For further information about the demonstration, call 690-5325. An open meeting to mobilize for the demonstration will be held today, March 31st in Finley 329, from 12-2 p.m.

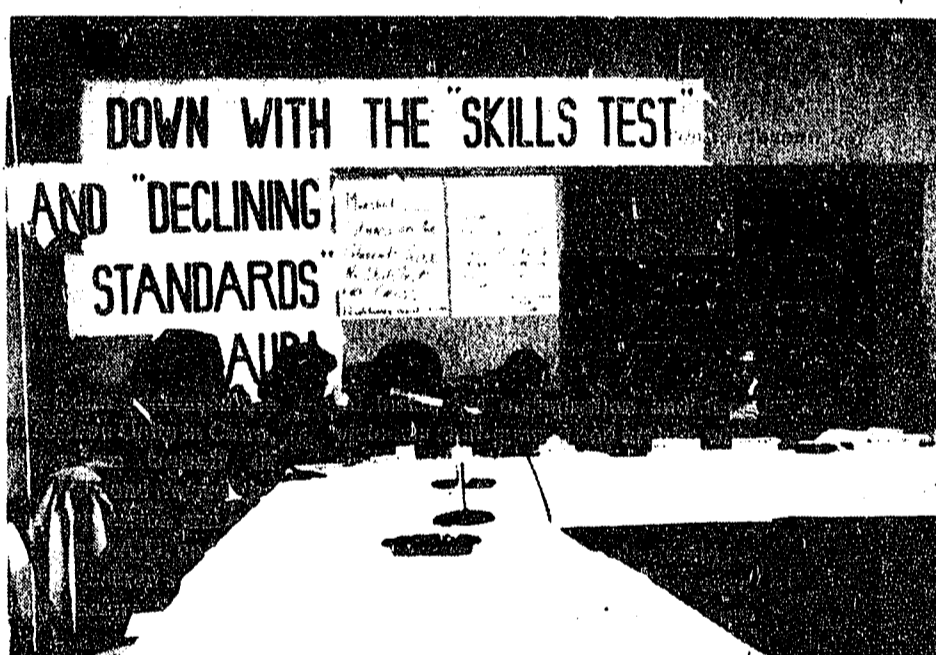
NO TEST!

President Marshak Policy Advisory Council Faculty Senate
We demand don't implement the
"Freshman Skills Assessment Program"



Pac Meeting

Photos by Rynard Moore



Pac Meeting

And now the Two Year Test! brought to you by the same folks who gave you tuition

There has been a great deal of agitation by students of diverse backgrounds around administration plans to implement the two year test (skills assessment program). Outraged with the way we are used and manipulated has manifested itself in the general unrest of the student body, the forming of broad coalitions organizing opposition to the test and most recently in the well deserved and long overdue, open hostility and denouncement that the college president received from students at the last open policy advisory committee meeting. This justifiable outrage is a good thing to see. All students have been hurt by recent machinations designed to expel students from this institution and violate our right to an education. The two year test epitomizes it all; a threat to every student and an in-

sult to everyone connected in any capacity with this institution.

However, for Black and other Third World students—especially those who speak English as a second language—the test takes on other dimensions. Given our historical condition—that of being the victims of white privilege, in education and all other realms of life—the objective reality of the test in connection to subjugation becomes clear. Black people are tracked into schools that teach nothing and disparage the individual throughout our contact with the system, to prepare us for an existence as underlings. Most of us are presently in this institution due to the struggles of Black people in the sixties—as a concession. This did not break down the system, it just obscured it a little. As a people we still are colonized. However the strategy is now to further define and strengthen the "tracks"; or reaffirm white

supremacy. This is not to say that every white person consults all others in how they will move. But each is part of a system of white privilege, the subjective reaction emanates from having a stake in that system, (for example, Allen Bakke bolstering the walls of white supremacy to gain a spot in med school) The two year test codifies the educational tracking system. Individual white students may very well be hurt by it but, the test will open the way for the further tracking of Black students into two year, vocational programs.

It is true that many of us are ill-prepared for college by the racist public school system. But if the university had our welfare in mind, the resources used to implement this test could be used in effective remedial programs; this would really raise the standards in the school. Recent articles in popular publications claim that we're illiterate; why isn't this claim being

used as an argument to regain some of the schools retrenched resources, instead of as propaganda to rationalize the removal of Third World students. It seems that to many people the word illiterate is synonymous with non white. How was the ability of students to function at college level determined until now? When the school was lily white and there was no assessment program there didn't seem to be any concern. It seems the hideous visage of open bigotry is never hidden long, even in a place of "higher learning."

The two year test came in the same package that gave us tuition, and only organized massive resistance can stop it. The ground work for it has been laid. Resistance to it shows signs of beginning to organize. If you stand still now, you may not still stand in a year . . . not at City College anyway. Remember this college used to be free.

Open Meeting . . .

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"... when this test was first introduced it was geared toward students who are already in school, who are already attending the university, and it was labelled 'advancement from lower division to upper division.' Someone must have seen the fallacy of this because that part of the plan was eliminated and now it is geared toward entering freshmen, but it still has specific requirements for people entering from lower to upper division." Dolphin's comments hit at the heart of the test's validity by highlighting the shift in the testing procedure thus raising questions as to the true motive behind the test.

Minutes earlier, Eric Briether had exposed the test's true purpose by linking its origins to the 1975-76, notorious Kibbee plan, which called for the university to "move immediately to reduce the number of full time equivalent students by approximately 20% over the next three years". This plan, which ended open admission at CUNY and was adopted on April 5, 1976, just two months before tuition, named enrollment reduction as a viable method of reducing CUNY's budget: To refresh one's memory it was the same Kibbee plan which called for the closure of York and Hostos colleges and the reduction of Medgar Evers in Brooklyn, to a two year institution). President Marshak, in a memo dated October 28, 1975, had recommended to Kibbee's task force on structural options, "... I hope that the final proposal which emerges from the chancellor's Task Force 'On Structural Options' will deal with 'restructuring' as well as faculty and student cutbacks."

Marshak's recommendation was definitely welcomed, for the adopted Kibbee proposal estimated that the test would eliminate 1/3 of those students transferring from community to senior colleges and a substantial number of those already in senior colleges, seeking to advance to upper division.

Such information shed new light on the "basic Skills" controversy, by indicating that the whole question of basic skills was made an issue to justify the test's implementation. This claim is not so farfetched, for it was Provost Chandler who informed us, "... we are maintaining very high standards on our exit proficiency exams our students are performing above national norms." On the other hand, if she was lying and basic skills really are a problem at the college then we should pay attention to what Ted Gross stated in his article; "... faculty and administrators were impatient with the work of teaching basic writing and acted as if it would go away" Gross also told us about the "poor preparation, if not outright resistance of the faculty" and that underemployed foreign language and history teachers were employed to teach basic writing. What must be by now clear is that, either way, what is needed is a well structured remediation effort taught by a well trained, responsible faculty, and not another test.

What intensified students' anger, at the meeting, and exposed the administration's hypocrisy was PAC's outright refusal to take a definite position on the test after several deans and administrators called the exam useless. To quote a few, "We agree with you that the tests are unnecessary", said President Marshak; "I essentially agree with you that that effort and time and money might better have been spent toward improvement of



Pac Meeting left to right: Alice Chandler, Alan Fielen, Donna Morgan. Photo by Rynard Moore

instruction and improvement of the educational process" stated Alan Fielen. To quote Donna Morgan, of the office of Institutional Research, "the standards that we've had at the college since 1970 are far above the standards that are being met by the City University for its skills test." After all of the above was said, not to mention the huge costs of implementing the exam, Provost Chandler, speaking for the college, still found the courage to look students in the eye and say, "the administration has not taken a public stand against the two year test . . ." Furthermore, when students attempted to get PAC to adopt a resolution in favor of not implementing the testing procedure, they were told that the meeting was not an official one.

Chandler proceeded to state, "We will be making even more certain than we do now that the skills derived in those (remedial) courses will prepare those students that are placed in them for the skills assessment exam." A statement which brought to mind the fears voiced by many i.e. that the exam will cause faculty to teach to it as opposed to concentrating on achievement of basic skills.

Determined not to go down with his ship, Marshak rudely fled the scene in the midst of a barrage of fiery questions coming from all corners of the room. Seconds before he got up, the president, nervously fidgeting with his fingers, hinted that he might resign if he can't get his point of view accepted at the BHE. (I wonder if he meant that, for Marshak had promised to resign if tuition was imposed, but that turned out to be a publicity stunt.) Following him out the room were angry questions like: "Where do you stand Marshak?" "Marshak, are you for us or against us?" "exactly where do you stand?" "The noose is going around your neck Marshak, what's the matter are we getting too close to home?" Flanked by the chief and assistant chief of security, Marshak hurried to the door, pretending not to hear comments like: "He can't handle it!" "If the heat's too hot get out of the kitchen, Marshak!" And disillusioning the student who cried, "I don't think Mr. Marshak you should leave now, you're the president of the college."

Marshak's exit did not stop the questions, most of which weren't answered satisfactorily, if they were answered at all! Questions like, 1. If the college and BHE is truly concerned with strengthening basic skills then why doesn't it upgrade the quality of remedial education, tutorial

services and curriculum materials? Why doesn't it, in conjunction with the board of education, construct a meaningful program to upgrade the quality of education in the elementary, junior and high schools; so that when students reach college level work they will have sound fundamental skills?

2. Why should a student who demonstrates academic excellence in his/her remedial courses by subjected to examination upon completion of remediation?

3. Why are academic standards such an issue now that the majority of CCNY's students are Black?

4. What happens to the student who passes the reading and writing components of the test and fails the math component? Will he or she be permitted to register for courses that require no mathematical knowledge, or some math knowledge?

5. How many chances will students have to pass the test?

6. In terms of status, how will the students who fail be viewed by the financial aid office?

7. What type of tests will be used?

8. If non-white students are expected to learn how to read then, when will the courses in the traditional academic departments be taught from a world humanistic perspective, as opposed to a Eurocentric perspective?

Prompted by the last question, Dean Baumel came up to me at the end of the meeting and insisted that courses have to be taught from a European perspective because that is what employers want. He added that if courses weren't taught from such a perspective, then the CCNY diploma would have no value. One thing led to another, and within a matter of minutes Baumel was vehemently arguing that science is European, and that Blacks and Chinese have never come up with a scientific discovery. Students gathered around, not believing their ears.

With dean's believing such racist garbage and others writing degrading, racist articles in magazines, do you think that Black and other Third World students at CUNY can be educated, or even taught basic skills, by a faculty of the same making? What happens if a question on the reading part of the two year test is racist, or culturally biased? How about if a student writes an essay that the grading instructor disagrees with? Will it be graded fairly? It is time for change at City!

Here we go again: . . .

continued from page 1

This study according to VA source in Wash. DC, will be completed by the end of March and will include a recommendation to the Chief Administrator of the V.A. in Wash. The CCNY coordinator, Leon Littles, met with V.A. Representative Mr. Richard Art in mid-February, to discuss the veterans objections to the transfer of the Vet's program. It was pointed out that in order for the Vet program to continue services to Vets that the VA would be compelled to change its present philosophy. This in effect would mean VA administrators in the New York office would have to make drastic changes in their attitudes towards VietNam Era vets who are struggling to obtain a post-secondary education: It appears that the VA is more concerned with preventing vets overpayment than delivering monthly Benefit checks in a timely fashion as required by law. It was also suggested that the VA would have to continue administering the VCIP program according to present regulations in order for it to have any significant service to our veterans.

Mr Littles expressed the fear of transferring the VCIP program to the V.A. with regards to the program losing its present flexibility in light of developing effective vets outreach services. It is all but common knowledge that the VA does not put forth a concerned effort to inform vets of benefits under the GI Bill. Under the vets outreach program, at CCNY a great many vets, incarcerated vets have learned about the various benefits to which they are entitled. Mr. Littles also expressed other dangers inherent in transferring the VCIP program.

For instance, the present reporting fees the college receives for processing vets paperwork may conceivably be discontinued (another form of cutback) being that the VA would be administering the entire function of the vets affairs office. Additionally, the VA could indeed put further restrictions on the number of VA work-study personnel, control the flow of information when vets have problems in receiving their checks, etc. Although there hasn't been any discussion as to what would happen to vets coordinators in the transfer, it is probable that their hands may become tied and reduce them to mere 'vet reps' on campus.

If this should happen, the effect it would have on the vets on campus would be far-reaching, to say the least; instead of waiting the present six to twelve (?) weeks for your 'digit' you may have to wait six to twelve months. Presently the VA has an enormous responsibility from medical & compensation claims to battery testing, counseling, and process vets paper work for educational benefits rather than taking on the load of the VCIP program. I would suggest all interested parties write their congressional representatives, demanding some Congressional pressure to kill this measure, if they dare!?!

A final word, the population of veterans receiving benefits have to make up ten percent (10%) of the total student population at CCNY in order to continue receiving HEW grants. CCNY is in danger of losing its funding for fiscal '78-79 due to the above federal regulation, if we should lose this source of funding it will mean that the office of veterans affairs will have to close its doors to those vets presently taking advantage of those services it provides.

Lemme Pull Your Coat

Word has reached me that you (readers) have taken to this column, I would like to say that I am glad but if you really dig this piece, I can not cover all the areas that I would like to. So if you have any important dates (pertaining to the Black experience) please forward to The Paper and hopefully we can publish a month with the information sent in by the readers.

On the first of April, Dr. Charles Drew, discoverer of Blood Plasma, died in 1950. Richmond falls to the Union Army in 1865 on the second. In 1949, Jim Mitchell (65) and Irv Lee Parker (18) were lynched near Macon, Ga. In '69, the N.Y. '21' BPP (Black Panther Party) members were arrested on conspiracy charges.

On the third, in 1944, the Supreme Court ruled that the White Primaries were illegal. In '50, Carter G. Woodson, historian, died in Wash, D.C. On the fourth, in 1899, the Duke, Edward Kennedy Ellington was born in Wash., D.C. Dr. M.L. King Jr. was assassinated in Memphis, Tenn. 1968. Robert Smalls, a reconstruction Congressman from S. Carolina was born on the fifth, in 1839. In 1856, Booker T. Washington, founder of the Tuskegee Institute was born.

J.A. Healy, first Black Catholic Bishop in the U.S. was born a slave in Georgia, on the sixth in 1830. In 1931, the first of the Scottsboro Trials began,

in Scottsboro, Alabana. Lil' Bobby Hutton was murdered in '68. July 1712 Caromantees Revolt in N.Y.; seized guns, swords and hatchets and began setting fires and killing slave masters. Kwako, one of the leaders, and twenty others were broken on the wheel and burnt at a slow fire. Booker T. Washington memorial stamp was released on the seventh, in 1940. Assata Shakur moved from Clinton Women's Prison to the all-male Yardville Prison in New Jersey in 1977.

Frederick Douglass delivers his first anti-slavery speech on the eighth in 1841 Paul Robeson was born on the ninth, in 1898. In 1947, CORE sent first group of Freedom Riders through the South. Scientist Dr. Percy Julian was born on the tenth, in 1899. 1933 saw the death of Joe "King" Oliver in Savannah, Ga. Jackie Robinson was the first black to play in the 'Big Leagues' on the eleventh, in 1947.

December 1787 Free Afrikan Society organized for social & educational advancement of Blacks in Philadelphia by Absalom Jones and Richard Allen. The Tribal War between the States began on the twelfth in 1861. In 1864, Nathan Bedford Forrest carries out Fort Pillow, Tenn. Massacre. Over 200 Africans were massacred, Easter Sunday, Grant Parish, La. by White League on the thirteenth in 1873. Sidney Portier became the first Black to win an Oscar (Lilies of the Field) in 1965. The first Abolition Society was founded in Penn. on the fourteenth in 1775. Asa Philip Randolph, trade union

and civil rights leader was born in Crescent City, Fla. on the 15th in 1889. B.T. Washington was honored by Harvard University in 1896. On the 15th, 1960 Student Non-Violent Coordinating Committee (SNCC) was organized on the Shaw University Campus.

On the seventeenth, Virginia voted for secession in 1861. In 1974 BLA (Black Liberation Army) "New Haven Three" Hodari Diallo (Harold Simmons), Ashanti (Michael Alston), and Gunnie (James Haskins) invade the Tombs in N.Y. to liberate POWs. On the eighteenth, in 1818, Andrew Jackson suppresses Africans and Indians at Suwanee, ending the First Seminole War. In 1955, the Bandung Conference opened in Indonesia. In '57, the B.T. Washington National Monument was dedicated in Rocky Mt., Va.

Almas Shaw was the third Black victim in three weeks of unwarranted attacks by Birmingham, Ala. police on the nineteenth in 1948. Also the legality of busing was upheld in 1971. Fisk University opens to Blacks in 1866, on the 20th. Black explorers helped Menedex to found St. Augustine, Fla. on the 21st, in 1565. Benjamin G. Brawley, educator-born on the 22nd, in 1882.

On the twenty-fourth, in 1884, the N.M.A. Ass'n of Black Physicians was organized. Ella (Fitzgerald) was born on the 25th in 1918. In '77, Assata Shakur was given an additional, consecutive 33 year sentence on assault & weapons charges. On the 26th, in 1860, there was reportedly over 500,000 free Blacks

in the U.S. In 1969, the BPP office in Des Moines, Iowa was bombed.

Toussaint L'Ouverture, died in Basancan, France, on the 17th, in 1803. Coretta Scott King, civil rights leader was born in 1927. George B. Vashon, was the first Black to enter N.Y. State Bar, on the 28th in 1847. Chimurenga (War of Liberation) Day, commemorating all Zimbabwean Freedom Fighters who have sacrificed their lives in the struggle. Macon B. Allen & Robert Morris Jr. were the first to practice Law in 1845, on the 29th. The Spingarn Medal Award was established on the 30th in 1913.

An apology to brother Odell Hendley, the artist who painted the original of last month's cover, which I am proud to own a copy.

Starting April 4th, there will be a lecture series at the Abyssinian Baptist Church, sponsored by Dr. Barbara Jackson. Starting time, 7:30, for more info call 663-2720.

The American Museum of Natural History will be sponsoring a free children workshop that will begin April 3rd. The ages run from 7-15, for more info. call 873-1300 ext. 514 or 525 between 2-4 p.m. only.

The N.Y. Assoc. of Black Psych. are having their fourth annual spring conference Sat. and Sun. April 22 & 23rd, at the N.Y.S. Harlem Office Building, the theme: Black Psych. & the Urban Environment: Positive Action for Positive Change. Call 727-3121 or 861-9000.

BR BROWN

Article 33: Love Song

You know, the difference between Reality and Dream is very subtle. And wherever we dwell within one or the other, we assume that this is what is really going on. The feeling that we have when coke is inside us or scotch is inside us or the feeling that we have after three hours of rolling on the floor and speaking in other tongues is not the same—not the same as when we wake up to a sober head and an empty bed and realize that the one we love doesn't love us anymore, that this time they're gone for good and we're clean about that. And then we go to the cupboard is bare and we're clear about that too. Ah, the way in which we see ourselves and the world around us at such moments is quite different. We feel dumb, frightened, and depressed as all hell. A panic sets in like a child that just lost its mother to a raging storm. The world is no longer seen through the twisted eye of a cold freeze that coke can give you, no longer moves with the pleasant numbness of scotch and soda, no longer expands and sits inside the wide stretch of a Panamanian /chiba chiba/ waw waw guitar string - no. For in that moment of loneliness and fear the world has a clarity all its own. And it's then that you understand just how important it is to have just 20 dollars in your pocket and somebody to hold you and say "baby, you all right with me." I mean if you just had the activity of that moment would pass from you. But what you fail to understand—what you fail to understand is that that moment will never pass—never pass, as long as you fail to know the deep and sustaining power of your own worth as a person. Oh, you'll get another 20 dollars like you had it yesterday and you'll get another 20 dollars like you had it yesterday and you'll get another fool to tell you just how sweet you are but you won't be worth a dime until you understand:

YOU ARE THE MOST IMPORTANT PERSON IN THE WORLD

and there's nobody, nobody that can really love you until you love yourself.

You see, there's just two kinds of people in the world—somebody who knows how to love and somebody who knows how to receive that love. And when those two people can exist in the same person, I mean when you can love you and receive that love, I mean when the idea of believing in yourself no longer presents itself as a monster image that makes you wanna run away, get drunk, sabotage your mind and hide from the power of yourself—then my friend you are truly blessed among all mankind and the Kingdom of the World is yours.

Gylan Kain '75

Hang-Out At 532

BR. BROWN

Michaux is gone but Earl Hadley, for the lack of a better adjective is his prodegy, I mean to say that the communal atmosphere one experienced in Michaux' is more than evident at the AfroAmerican Book Store. I happened to have stopped by on the 11th, which just happens to have been his birthday (girls, ladies, and you women too he is above the legal age), this piece would not have been written had it not been for the need to spread the word of the brother's close relation to Louis Michaux. The relationship I speak of, is that of his warmth and knowledge of his stock and Black oriented books period. Before I go on I must mention Ms. D. and Ms. Brambull, two very heavy senior citizens, I know that I'll have to hide now that I've called them 'old' but these ladies kept me in stitches with stories of 'the old days' and their savvy of what's happening now.

Brother Earl has been at his present location (536 w 145st) for the past five years, before this, he had his operation in his home, 532 w 145st. His store looks like my apartment—my maid died of underemployment—books everywhere, even on the fishtank (I think he has it to keep the 'kids' occupied). Approximately one-fourth of his books are children's books, a few of them would grace the shelves of some adults too; speaking of the kids he has a reading hour which will start back up this Saturday (the 18th).

His books range from an early edition of 'Porgy' by Haywood Dubose to an 'Anatomy of an African Kingdom, A history of Bunyoro-Kitara'. If your needs fit anywhere within this space I am sure that he can accomodate you, let me give you the times that this brother is available, Monday, Wednesday, Friday and Saturday from 12 until 7. Which is a shame, 'cause to use a little Madison

Avenue, the brother is; "just that good," to be opened such a short period a

Not only does brother Earl serve his customers knowledge of the printed word, but if he has a moment, he will lay some of the herb tea that he has in store on you—I picked up some of the Egyptian Hibiscus this trip, matter of fact I got the last bag. What gets to me is that next door there is a game room, Earl knows a lot of the people that frequent the game room(which I have found to be quite boisterous at times) but only a few of the gameroom's patron's stop in to buy a book, I wonder why?

So for all of you, at City College, and the surrounding area, instead of hanging out down at Finley Center, doing nothing. Hang out at the Afro American Book Center and learn something while you do. I am sure that our senior citizens will thank you for it, knowing that they no longer have to look over their shoulders because of their (just) fear of our youth. Ms. Bramble and Ms. D will thank you for it, not only that but they also have a story to tell. Peace.

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“... You American Blacks Are Strange!...”

... is a line spoken by one of the major characters in a skillfully performed presentation of the play, African Interlude, a workshop creation by Marie Evans-Charles (Aka—Latifah Um' Rani) which was presented at the Henry Street Settlement's New Federal Theatre (466 Grand Street, New York, New York) on March 11, 1978. The storyline is intriguing, and at least, twofold. On the first and more obvious level you can observe the emotional highs and lows of the character 'Clara' as played by Michele Shay. 'Clara' has two friends, 'Vincent' (Jimmy Smith) and 'Cindy' (Elaine Grahem) who are a married couple.

'Clara' is in an ever deepening state of depression and frustration. Her friends 'Cindy' and 'Vincent' attempt to help her out of her deepening rut. Their attempts to help result in their arranging a dinner date for her with an African gentleman friend of Vincent's, named 'Okala' (Lou Ferguson). As the story of their brief encounter develops, there is also the development of a

more subtle but distinct tale which is manifested in a transition and a strengthening of the 'Cindy'/'Vincent' family.

'Vincent's' attempts to redefine his families direction and their commitments to their family unit, via a vis new community links, is resisted by his wife. A clash between, womans lib' and tradition, verses, the new direction within a Muslim communal system developes. It is hard to determine if the implied resolutions to the problems was intended as they came across.

The props were well used and should have had their intended effect on the audience. The play was entertaining although brief, due to its workshop status, but has the potential of becoming increasingly complex as the roles are strengthened and lengthened. It was definitely enjoyable. When it comes again you should check it out.

KANNU.

April 1st Human Rights Demonstration in D.C.

The last time Dick Gregory was in Washington with members of the National Black Students Association was on Thanksgiving day, 1977. On that occasion he was arrested for demonstrating with signs, outside the south african embassy. On April 1st He will return again, along with hundreds of other Black people, as part of a national campaign demanding Human Rights for Blacks in Southern Afrika and the u.s.a. The demonstration is being called by the National Black Students Association (NBSA), and will include other speakers like Sonia Sanchez, Akbar Muhammad Ahmad (Afrikan People's Party) and Kojo Owusu from the southern region of NBSA. The purpose of the demonstration is to show the support of Blacks in the u.s. for the liberation struggles in southern Afrika, and to: 1. Demand that the u.s. sever all diplomatic and economic ties with the illegal governments of Southern Afrika; rhodesia, south africa and south-west africa.

2. Demand that u.s. withdraw all forms of support and aid from these governments.

3. Demand that u.s. corporations withdraw totally from south africa and bring the runaway shops back to the u.s., thus easing unemployment here.

4. Expose and demand an immediate end to human rights violations against Black people in souther Afrika, and the u.s.

5. Launch a counteroffensive against racist repression and economic oppression of Black people in the u.s.

6. Demand that the u.s. support the United Nations proposed economic sanctions against south africa.

At CCNY, Weusi Ujima (NBSA's local chapter) has been mobilizing for the demonstration and is taking bus loads of people down to participate. The busses are scheduled to leave 125th and Adam Clayton Powell Blvd. in front of the state office building) at 7:30 a.m. and will return on Saturday evening. Persons wishing to participate are urged to call 522-7317.

NYPIRG Begins Study Of Harlem Redlining

The New York Public Interest Research Group, NYPIRG has initiated another student task force against redlining. Fostered by support from the Black Studies Practicum Program, students who work on the study may receive college credit. According to Robert Johnson, a City College Junior, "The study gives me a chance to investigate the level of responsibility by the banks, which contributes to the deterioration of the Harlem community."

This study is preceded by a December 1976 NYPIRG study, *Take The Money and Run: Redlining in Brooklyn*, which revealed that seven of the largest savings banks in Brooklyn controlled almost \$11 billion in assets yet returned less than one half of one percent of that money in the form of home improvement loans or mortgages. Strangulation of credit has immediate and devastating consequences. Property values decline; tax base erodes; housing stock is abandoned and families cannot find adequate living space.

Black Neighborhoods Fare Worse Than White Neighborhoods

This study concluded that the entire borough of Brooklyn was redlined, but some neighborhoods suffered more than others. Banks concentrated their mortgage activity on the southern third of Brooklyn. This singular neglect of other neighborhoods may be related to their racial composition. The zip code 11222 area, which received the largest number of mortgages north of Eastern Parkway, also has the largest white population north of Eastern Parkway. Census figures are similarly suggestive. Brooklyn census tract 291 is located in the Bedford-Stuyvesant neighborhood of zip code area 11221, one of three zones to receive no mortgages. Census tract 686 is located in the Mill Basin neighborhood withing zip code 11234 which received the highest number of mortgages in all of Brooklyn zones. Tract 291 has a 97.8% black population, while the black population

of tract 969 is 1.1%. The housing stock in tract 291 consists of turn-of-the-century brownstones, while the housing in tract 686 is post-war suburban.

This pattern of racial discrimination is not isolated to two census tracts. Similar evidence of discrimination is available from examination of census tracts 916 and 280. Census tract 916 is located in the East New York neighborhood withing zip code 11212, which received three mortgages in 1975. Tract 280 is located in the Bensonhurst neighborhood within zip code 11214, which received 65 mortgages in 1975. Tract 916 has a black population of 76.8%; the black population of tract 280 is 3.0%.

It is too late now to quibble over whether withdrawal of credit was a cause or an effect of neighborhood decline. We are confronted today with too many bombed-out neighborhoods and too many others headed in that direction. The banking industry represents too important a concentration of capital and authority to remain uninvolved.

According to Ricahrd Golden, NYPIRG attorney, "There are many steps which can be taken against redlining banks. Private and governmental depositors can withdraw their accounts and place them in responsible institutions. Civil rights organizations can bring suit to challenge the racial implications of redlining. Federal and state regulatory agencies can reject new branch applications made by banks which do not serve their existing communities. Legislatures can withdraw charters from institutions which violate their trust."

Since no government agency or any other public interest group has addressed the problem of redlining in Manhattan's more devastated neighborhoods, City College, NYPIRG students are taking up that challenge. If you'd like to know more, or help work on the study, stop by Downer 203 and speak to Lucinda Suarez, of call (212) 234-1627.

MONEY AVAILABLE

NOTICE TO ALL STUDENTS (GRADUATE AND UNDERGRADUATE) FINANCIAL AID 1978-79

Financial Aid Forms (FAF) will be available for distribution in the Financial Aid Office, Room 15, Science Building, from March 20 to April 28. The FAF is used to apply for: COLLEGE WORK STUDY, NATIONAL DIRECT STUDENT LOANS AND SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS as well as Biomedical and Nursing Grants and Loans, Seek Aid and Graduate Tuition Waivers.

You are urged to pick up your application as early as possible to allow sufficient time for processing. Since funding is limited, FAF's will not be distributed to currently enrolled students after April 28.

SUMMER WORK STUDY DEADLINE MAY 5th.

BASIC EDUCATION OPPORTUNITY GRANT (BEOG) applications will also be available.

GRADUATE STUDENTS must use the FAF to apply for College Work Study, National Direct Loans as well as Tuition Waivers and must keep the above deadline.

OFFICE HOURS: Monday, Thursday, Friday 9-5 PM, Tuesday, Wednesday 9-7 PM.

THE KU KLUX KLAN: YESTERDAY, TODAY, ONE LONG REIGN OF TERROR

Special To The Paper

On Wednesday, April 20 the *New York Post* banner headline read: **KLAN UNCOVERED HERE!** Yet the local police precinct has admitted knowledge of the Rockaway, Queens Klavern for 3 years. During those same 3 years, the NAACP chapter at Eastern Correctional Facility at Napanoch, NY has attempted to alert the public to the fact that members of the guard corps are actively engaged in Ku Klux Klan activity within the prison, as well as in communities, in Orange, Sullivan and Ulster counties in upstate New York. Earl F. Schoonmaker was exposed by the prisoners there and was forced to admit that he was none other than the **Grand Dragon** (state president of the Independent Northern Klans, Inc. He has now been identified as the guiding force behind the Queens Klan.

The facts are that the Klan is on the rise in the cities, in the prisons, and in the military. In 1975, David Duke, the young, chic "respectable" Imperial Wizard of the Knights of the Ku Klux Klan stated in the *New York Times*: "We say give us liberty and give them death. There's many times I've felt like picking up a gun and going and shooting a nigger. We've got a heritage to protect..." (NYT, 11/24/75). Duke appears regularly on the college lecture circuit, runs a publishing house called the "Patriot Press" and recently ran for State Senate seat as a proponent of "radical racism." Janice Schoonmaker, a leading Klan organizer and wife of the NY Grand Dragon, has been on the school board in nearby Ellenville, NY. The Klan has come by respectability easily, and is finding itself defended by organizations like the American Civil Liberties Union and its local branches.

The Klan, regardless of its lip service to non-violence and its new media image, is the same organization that was built to destroy the civil rights won by Black people during Reconstruction. Michael Donohue, top official of the Rockaway Klan, stated: "Black and white—that's the issue. We think Blacks have their place in America, but we don't think we should be forced to live with them. If we don't want to associate with them we shouldn't have to—in schools, jobs, or any place else." (Post, 4/20/77). Donohue emphasized that the Queens group was formed to fight attempts to integrate housing and schools in Queens and on Long Island.

The Klan in Queens has noted, in its projection of legitimacy, that it "has been working through civic and governmental channels" to attain its goals. The Klan has, since its inception in Tennessee in 1968, maintained close ties with elected government and attempted to get its members into key positions. A most successful Klansman has been **Robert Byrd (D-WVa)**, the **US Senate Majority Leader**. Byrd rose to the position of Kleagle (national organizer) before "resigning" to

run for public office. Throughout his tenure in the Senate, Byrd has fought against the rights of Black people—he opposed the 1964 and 1965 Civil Rights Acts, and the

1970 Voting Rights Bill. Byrd vigorously supported Nixon's nominees to the Supreme Court, Haynsworth and Carswell, who were exposed and denounced as thorough-going racists.

While established politician/Klansmen worked in government, however, the Klan has always organized less visible relationships with all social and political institutions. Judges, police officers, local and state officials were identified as members or sympathizers of the KKK in the 1960's, just as they were in the 1860's. During the civil rights marches in Birmingham, Selma and throughout the South, the Klan and local authorities worked hand in hand to murder and terrorize Black people. There is no reason to believe it to be different today in New York City, or in Poughkeepsie, Middletown, or Binghamton NY, or Oceanside, California. The Klan has operated as an **extra-legal arm of the State**.

Like the Klan, other secret and not-so-secret organizations, have been developed in recent times to thwart gains made by Black and other Third World people and to perpetuate white supremacy. **ROAR (Restore Our Alienated Rights)** organized clandestinely as well as in full view of the people of Boston to prevent court-ordered integration of South Boston HS. **The group met in the City Council chambers and was headed by elected Boston officials.** The **Aryan Brotherhood in California** and the **Nazi Party in Chicago** have surfaced in the past few years to terrorize and maintain white enclaves. **The Concerned Citizens of Canarsie**, a supposedly "community" organization, **can marshal armed bands of white people in Brooklyn, NY** to stave off integration of schools. The Klan must not be isolated or treated as a freak of history. Its companion organizations are a network of visible and invisible organizations dedicated to the preservation of white supremacy in this country.

The Klan has also surfaced in the military. Early last year, the KKK burned a cross in Oceanside, California, a stronghold of white supremacy in which a number of Black people live. The city is adjacent to the Marine base, Camp Pendleton. On November 13, 1976 newspapers all over the country reported that a group of Black Marines had suddenly seemingly without provocation, attacked a meeting of white Marines. Subsequent articles slowly revealed that the meeting they had aimed their attack at was a **KKK meeting**, and that the Klan had been openly organizing on the base with the support of military authorities. **14 Black Marines were criminally charged after breaking up the meeting.** The military began an elaborate cover-up, transferring

Klan members and suppressing evidence, while being forced to admit the Klan's accepted presence on the base.

Just as they have in Pine Bush, NY, the **American Civil Liberties Union has taken on the defense of the KKK at Pendleton.** In the name of free speech and the right to organize, the ACLU has attempted to perpetuate the myth that the Klan is "just another club" whose suppression could hamper others. The Camp Pendleton incident, with the military's cover-up, is just another example of the Klan's role as an **extra-legal arm of the State** in enforcing white supremacy and actively fostering racism.

The situation at Eastern Correctional Facility is similar. The communities surrounding the prison are ripe with Klan activity. While Schoonmaker builds his Knights of the KKK among prison guards, the United Klans of America (UKA), led by the older, more traditional Robert Shelton, are establishing a Klan Youth Corps to "fight for white students and their interests" among high school students in nearby towns. From within the prison, Black prisoners under increasing repression led a letter to the press charging the KKK and its supporters with acts of harassment and violence. Khali (Frank Abney) and M'zulu (Benjamin Murchison), officers of the newly-formed NAACP chapter at the prison, were put into segregation on the heels of these revelations. They subsequently filed the lawsuits against the Klan, several guards and state and prison officials who both encouraged the Klan activity and refused to fully investigate it and expose it. Correction Commissioner Benjamin Ward issued an "order" that all Klansmen/guards should resign—not only was there not a single resignation, but each guard charged was given a letter clearing his name. Clearly the Marines and the New York State prison system are bulwarks of white supremacy, protect and foster it in US society, and will continue to stonewall to protect their interests with the assistance of the ACLU.

The defiance of the "Pendleton 14" and the prisoners at Napanoch, in the face of violent repression and a growing racist offensive, is critical. If the KKK were only a small band of fanatics, their resistance would be significant enough. But the Klan has historically operated with the blessing of law officials and the government at every level—it has moved freely through communities, and found itself welcome in the inner sancta. It has found a home in Boston, Chicago, Pontiac, Mich., St. Louis, and hundreds of communities where any attempt is made by Black and other Third World people to demand their most basic rights, or where any attempt is made to implement civil rights legislation.

It is particularly important to note that the Klan has reached its

peak during periods of economic "boom" such as in the 1920's when Black people were forced off their land and into industrial jobs in the cities. Threatened both by the presence of Black people in their communities and by the emergence of Black people as an essential aspect of the labor force, white people were fertile ground for the "Kleagles" of the Klan, many of whom became millionaires in the 1920's by means of their "cut" from the membership dues of the people they organized. We are also aware that during times of massive unemployment, white people move quickly and certainly to insure their control of the jobs that have historically been set aside for white workers, and to blame Black workers for the threat to their economic security. Thus the Klan is moving quickly to galvanize white people whose privilege is threatened, and to encourage and give a mode of expression to their racism.

We have known about Earl Schoonmaker's Klan affiliation for 3 years. We have had lists of violent acts against prisoners at Napanoch and other prisoners. These are not unrelated to the atrocities which have characterized the Klan's 100 years of racist terror. Exposure of the Klan's whole history and strategy is a responsibility that must be shared by all honest forces in this country.

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If We Must Die

Claude McKay

If we must die—let it not be like hogs
Hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursed lot.
If we must die—oh, let us nobly die,
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honor us though dead!
Oh, Kinsmen! We must meet the common foe;
Though far outnumbered, let us show us brave,
And for their thousand blows deal one deathblow!
What though before us lies the open grave?
Like men we'll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back!