

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.

Vo. 48 No. 4

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January 12, 1979

—Langston Hughes

Nursing Students; Battle Won, But War Still On

by Ian Carter

The semester has come to a close, but the battle continues for the nursing students. Through struggle they have made a few gains, but they still confront many problems.

The appeal to return the passing grade to 70%, from the new one of 75%, was denied by the Nursing Department. Another issue dealt with the types of questions given on exams. It is department policy to change any question that more than 50% of the students get wrong on a given test. Students did their own survey, and found out that there were about eight questions on one exam that over 50% of the students got wrong. Students stated that, however, the questions were not removed.

At one of the meetings held this semester, four administrators and six students representing the various nursing students, discussed the current problems. A tutoring program will be established, and there will be two student representatives and one alternate to

guarantee student input. Tapes of the professor's lectures will be made available in Harris 010, the tutoring room. Copies of the tapes will have to be made in order to meet student demand. This program is scheduled for the Spring 1979 semester.

The stress of this whole situation has had a great deal of affect on the students. Two of the original who failed the first test have dropped out. Another student who was passing also did the same thing. The Psychology Center will be supplying aid to the students, to help them deal with anxiety, stress and frustration, but the students complain that they also need help with the exams.

The plight of the Nursing Students was summed up by one student, "We have made some gains, but we still must stick together to guarantee that our other proposals are accepted by the Nursing Department."

Good Luck

On Your

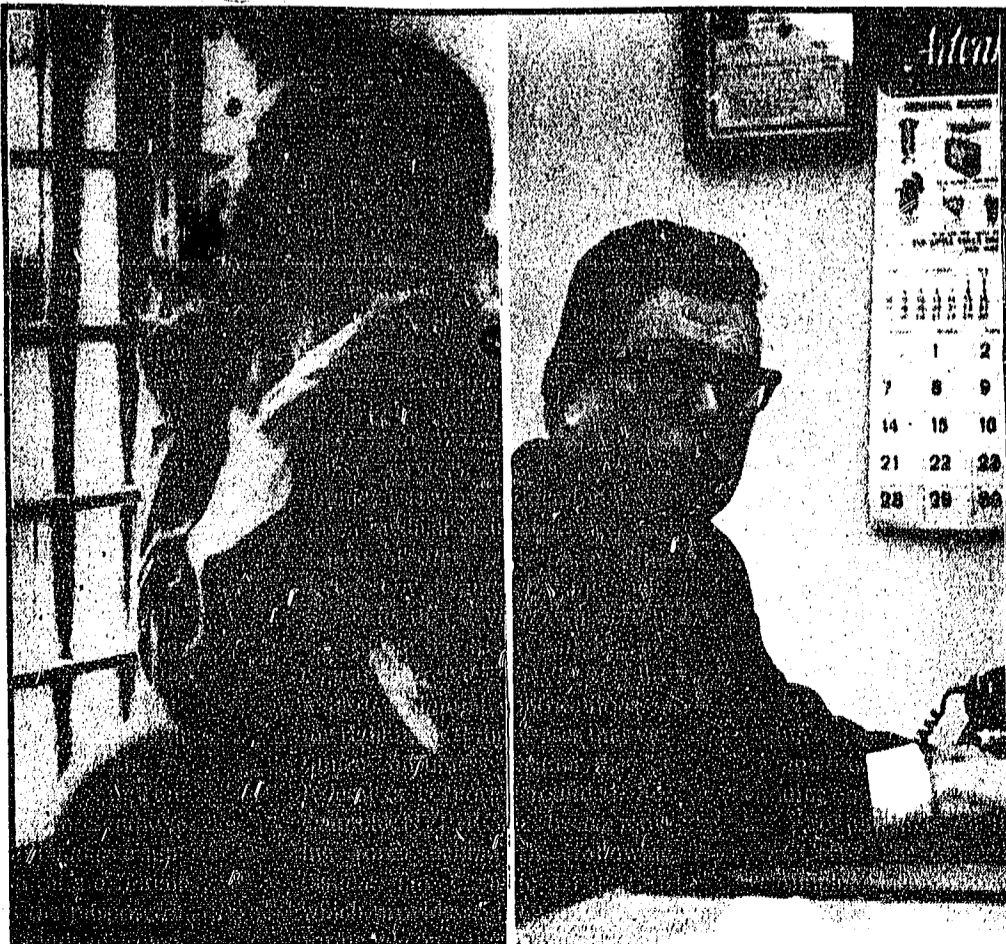
Finals.

See

you all

in February

PEACE!!!



Dr. Martin Luther King Jr.

See Page 5 and 7

H.D. Woltman
Superintendent of Buildings and Grounds

Time To Clean Up!

by Victor Suarez

In recent days there has been a rush of calls from several departments concerning building and maintenance, due the cutbacks in the size of the buildings and grounds staff. The library was the hardest hit by these cutbacks. The overflow of students, due to the final days of the fall semester has increased this problem. This lack of custodial assistants is affecting our institution in many ways.

Mr. Woltman, superintendent of Building and Grounds for City College, stated in a recent interview that, "The quality of this campus will continue to deteriorate if the manpower that I have is constantly cut off every semester."

Over the past three years custodial services has gone down from 198 in 1975 to 102 currently employed. In 1975 there were 36 maintenance men; presently there are only 17. Also in May 1975 there were 29 laborers, October 1975, 19, and presently there are 22 of which three were recently rehired. There are only 10 custodial assistants at

City during the day session. When Woltman was asked about the future expectations he said, "The situation looks very gloomy for buildings and grounds crew here at City College."

During 1975, one man covered 10,000 square feet, now it is 22,000 square feet for every man. This burden is too much for these men to perform their duty effectively. Woltman gave the impression that a *voice of concern* must be clear throughout the campus in order to re-establish a strong crew of the buildings and grounds.

City college is a city within a university. Therefore, we the students and the faculty must look out for City as we look out for our communities. Woltman also gave his office number, so that any maintenance problems may be reported to him in his office located at: Goethals (G-04), telephone number—690-4296/7.

IF YOU'RE CONCERNED ABOUT THE SEEK PROGRAM PLEASE ATTEND ALL UPCOMING SEEK STUDENT MEETINGS.



DON'T JEOPARDIZE YOUR FUTURE EDUCATION. KEEP A WATCHDOG EYE ON THE FORCES THAT SHAPE YOUR DESTINY, AND FUTURE NEEDS.

CONCERNED SEEK STUDENTS

Poetry from within; Untitled

by Ruth Manuel

Black
 Blacker
 So Black
 Keeps me from seeing
 Keeps me from thinking
 Keeps me from crying
 So tired of Being
 I drift into my B-L-A-C-K-N-E-S-S

I'd like to venture into your mind
 I want to explore All its Vast
 unknown, untouched regions.
 I'd like to encompass your deepest
 thoughts.
 Grasp them tightly, so tightly
 Squeeze until I'd feel a flow
 A flow of sweet juices full of . . .
 So full of you and your whole inner spirit
 I'd like these spirits to possess my soul,
 my mind
 I want you to come in me
 As I come in you
 And I'd like us to touch, touch
 feel these vibrations of two heavy
 beings
 So into each other
 And blocking out All negative forces
 I want to tremble, tremble
 As you S-L-O-W-L-Y MOVE
 To the beat of my desires
 Making me so aware, A-W-A-R-E
 I want you to feel, feel my
 Sensuality
 As I Fill your entire Body with a need
 A Desperate Need To Know

Clamor of Thoughts
 Sole survivor, in a world of puppets
 Manipulated, solely by deceit
 Dangling on strings
 Which binds their emotions and makes
 them cold, unaware
 Sole Survivor, in a place where honesty,
 and trust are extinct
 Destroyed-by the venom
 that these manikins induced upon
 themselves
 with their gala parade of
 masks and disguises
 Play your conniving little games
 fools, fooling yourselves
 But not me
 Clamor of Thoughts

My terrestrial brother
 Enter into an inner sanctum
 Come take a chance
 Uncover all of my hidden emotions
 touch, feel and love my whole inner being
 Experience my existence
 Vibe off the sensations that only I
 can give off
 Let me feed that insatiable hunger
 that I sense from you
 Let me Tantalize you
 With my sheer veil of innocence
 For I can R-A-D-I-A-T-E
 I will coat you with a special glow
 And fill you with a Sensuous kind
 of warmth
 And only I can do this
 You see- I am U-N-I-Q-U-E
 I am of a — "Special Source"



Comments . . . ,

Were you a victim like the student in the cartoon this semester?

If so, the SEEK administrators and other personnel are usually not the persons to blame. At Central SEEK, the planners for the entire CUNY system, there was a shift to a new three way computer system. As a result of this some mis-programming and unfair financial aid distribution resulted.

The problems can be cleared up, but it also takes a good deal of **input from you the SEEK student.**

The vibrant and active forces that made possible your presence on this campus are passive today. Don't be a victim of the times! **Get actively involved**, because your future depends on it. This problem was bad computer programming. In future if you don't curb the destructive forces, as the gentleman said, "THERE AREN'T ANY SEEK FUNDS THIS TERM?" Then the possibility of no-funds next term, and next term, . . . or never again.

Editors The Paper

Criticisms . . . ,

I had read your article in the Paper December 11, 1978 that the past courses offered as stated by a few persons, didn't adequately address the needs of the students.

I strongly disagree because I was a student in this program last year. As a non-English speaker, I feel that I really learned something. My English is actually improving and I can speak fluent English now. All my classmates are satisfied and they feel sad when they heard the program will be changed to ESL program.

Now I was put in the ESL program in which I and other students feel dissatisfied. As a matter of fact you can check the result of teacher's evaluation. Then you will know not many students appreciate the new ESL program. Or you can talk with some ESL students, you will find their bad reactions.

Sincerely yours,
Anthony Fong
(one of the victims under the ESL program.)

In the article "Remedial program at City is being assessed." I do not agree with the part that the past ESL courses offered did not adequately address the needs of the students because of the following reasons:

When I began the course I did not know how to write anything in english and when I finished it I could organize, and had a clear writing. Also it helped me in writing papers in the psychology master program.

Consuelo Vivas

The article in the Dec. 11 issue was written in agreement with questions asked concerning the ESL program. As Mr. Fong suggested; students will be questioned, and the teachers evaluation will be examined. The information collected will be analyzed and a follow-up story will be published.

I thank you very much for your comments and criticism. Please feel free to continue with your comments.

Response by News Editor

A Challenge

In our December eleventh issue a Collegiate Crossword Puzzle was featured. This puzzle was sent to us by a national company who specialize in supplying schools with these kinds of puzzles.

We were considering purchasing a series of these puzzles, but our thoughts were interrupted with a marvelous idea; "It would be very educational to allow students to submit puzzles consisting of various

themes." These can consist of word games, puzzles, and other kinds of educationally oriented games.

We at THE PAPER challenge you at the college and in the community to utilize your vast resources of developed and undeveloped knowledge by submitting puzzles of these kinds. According to your responses a puzzle or word challenge will be featured in our publication.

Another Decade Etc.

We have survived for another semester marking a decade of our existence. However, it was not easy, and it will be getting harder. We seek your cooperation to help us serve for another decade.

We urge you to submit any poems, stories, or articles, for the Spring '79 semester that are of interest to THE PAPER. We are also in dire need of sisters and brothers, who feel that they've got a message to relay to the people. We appeal to you; PLEASE, help us to SURVIVE. You need us and we need you.

P.S. Good Luck on your finals.

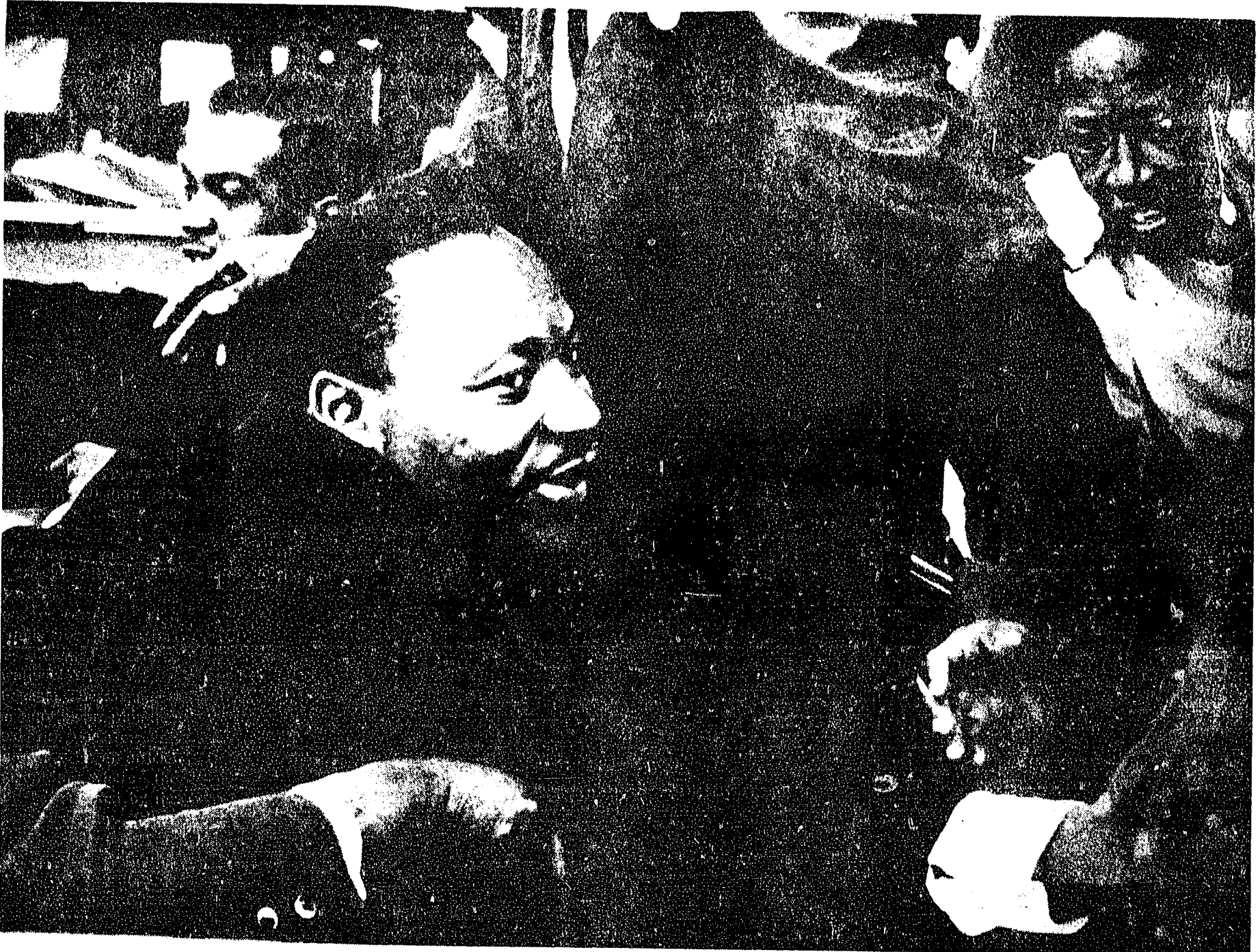
THE PAPER'S STAFF

Opinions Wanted

The Paper is seeking submissions for this page from members of the college community. Readers are welcome to submit either a campus comment or a letter to the editor on any subject that pertains to the college and, to a lesser extent, any other topic. It is suggested that letters be limited to 200 words to increase their likelihood of being printed. Comments, Questions, Criticisms, Cusswords should be either 350 or 800 words in length. All letters should be signed, although names, will be withheld upon request. "Cusswords" will not be used unless signed, and the writer's telephone number should be included. All submissions should be addressed to Editor-in-Chief, The Paper, Finley 337. The deadline is the Thursday prior to each issue. No submitted material can be returned.

The Paper

Dr. Martin Luther King Jr. 1929-1968



On January 15, we acknowledge the birthday of one of the most eminent leaders of our time; Dr. Martin Luther King.

Dr. King aided in molding what appeared to be an extremely bleak future for our black brothers and sisters. Strength, integrity, and ingenuity; these qualities helped to transform his people from a state of powerlessness.

He courageously struggled for civil rights for 13 hard long years, from 1955 to 1968. In 1963, Dr. King had a dream that one day his people would achieve human equality. In essence, this dream has yet to be fulfilled.

Dr. King was brutally assassinated in the year 1968. Immediately following his death there was a tumultuous

uproar throughout the country. But over the recent years, there's been a veil of passivity among the black population.

Although it's been a little over a decade since Dr. King's death, his omnipresence lingers on.

We include this listing of his books for your educational purposes.

- 1) *Stride Toward Freedom* - 1958
- 2) *Strength to Love* - 1963
- 3) *Why We Can't Wait* - 1964
- 4) *Where Do We Go From Here: Chaos or Community* - 1967
- 5) *The Trumpet of Conscience* - 1968

By Ruth Manuel

Hunger Pt. 3

Features Features

The Food Problem in the Third World

Jungles and Other Things

by Donovan Russell

There are actually three reasons why a country needs to increase agricultural output:

- a. The first is to enable its people to better feed and cloth themselves.
- b. The second reason is to increase its productivity per man engaged in agriculture, and to enable a smaller agricultural labor force to feed an increasing non-agricultural labor force.
- c. The third is to obtain more agricultural produce for export to pay for imports.

These are the legitimate aims of any country, but something not easily attainable as the reality of the situation sometimes proves. Most third world countries find it very difficult to grow their own food, much more food for export. Most often than not, their labor force is engaged heavily in the area of agriculture, but their production lags behind. The following reasons will explain the disparity that exists between the developed vs. the developing countries.

Poor countries have lagged behind in food production because their farmers have not had access to appropriate technology including sufficient fertilizer, improved seeds, irrigation, and transportation. Besides these problems faced by the developing countries, there are fair credit terms and better health-care services. These numerous problems only result in hunger and rapid population growth in the developing countries. While it is true the developed countries have done a great deal in helping the poorer countries, one thing should be made clear. The United States, the largest food producer in the world and the richest nation in modern times, has done little in addressing herself to the serious

problem of world hunger. Since the end of W.W. 2, most of the U.S. assistance to the world was centered in Western Europe, and a few countries such as South Korea and Taiwan, where security considerations were uppermost.

This assistance often served to meet U.S. needs rather than that of the needy. The U.S. aid to the developing countries is 0.24 percent of the G.N.P. This, when measured against the one-tenth of most European countries, is very minimal. Among the eighteen donor nations, the U.S. ranks a poor thirteen. The U.S. has pretended to be generous, but it has yet to commit itself seriously against world hunger.

The developed countries cannot continue to argue about the need to control population as a solution to the food problem: No nation can go around and force weaker nations into submission by introducing various contraceptive devices as a means to an end. A peasant couple in India, for example, has no social security except for sons who survive to adulthood. Because of inadequate nourishment and basic health-care, a couple losing several children through death is high. The couple will make an intelligent decision to have as many children as possible. So to demand that poor countries cut down their birth rate is to upset the social structure of that society. Only when the insecurities of hunger are subsequently reduced do parents voluntarily decide to have small families.

Solution to the Food Shortage
The world can produce more food than it is presently producing today. But the policy in the West as Samuelson the economist puts it, "feed the people and they will forget everything about revolution

and Communism, and when they are out of line you put them back into line;" In other words he who paid the piper calls the tune. However, the world population is doubling every twenty-five years and food production cannot keep up. The prediction Maltus made over fifty years ago would seem to justify the views held by some expert, that hunger is inevitable for a large portion of the world's population. But while Maltus' argument cannot be ignored, the fact is that we have made tremendous progress in the area of agriculture, vastly improved over what we had centuries ago. We as men sharing one planet have developed the capacity to produce food for all, but have chosen instead to concentrate on certain areas for distribution.

We cannot afford to co-exist peacefully while only a small portion enjoys a monopoly on the world's food supply. Hunger produced social unrest and threats of revolution. The triage and life-boat ethic that is reflected in the views of some food experts represent a serious oversimplification. *This argument that we are limited and only the fittest of the fittest survive is a fallacy that breathes pessimism and cynicism because it tends to immobilize people.* While I will not deal with who is to blame for the hunger problem we face, it should be said that historical implications are evident. This statement will best explain what I mean. "The fact is that some hunger and poverty today is a legacy of practice that were carried out over a long period of time by Western Nations, such as the exploitation of raw material from overseas colonies."

For example, most of the fish

caught off the coast of Peru are used to feed livestock in the developed countries. This is clearly an economic imbalance which makes the poorer countries net exporter of high protein to the developed countries. Finally, in order to best cope with the problem of world hunger certain access to technology must be made to the farmers of the less developed countries, instead of this charity like approach. The industrialized West should make available all the needed technological know-how to the developing countries. Unless we can perceive ourselves as being part of the human family living under different circumstances, but sharing a common future, the days ahead will be rough. Until modern technology and expert counseling are made available to the needy, the fear of starvation will forever plague us.

Today Africa, Asia and Latin America are faced with the problem of potential starvation. There is an abundance of land, but the necessary means to exploit the land to its full capacity is not readily attainable. The technology used in the industrialized West should be made available. Unless there is some genuine effort made to address the world community to this serious problem that lurks in the foreground, it will be assured by those who have studied this 20th century phenomena, that food is a weapon used by the strong against the weak. Unless the Western democracies address themselves to this problem, we are likely to experience starvation and unrest throughout the Third World: And as the saying goes, a hungry man is an angry man.

Full, flourishing, pretty as a picture. Each part seemingly intricate to the inexperienced, but each as intrinsic as the other. To understand how each part works, one must understand, the total being. The early morning dew beads up and drips like honey. Summer is still present, it seems. The bulk worn to keep out the cold feels irritating. Eyes reflecting, playing tricks on you. Mind flashing back, never wanting to find it's way out of the jungle, wishing the dew would keep falling. Thoughts of licking sugar daddys make your mouth water. Openly talking and feeling the heat, the dew and the tingles soaring through you. Feeling, touching, wanting to deeply explore the protrusions tissues, reading with books on your lap. Can't seem to get past that sentence. The mind's riding. The hand is trying to turn the page but it's stuck between the bushes pictured on the page. That ever present question-when? Seems like there's a clearing ahead but there are also some mountains past the clearing. They will have to be climbed, but not until you've recuperated from your previous adventures.

By Eleanor



Without Food

these smiling

faces turn

SOUR . . .

Announcements News Announcements

ON Sunday, January 7, The New York Times carried a 20-page supplement on City University and its component units. The supplement was prepared and financed by the Professional Staff Congress.

Among the prominent alumni featured in the copy are a number of CCNY graduates.

We at the paper, thought it beneficial to the student body to publish this notice. We urge you to acquire a copy of this supplement in order to understand more about CUNY and City College in particular. We include this address to make it possible for you to acquire the times by mail:

The N.Y. Times (Back Copy Dept.)
Times Square
N.Y., N.Y. 10036
(212) 556-1234

Payments are to be made by check or money order, cost is as follows: Sunday edition is \$2.80 up to three months, and \$3.15 up to six months, for back issues.

Effective January 8, 1979 the Office of Information and Referral and Foreign Student Advisement will join the I.D., Financial Aid and Student Services Offices in the newly renovated Baskerville Hall at 140th Street and Convent Avenue.

Foreign Student Advisement will be located in Baskerville 207 and Ms. Giselle Chalmers will serve as the advisor. Information and Referral will be located in Baskerville 204 with Mr. Anthony Cusimano handling that responsibility.

Mssrs. Fred Kogut and Edward Evans will be located in Baskerville 207 and The Administration Building Room 201 respectively.

Marijuana

Over 37 million Americans use marijuana. But it is estimated that *less than one million know its legal ramifications.* Campus Publishers, Inc. has published a 1979 calendar that lists all United States marijuana laws and penalties.

The calendar is poster size (22x34), printed on heavy, brownish paper, with a green border and brown lettering. It retails for \$5.98 each, plus tax. Check or money order to Campus Publishers, Inc. P.O. Box 908 Jamaica, New York 11434. Telephone number, 276-5755.

Along with its social use, growing numbers of cancer and glaucoma victims are claiming medicinal benefits from the use of marijuana.

According to Ronnie Cook, president of Campus Publishers, "marijuana and its paraphernalia sales ranks the third largest industry in this country. Yet, the consumers of this substance are the most ill informed consumer group of our time."

Whatever the reason for possession . . . once viewed through the judicial eye, ignorance will be no excuse.

SPECIAL STUDENT REBATE

Campus Publishers, Inc. is offering to students who wish to order the U.S. MARIJUANA LAWS & PENALTIES calendar, a rebate of \$1.00 for each calendar ordered. To qualify for this rebate, the order must be for a minimum of twelve (12) calendars.

RONNIE J. COOK
PRESIDENT



Michele Wallace, author of **BLACK MACHO AND THE MYTH OF THE SUPERWOMAN.** Published by The Dial Press on February 7, 1979 (\$7.95). Photo by Faith Ringgold

T.V. NEWS Martin Luther King, Jr.

Dr. Martin Luther King, Jr.'s own words tell the story of his life and role in the struggle for black freedom during special 90-minute "Like It Is" documentary

Airing On The Eve of King's Birthday, Sun. Airing On The Eve of King's Birthday, Sun., Jan. 14, 12:30 pm on WABC-TV

"When we allow freedom to ring, when we let it ring from every village and hamlet, from every state and every city, we will be able to speed up the day when all of God's children—black men and white men, Jews and gentiles, Protestants and Catholics—will be able to join hands and sing in the words of the old negro spiritual, 'free at last, free at last, thank God Almighty, we are free at last.'" So said the Reverend Dr. Martin Luther King, Jr. during the historic March on Washington in 1963.

Dr. King's own words tell the story of his life and role in the struggle for racial equality in

America in "Martin Luther King . . . An Amazing Grace," a powerful and evocative portrait of the late civil rights leader to be rebroadcast on WABC-TV's **LIKE IT IS, Sunday, Jan. 14, 12:30-2:00 pm**, the day before Dr. King's birthday. (OAD: 5/28/78.) The 90-minute documentary has been nominated this year for an Emmy Award by the New York State Academy of Television Arts and Sciences.

"It is a great privilege for **LIKE IT IS** to dedicate this major programming effort to Martin Luther King, one of the most eminent men in American history and the youngest at age 35, to be honored with a Nobel Peace Prize," stated the Emmy Award-winning producer/host Gil Noble in announcing the feature documentary film. "By utilizing footage of many of Dr. King's compelling addresses to his people," Noble adds, "this

program is able to provide an accurate and firsthand account of the man's character and outstanding contributions to black freedom."

King's cry for civil rights freedom can be heard and seen on film, most significantly in his provocative speech made in 1965 in Montgomery, Alabama: "A man can't ride your back unless it's bent . . . we had fire in our souls that water couldn't put out . . . it wasn't long before Bull Connor (Alabama sheriff) discovered that we had something within that dogs couldn't bite." He also recalls the events surrounding the Montgomery Bus Boycott of 1955, a period in history that catapulted him to worldwide prominence. "When we started out in Montgomery in 1955, it was in December of that year, most of the struggle went through '56, I really had no idea during the early days of the bus boycott this movement

would mushroom and finally rise to national and even international proportions," said King.

"Martin Luther King . . . An Amazing Grace" blends illustrative film clips of the Montgomery Bus Boycott, the Selma to Montgomery March, the March on Washington, the National Campaign in Chicago and the Sanitation Workers' Strike with Dr. King's oratorical recollections.

Excerpts from a speech by the late Adam Clayton Powell, Jr. and portions of earlier **LIKE IT IS** interviews with Stokely Carmichael, then a member of the Student Non-Violent Coordinating Committee, the Reverend Jesse Jackson, one of Dr. King's closest aides, and the noted author James Baldwin add another dimension to the special program. In conversation with Gil Noble, Congressman Powell, Reverend Jackson and Mr. Baldwin speak about their association with King at

various times throughout the turbulent '60's and how this extraordinary man touched their lives.

Dr. King, who obtained his Doctorate of Theology at Harvard University and followed in his father's footsteps to become a minister, extended his teachings beyond the pulpit. He incorporated the philosophy of Gandhi, a great proponent of non-violent protest, and utilized this concept to unite his people in a struggle against the forces of racism.

In drawing to a close, "Martin Luther King . . . An Amazing Grace" presents a montage of statements made by Dr. King to the youth of today, in which he urges them to achieve academic excellence and moral strength and to foster a strong commitment to advancing the quality of life for themselves and future generations.

1979 International Year Of The Child

Teach them Now So That They Can
Carry On Our Struggle!!!

