

NYPIRG or Legal Aid, Students will Decide

By Ian Carter

The Day Student Senate (DSS) has initiated a referendum to re-direct the \$2 in student activity fee, that currently goes to the New York Public Interest Research Group, (NYPIRG), to a new Legal Aid Center, (LAC).

"This effort is to uplift the students," said DSS president Roger Rhoss. The \$2 would be used to hire a full-time lawyer, serving as director, who would be able to administer better legal services to the student body at large.

Rhoss mentioned that the reason NYPIRG had been chosen was because we have not seen any direct on-campus activity from them. "This was done after the already high \$2750 student activity fee was scrutinized to find any possible excess." Rhoss also stated his general theme was that NYPIRG gets approximately \$40,000 per academic year and that there is no accountability to students.

This new L.A.C. is alleged to bring students many benefits. One of these stems from the fact that students will be serving as interns. "This allows them to gain college credits while gathering invaluable practical knowledge," Rhoss commented. Student will also serve as para-legals; following up on actions taken by the Legal Aid Center. College Work Study students will also be able to



Roger Rhoss President of DSS



Ben Blakney Project Coordinator NYPIRA/CCNY

be serving as interns. "This allows them to gain college credits while gathering invaluable practical knowledge," Rhoss commented. Student will also serve as para-legals; following up on actions taken by the Legal Aid Center. College Work Study students will also be able to work their grants out serving the Center.

The Board of Directors will be staffed by two student reps from the DSS, one from Graduate Student Council, and one representative from each of the following: Evening Student Senate, Graduate Council, Urban Legal Studies and Student Affairs Office. It is also possible that is the Evening Student Senate raised their student activity fee that the

hours of service would be extended to serve them.

These are the prospects for the change, but NYPIRG is faced with its demise if the referendum passes. Project Coordinator Ben Blakney for NYPIRG at CCNY made this statement in response to the actions of the senate. "I agree with the good intentions of the senate to provide legal services for CCNY students. However, I question their methods."

Blakney also commented that both L.A.C. and NYPIRG are needed because they serve students at two different levels. In a three-page response to the senate's actions, NYPIRG made the following point: "Legal Aid Centers normally deal with immediate crises. NYPIRG nor-

mally seeks to change the circumstances that cause the immediate problem." Also contained in the response is a list of some of NYPIRG's accomplishments.

Blakney finally pointed out that good things don't come from bad beginnings. He pledged NYPIRG support for any legal program for students but objected to any program that would stand on the ruins of another student organization.

The referendum is out. You, the student, will have to decide whether it's NYPIRG or Legal Aid. But as a fellow staffer commented the vote is perilous because students are out of touch with campus politics. This might lead to senseless voting. Think before you act.

New Food Contractor, Same Old Troubles

By Robin Black

Last October, the Student Senate and other student groups organized a two day boycott of the Saga Dining Halls on City Colleges' campus. The boycott led to the termination of Saga's contract with the college. Lachtman Incorporated now serves the college.

Lachtman Inc. is a non-union employer. As a result the job security of many of the employees who worked under Saga is in jeopardy. The Daily News recently ran an ad for jobs at the North campus cafeteria. Does this mean that some of the former employees' jobs were terminated? The Paper attempted to confront the management with this question, but the management refused to grant us an interview. Several employees were willing to grant us interviews, but when the time came for the interviews, everyone became silent. (This was after an attempt was made to speak with the management.)

Lachtman Inc. serves Queens College, and colleges on Long Island.

Lachtman was selected over a few vendors who bided for the City's contract. Horn and Hardart who also bided for the contract, and promised to keep present employees on the payroll, was not selected.

Now that City College has Lachtman, what do we have? According to one source, "We traded the witch for the devil." Others who commented, Denise Benford, a Junior and Nursing major, says this about the Lachtman food and service, "The prices are high, the food is of poor quality, and my bagel is stale. The only good thing is the coffee." Jack Simond, a Junior and Biology major, says, "The quality is the same as Saga, the prices are high, and most of the time I bring my own lunch." Duledd Atkins, a Sophomore and Nursing major, had this to say: "The food has no quality, the prices are high, and the hot chocolate has gone from thirty cents for a medium cup up to sixty cents. The portions are too small, and I try to bring my lunch." Scharif Ahmand, a security guard, said, "The quality is better. The food is packaged better, it's

more edible and I enjoy eating here now. I used to buy lunch for one dollar, but now it costs one dollar and eighty-eight cents, but it's worth it. They don't have the special anymore."

I have sampled the food and have found it to be a small improvement over Saga. At least it is a step in the right direction, although I do feel that food should be tasty as well as clean. I found the salad, as well as the salad dressing, a vast improvement. I haven't come across any insect remains or parts in my lunch, which again is an improvement. The milk dispenser is a welcome change from the open container I was so accustomed to. Also, Lachtman has rearranged the accessory enclave, which gives the cafeteria a warmer appearance, unlike Saga's mess hall atmosphere.

Mass production and distribution of food always presents problems. The food must be semi-bland to serve the needs of the entire student body. Food service on campus is here to serve your needs. If you are not content with an order you must pay for,

voice your opinion. Do not wait until the situation becomes unbreable. A well done hamburger means just that, not medium rare, but well done!

At an informal gathering with some of the members of the Student Senate we discussed Lachtman Inc. Everyone agreed that time will tell what type of service Lachtman will provide. The crux of the Lachtman situation lies with the employee situation. Have any of the employees been terminated? If so, for what reason? As we talked someone pointed out that many of the employees have many years on the job and make a fairly good salary, but the jobs in the Daily News offered workers a little above minimum wage. This could be the reason for terminating an employee, if anyone was terminated. However, I could not secure this information because management would not grant an interview. Someone later said, "I take economics, and I know that's how big business and life are, but somehow it just doesn't seem right."

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Possible \$100 Tuition Hike; Look Out Folk

By: Ian Carter

The push for a new tuition increase is the concerted effort of City and State officials. Through political manipulation both city and state institutions would have to raise their tuition costs or suffer severe financial aid retrenchments. Though harmless budget balancing, any raise in tuition would place greater barriers in the way of black and poor people seeking access to higher education.

Public education, which is believed to be an avenue to "success" for poor people, is being retrenched while private education flourishes. New York State (NYS) employs such practices as granting figures in excess of \$66 million annually to private institutions. This is the highest direct private aid granted by any state in the country. The possible \$100 increase is alleged to float \$275 million in capital construction bonds for the State University of New York (S.U.N.Y.). In addition to the possible \$100 increase there is also a \$10 million reduction expected at CUNY. Other sources report that the State Educational Department is also planning an increase in aid to private institutions.

This outrageous endeavor by City and State officials will have disastrous affect on CUNY's population. The National Council on Financing of Postsecondary Education states that for every \$100 increase in tuition, there is a 2-4 percent enrollment decline. CUNY lost 50,100



students between the years of 1975 and 1977; enrollment dropped from 223,738 to 173,637. Taking into account other variables, the imposition of tuition had a disastrous affect on the number of students attending CUNY. Approximately 80% of CUNY's student body are from families with incomes under \$14,000 annually. Almost 50% of the student body is third world (non-white). State officials say the students currently receiving full awards will not be affected, but our experience shows different. Many Black and Puerto Rican students complain that the money that will be taken out of their other financial aid in order to pay the increase in tuition is needed for other expenses.

State officials also claim that the hardest hit will be students who receive partial or now awards. Part time students not eligible for TAP are destroyed by this brutal increase. Part-time enrollment at CUNY fell 46% during 1975-77, at a time when the national rate was increasing by 11.6%. Here at City College, the evening division (SGS) would face many difficulties because part-time students are not eligible for TAP. The Black and Hispanic people of this section of City will face still another barrier to higher education.

Some sources estimate the final student attrition rate to be 1,500. However, many student "leaders" see this as a very conservative

estimate because there was a 10,000 attrition rate expected in 1976 during the imposition of tuition, but the final figure turned out to be approximately 70,000. Therefore, from the rather conservative estimate students can gather that the enrollment drop may be 15,000 instead of 1,500. Many student groups and others have raised opposition to this destructive move. They have laid out some methods of struggling against this attack. These include direct pressure on the State Legislature in order to prevent them from passing this legislation. Another line of action is to keep pressure also on the Board of Higher Education (BHE) in order to prevent them from approving the \$100 increase in case the legislature passes it. The BHE has to approve any increase before it can be implemented. Chancellor Kibbee of BHE might accept in order to avoid the \$4-5 million financial operating deficit that is projected otherwise.

Some politically active students say it is time to stop business as usual. Students, Black students especially, have fallen victim to a decade of political lull. These same students say as a result of this we are now the victims of a monstrous backlash of white racism. One student summed it up by saying "We have to break down a decade of barriers, or else the weight will eventually crush us, (Blacks and Puerto Ricans)."

Education is the Way Let Us Save Our Future

By Ian Carter

A new decade is one year away, but the 400 years of black peoples' troubles are ever present today.

Before 1979, the City University of New York (CUNY) was tuition free, and our black parents paid taxes which helped to educate many of the current leaders of New York. These leaders have now created many barriers and obstacles to the threshold of our survival and progress. . . education. A few of the many barriers are: the impositions of tuition, rampant dismantlement of special college programs, i.e. SEEK, and several systematic ways of reducing financial aid.

The collective reductions are coupled with many tactics used at social institutions, i.e. City College, to continuously eliminate us from many college programs. We are grossly under represented in all of the sciences and in the school of education.

One professor, a former student of City College, told me several experiences he had with various professors in the science departments. He outlined a policy, instituted about a decade ago in the sciences, which didn't permit students to see their final exams. He and other black students were averaging B's and A's in this particular course, but somehow they received C's and D's in the class. The next stop was to the professor, because they knew they had done well on the final

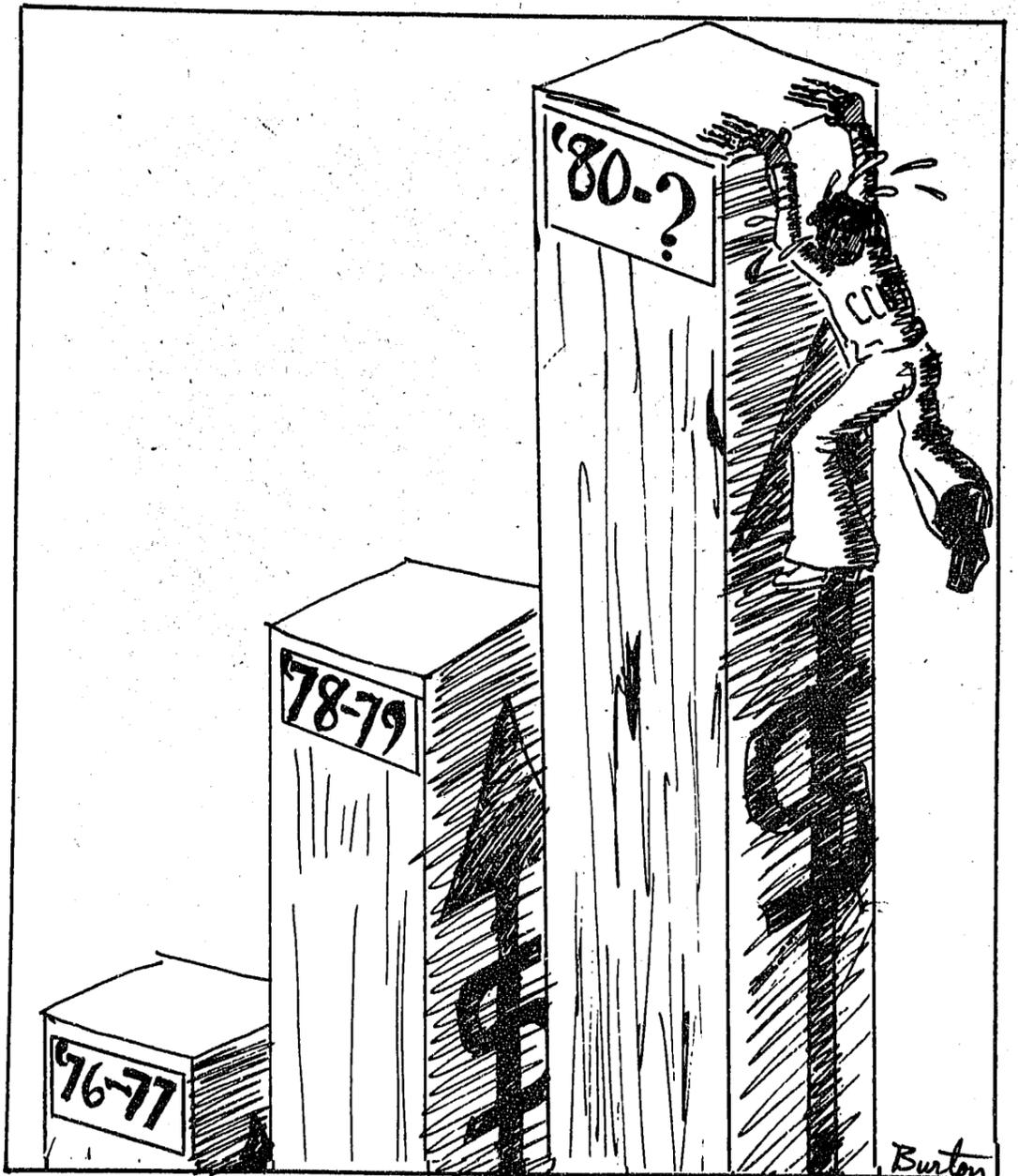
After not being allowed to see the final exams by the professor, they decided to go to the secretary. She showed them their exams, thinking the professor had approved—which he didn't. Anyway, they all had received grades in the 80's. Finally after a few confrontations with the professor, they received their just grades.

This was just one of several experiences, but others such as counselors deliberately overloading students also exist. He summed it all up by saying that, "There is mass discrimination in the sciences."

Close observation can lead to the real cause of the current trends. Based on several surveys, Mr. Basil Patterson predicted that New York City will be 50 percent black by 1980-81. If the trends of open access to CUNY had continued, blacks will have made great educational strides forward. After a decade, blacks would have progressed to the level of city leadership.

The powers that be don't desire this transformation. The consequences for them will be numerous. Black people will realize their power and other such occurrences would appear around the country where similar circumstances are present.

It is time to act and prepare for our future. Grasp all educational outlets and acquire a well directed education. Let us remove this question mark for our future.



News Announcement

Women

A new service that specializes in care for women with DES exposure is now in operation at Booth Memorial Medical Center, Flushing, New York.

It is estimated that four to six million Americans were exposed to DES (Diethylstilbestrol) between 1945 and 1955 when the drug was frequently prescribed to prevent miscarriage. Daughters born to women who took the drug during pregnancy carry a higher risk of developing vaginal or cervical cancer.

"It is vitally important that women whose mothers took DES be carefully and periodically examined as a preventative measure," said Dr. Robert C. Post, Director of Obstetrics and Gynecology at Booth Memorial. "While exposure to DES does not mean that a woman will develop a health problem, the incidence is high enough to warrant such careful evaluation and periodic examination to detect any abnormalities early."

The service at the Medical Center is part of the dysplasia clinic and offers diagnosis and treatment on an outpatient basis for women who have developed a clinical DES-related problem. Initial screening is offered through the gynecology service. Sophisticated techniques such as colposcopy are offered for additional diagnosis and treatment.

In addition to treatment for DES exposure, the service offers treatment, including cyrosurgery, for abnormal cytology.

The service is available every Monday from 2 to 4 p.m. at the Medical Center. Patients may be self-referred or referred by private physicians or other health agencies. Appointments may be made by calling (212) 670-1000.

Booth Memorial Medical Center is a 371-bed voluntary teaching hospital and is a service of The Salvation Army.

Scholarships Available

Are you a college senior majoring in advertising, journalism or other related fields and thinking about career opportunities?

Have you considered direct response advertising? Entry level positions in this growing industry include copywriters, graphic artists, marketing research analysts, junior account executives, sales representatives, fund raisers and much more. It is a healthy \$75 billion a year industry that needs young trained talent.

This exciting direct mail/marketing medium will be introduced to 30 scholarship students at the 1979 Kleid Collegiate Institute on direct response marketing to be held in Indianapolis, IN, April 8-13. Applications for the scholarship are now being accepted.

The Institute, conducted twice a year by the Direct Mail/Marketing Educational Foundation, Inc. (DMEF), awards full-tuition scholarships to 30 college seniors and grad students selected from a field of several hundred in a highly competitive process. Applicants must obtain a recommendation from their college or university professors who nominate top students with outstanding academic achievements and extracurricular involvement.

Conducted by more than a dozen top practitioners from major direct marketing companies, the Institute will cover the basic techniques on the use of direct marketing communications.

The scholarship covers travel, hotel accommodations and meals for the week-long program. Deadline for receipt of applications for this Institute is March 15. Interested students should ask their professors for applications or contact DMEF, 6 East 43rd Street, New York 10017, (212) 689-4977.

Bill Cosby tells why Red Cross needs your type of blood.



"Every day of the week, there's somebody who needs your type of blood."

"But the thing about blood is: it doesn't keep very long. Which means we've got to keep the supply coming constantly. Donors are needed every day."

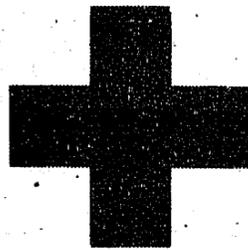
"Sorry to say, there are never enough donors."

"In fact, five people out of every 100 are doing the whole

job. That's right, five percent of the people give 100 percent of the blood that's donated."

"If you're between 17 and 66, and generally healthy, you can help change all that. And your one blood donation can help up to five people to live."

"Call your Red Cross Blood Center and make a donor appointment soon. It's one way you can help keep Red Cross ready... to help others."



Keep Red Cross ready. Sports

The American Federation of Teachers recently urged Congress to make access to higher education a reality by providing the necessary funding for millions of the nation's students and potential students.

In testimony at hearings held by the U.S. Office of Education in New York City on reauthorization of the Higher Education Act of 1965, AFT Vice President Irwin Polishook urged full funding of the act's financial provisions. Congress of the City University of New York, presented the following AFT recommendations:

Elimination of the half-cost provision of the Basic Educational Opportunity Grant (BEOG) Program, which limits awards to half the cost of tuition and fees. This feature penalizes the low-income student as well as institutions that have succeeded in keeping their tuition low.

Removal of the four-year limit for receipt of financial aid in favor of a

satisfactory progress requirement.

Removal of requirements that students carry a course load of at least six credits in order to receive aid. This arbitrary cut-off seriously hurts the part-time student.

Elimination of provisions that allow college students to work for less than the minimum wage.

The AFT also urged Congress to reconsider the Urban Grant University Act, introduced last year, as an opportunity to develop solutions to reverse the trend towards deterioration in the nation's cities. The program would establish federal grants to urban colleges and universities to meet the educational needs of the cities, such as the Morrill Land Grant Act served the agricultural needs of the nation.

The union also supported reauthorization of the Teacher Center Program, which is designed to meet the in-service needs of teachers, and its extension to five years.

To the delight of basketball fans in the New York City area, admission will again be free to this year's City University Basketball Tournament. The two opening round games are scheduled for Tuesday, February 20th at 6 p.m. and 8 p.m. City College is hosting the tournament at its spacious Nat Holman Gym, located at Convent Avenue and 137th Street.

CUNY's ten senior colleges participate in the annual series: Baruch College, Brooklyn College, City College, Hunter College, John Jay College, Lehman College, Medgar Evers College, Queens College, College of Staten Island and York College.

The two opening round winners advance to the quarter finals with the six top seeded teams on Wednesday, February 21st at 1, 3, 6 and 8 p.m. The semi-finals are scheduled for Friday, February 23rd at 6 and 8 p.m. The CUNY championship games will be played on Monday, February 26th at 7:30 p.m.

Through its cooperative recreational program with the City University, Con Edison is bringing groups to the CUNY Tournament. Community group heads can contact Ellis Bullock at 460-6917.

More information on the tournament itself can be obtained from the City College athletic office at 690-8228.



Study Tips

"Do not hesitate to ask an instructor specific questions. For example, does he hold you responsible for dates, names, places, etc.? These are legitimate questions and most instructors are quite willing and even pleased to help a student if that student is really trying."

—Gary E. Brown,
A STUDENT'S GUIDE TO
ACADEMIC SURVIVAL
Harper & Row

"The principle of timely reading is basic to successful study. Timely reading means that you read your textbook assignments at the best possible time—before you go to class to hear the professor's lectures covering the material. This will assure better understanding of what the professor says and, thus, will insure that you take better notes during his lectures."

—William F. Brown
Wayne H. Holtzman
A GUIDE TO COLLEGE SURVIVAL
Prentice-Hall

"If you are willing to improve your desire to learn and your study habits, you will at least come to understand what knowledge is; how difficult it is to attain, how much industry, thoroughness, precision, and persistence it demands if you are even to have a distant glimpse of it."

—William H. Armstrong
STUDY IS HARD WORK
Harper & Row

"The more time you permit to elapse between study and a test of what you have learned, the less you will remember it. In planning your schedule, make time for studying each subject as close as possible to the time its class meets."

—Eugene H. Ehrlich
HOW TO STUDY BETTER AND
GET HIGHER MARKS
Thomas Y. Crowell Co.

AFT News

Security

Of Notice

Notice anything different about your I.D. validation sticker this semester? Take a look at it. On the back is the telephone number of our very own security office. Can we now assume that security is only an I.D. card away? We hope so. Time will tell.

—E.P.B.

Letters to the Editor

Dear Editor(s)

It is more than just "unfortunate" that there is an atmosphere of apathy, indifference, and decay pervading the Black community; it is in fact, very depressing and mentally debilitating that this atmosphere exists. One thing is for sure, we have never heard of solving problems by complaining.

One evening, on my way out of a boys club, I saw a message on a wall that read, "The reason some people do not recognize opportunity when it comes, is that it often comes disguised as hard work." As I studied the message, I pondered on how Harlem, with the state that it is in, is a haven for opportunities disguised as "hard work." Not the nine-to-five plus overtime hard work." But instead, a spiritually demanding and life long labor uplifting the "Mentally intoxicated" and socially deprived community which most Black people live in.

Since we the students of C.C.N.Y. are here in the new year of 1979 A.D., we may think that things are just progressing along as usual, but they are not. From my personal contacts with so many brothers and sisters, I have found that most of them (90%) are more concerned about how soon their education will get them into the mainstream, than they are with what education does to society as a whole.

On any day we may pick up some periodical or newspaper and read how, statistically, Black citizens are entering colleges and professions at increasing rates over the years. What should follow this report is the fact that unemployment, physical crimes (including the redlining of Black communities by banks), and mental crimes (i.e. valueless education that most Black and Puerto Rican children receive from so-called educators who are more concerned with personal financial gains than they are with the welfare of the community) are also accumulating at an ever-increasing rate.

So there seems to be two pathways. One that leads to the opportunity for "rugged individualism" while the other leads to the opportunity, (disguised as hard work), to save or rebuild an integral part of ourselves, our Community, which we unparadoxically are integral part.

By Abdul H. Jihad
CCNY Student

Comment

Dear Students:

City College has the reputation of producing influential leaders to serve the city and the country. Good leadership skills are obtained through:

1. A good and strong academic background.
2. Involvement in extra-curricular activities which contribute to the welfare of the entire student body.
3. Strengthening our physical being through athletic activities.

You can benefit from all these opportunities here at City College. Professional schools such as law, medicine, engineering, and social work, look for students with these assets in awarding their scholarships. Employers look for these qualifications in their hiring process.

You can take your future into your own hands by learning in the classroom and by getting involved.

Bring your ideas to the Student Senate or a campus organization of your choosing. You can also start your own organization if you have a fresh idea which has not been tested on campus.

The field office of the Vice Provost for Student Affairs (Finley 104) directed by the Student Organizations Coordinator (Jean H. Charles) is in charge of guiding and advising all students and all organizations in matters related to extra-curricular activity on campus. I urge you to use the services of my office. Being involved in student activities can add more to your life at City College.

Sincerely,
Jean H. Charles, M.S.W., J.D.
Student Organizations Coordinator

P.S. The office number of the Student Organizations Coordinator is Finley 104, the phone 690-8129, and the secretary's name is Kay McCain.

THE PAPER

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Serving the student population
and local community.

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Come and Let Me Hip Ya!

By Ruth Manuel

My people, we have been programmed by the "white man" to believe that they are what made this country so exceedingly exceptional, and single-handedly too; amazing, wouldn't you say?

It seems that we have all been "whitewashed." We have been conditioned to hate ourselves, our features, and to overlook our history. We have been led to believe that we are irrelevant, and inferior to the white man. As far as the white man is concerned, we have made no real accomplishments, and we have no history, other than the fact that we were slaves, which their history books so egotistically boast about. How "magnanimous" of them to do so!

Many of us deprive ourselves of obtaining an education in Black history. We must not allow the history of our people to escape our attentions. Black history implants a greater sense of pride and self esteem. Most importantly, it aids in promoting unity. I feel that there is definitely an urgency to absorb, learn, and teach all that we can. We owe it to ourselves.

I have included a couple of facts dealing with Black history which I think would be extremely beneficial to each and every one of you, and particularly to all those alleged historians (you know who you are).

will feature a Black figure in history. This week, I will deal with some of the greatest Black inventors of our time.

* * * *

Granville T. Woods, inventor of the third rail on the railroad power system, automatic air brakes, automatic circuit breakers, and electric magnetic brakes. Garrett A. Morgan, inventor of the gas mask and automatic stop sign. Frederick Jones, inventor of the refrigerated truck. Dr. George Carruthers, inventor of the space camera/spectograph. Heart surgery was first performed successfully by Dr. Daniel Hale Williams. Benjamin Banneker, inventor of the clock. First man to set foot on the north pole was Matthew Henson. The founder of blood plasma and the director of the Red Cross blood bank was Dr. Charles Drew. Jean Baptiste, was the founder of Chicago in 1772. Harriet Tubman, led countless slaves to freedom on the underground railroad. Elijah McCoy, inventor of the automatic lubricating machine, which made it unnecessary to stop machinery to be oiled. The expression "the real McCoy" was originally started by him. Jan E. Matzinger, inventor of the shoe machine. Norbert E. Rilleux, inventor of the sugar refining system.

Peace. . . Ruth Manuel

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

Foul Play In Academia

By: Mike Edwards

Attention all students and faculty of City College of New York, the community and the entire of academia at large. An incident of Academic Military Conquest took place on Friday, February 9th, 1979 of great importance. The incident stated when an Assistant Professor, James E. Bayley of the Philosophy Department, made an erroneous statement to his class (Social Science 102 Q) in reference to African Civilization. I, Michael Edwards, was told by a member of the class (let's call him John Doe) what took place;

Prof. Bayley: The Dynastic period of Egypt no longer exist. Ancient Africa did not have a civilization but a culture.

Class member: "You can't tell me what with all the resources that Africa has that there was not a form of civilization. . ."

Prof. Bayley, in an attempt to refute the objection being raised by the particular class member, proceeded to define the meaning of civilization. What he said was to the effect that "civilization is a social order to bring about an industrial society." Please note the fact that with this definition, Prof. Bayley is also saying in essence that there was no such thing as European Civilization, or any other kind for that matter (except for the modern/contemporary civilizations). But let him get away with that blunder for the moment, let him think that we have been fooled by his pompously proclaimed definition.

He later proceeded to "put his foot, not just in his mouth but down his throat," when he stated what is referred to as the classical argument of so-called historians (especially the so-called Egyptologist) in reference to African peoples and their civilizations: **Egypt was/is not part of the African continent because it's above, to the North of the Sahara Desert.**

John Doe tried to bolster the fact the Egypt was indeed an African civilization and the the Egyptians were Black/African. . . The terms "Black" and "African" are used interchangeably. However, the alleged "learned," well educated scholar, James E. Bayley, who received his Ph.D. from Columbia University in 1968, was too adamant in his attitude and disposition to bring about an acceptable agreement on the issue. His academic "sophistication" and argument that Africa-has-no-civilizations" proved too strong and "well fortified" to be ridiculed by the debate capacity of John Doe.

With his frustration and emotional fluid still bubbling hours after the class was over, John Doe was relating to me what happened in the classroom. In need of support and more mental ammunition, he enlisted my aid and invited me to the next class session. Some other students of the class shared his sentiment. Naturally, I accepted this academic call to duty.

About ten minutes after class convened, I marched into the room, walked straight up to Prof. Bayley, introduced myself, and we shook hands. **Let's re-enact the drama:**

Me: Good morning, sir. My name is Michael Edwards. May I say a few words to the class, please?

Prof. Bayley: Uh...about what, what do you want to talk about?

Me: In regard to your recent statement that Ancient Africa has no civilization.

Bayley:(with staunch emotional vehemence) No! No...you may not address the class.

At this point I walked away from Prof. Bayley and turned my attention to the class.

Me: Students, I was invited to the class by a few students to make an oral presentation to the class in response to Prof. Bayley's remark that there was no such things as Ancient African civilizations. The most important component of a classroom setting is the student. He (pointing to Prof. Bayley) is just a figurehead. What is supposed to go in a classroom is a sharing of knowledge, not bullshit, along with an exchange of information. You can do that among yourselves without him or any other teacher. In other words, what I'm saying to you is this: I respect your decision more than I do his. If you desire my oral presentation, then I will give it.

The class was overwhelmingly in favor of me making my oral presentation. Upon their approval, I ignored Prof. Bayley completely and immediately commenced my lecture. Feeling a sense of uneasy isolation and the right of power and control slipping from his hands, he went into this pseudo intellectual, marshal bag on me. With a look of Nixonism, and a mannerism of a Hitler, he proceeded to ask me questions in the hope that he would intimidate and scare the shit out of me. Scare me right out of the classroom.

Prof. Bayley: What's your name?

Me: Michael Edwards.

Prof. Bayley: Are you a member of the college?

Me: Yes, I am.

Prof. Bayley: What's your I.D. number?

Me: 133-46-8361.

Prof. Bayley: (Getting a bit more courageous and self-assertive, his loud and quivering voice resounding through the air like a cracking whip) I want you to know that what you are doing is illegal and breaking the academic...

Me: (Cutting him off) Sir, I'm quite aware of the rules and regulations. I thank you for trying to inform me. (With that I turned to the class and attempted to resume my lecture.)

Prof. Bayley: (Visibly nervous and becoming more frantic. Too nervous to find a pen which was in his shirt pocket in an attempt to write my name and I.D. number down.) What's your name?

Me: I told you...Michael Edwards.

Prof. Bayley: What's your I.D. number?

Me: 113-46-8361. (Finally finding his pen, he wrote my name and I.D. number on a piece of paper)

Prof. Bayley: May I see your I.D. card?

Me: I do not have my I.D. card with me, sir. I have my bursar's receipt. (I opened my brief case, took the receipt out and showed it to him. He began to stretch his hand to take it from him, so I snatched it away from him) No, you may see my bursar's receipt but you may not have it. (I put it back in my brief case)

Prof. Bayley: (Face red, nostril flaring, spasmodically moving about the room, and really getting into his Hollywood, cops and robbers act. All the while the class was sitting, amused and thrilled at the unfolding drama: Hollywood-City College!) You have no right to do what you're doing and I'm going to call the security guards!

Me: Do what you will, sir, it matters not to me. (He was leaving the room) And while you are it, please call the U.S. Army!

Prof. Bayley: (No sooner than he left the room he came dashing back in. Looking at me...thank God looks can't kill and imaginary daggers unmercifully beating the air) This class is dismissed. dismissed, everybody may leave.

Four students got up and left: A

young Caucasian female, a young African (Afro-American) female, and two hispanics, one male and the other female. The rest of the class remained sitting. I paused to allow the students to leave the room. Prof. Bayley followed after the students and left the classroom...like a wild bull chasing after a taunting matador. He went to the phone to summon the guards. I resumed my lecture, only to be interrupted by one of the many professors who swarm in the hallway to find out what all the commotion (Prof. Bayley's loud mouth) was about.

Prof. X: What do you think you are doing?...You can't do that, you are acting out of...

Me: Sir, what is your relationship to this class? ...You don't belong in this classroom, you have no jurisdiction over this class. Please, leave the room and close the door behind you. Please! Now, I'm being nice. Don't let me get angry.

One thing I can say about Prof. X; he respects authority; he left without uttering another word. Again I was attempted to resume my lecture. Again, I was interrupted: Prof. Bayley came rushing back into the room. His nostrils flaring, face bloody red, and with murder in his eyes.

Prof. Bayley: (Pointing finger at me) I hope you know that...

Me: (Cutting him off) Sir, let me remind you you have no more right to be in this room as of this hour. You have forfeited the right that right when you dismissed the class and you left the room. Now, we are having a discussion among ourselves, so kindly leave the room. I was hoping that you, an intelligent man like you, would have joined us and partake in this discussion. But since you have displayed such negative attitude, your presence is no longer desired. So please leave the room and stop interrupting us and invading our right to privacy.

Shortly after he left, the security guards came. At their request, I gave them my name, I.D. number, bursar's receipt; verified that I'm not a member of the class, what was going on, and why I was there. All the while the students were up in arms, shouting and telling the guards to leave me alone and that I was there at their request. Things were getting hot and a confrontation between students and guards (3) was developing, I pleaded with the class to remain calm and let's not turn this Academic Military Conquest into a mere fight with the guards. That after all the guards are just trying to do their duty. I then calmly explained the whole thing to the guards, emphasizing the fact that the class has been dismissed. The guards asked me to accompany them to the guard

office. I told them I can't accompany them now, but I will gladly do so at the end of the hour after I've achieved the purpose of my visit. And that's exactly what I did. I want to compliment the Security Force for handling the situation in such a calm and intelligent manner. Their approach was radically different from that of the police officers and expected behavior of average security guards: they weren't rash, irrational, trigger happy or nightstick happy.

Finally the field was clear. Only myself and the students (10-15) were in the room. I then made my presentation to an eager class. We spent a beautiful hour together. What was left of the hour that is.

I was later informed that Vice Provost Chandler, and the entire administration building were alerted of The Academic Military Conquest. I was told to report to Mr. Edward Evans on the order of Vice Provost Chandler to explain "what the hell is going on." I reported to Mr. Evans as requested and explained everything exactly as it happened. Mr. Evans scolded Mr. Evens scolded me and let me know that legally I was wrong and had no right to do what I did. He further informed me that disciplinary action will be brought against me by (at least) Prof. Bayley and the entire Philosophy Department. According to my exchange with Mr. Evans, it seems that I have gotten the whole damn college upset. My final response to all of this is: **GOOD! ...Prof. Bayley/Philosophy Dept., go right ahead with your litigation. I'M NOT SCARED ONE BIT. YOU NOR THIS FUCKING SOCIETY IS GOING TO SCARE ME!**

Editors Reply

Mr. Edwards' speech dealt with Ancient Egyptian Civilization and Egypt's contribution to the world. He outlined how many great Europeans such as Socrates, Plato and Aristotle received much of their knowledge from Egyptian schools.

We at *The Paper* support Mr. Edwards and urge all black and progressive people to do the same. The comment by Professor Bayley was another one of those 400 year old, demeaning racist slurs.

We have accepted this ludicrous academic arrogance for too long. It is time to turn all educational tables around.

**Those who don't know, learn!
Those who know teach!**

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POETIC EXPRESSIONS

Untitled

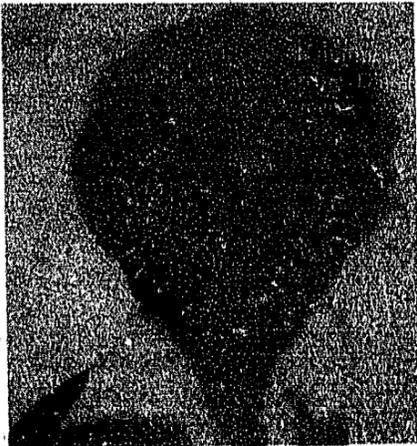
BLACK WOMAN

hypnotic
chocolate nipples
child
your phoroah
I am / your TUT,

come venture
like star dust
you are in my trance
to love land,

just watch, my eyes,
like shiny black pearls
they'll strip you in a passionate daze,
and love you / not leave you
in loves endless poem
smoothe / brown-skinned / honey coated queen,
black woman,
night's romantic black dream,
my woman,
my romantic black queen.

HAYDEN D. INCE



The Twain Has Met

To southern white women we address this appeal;
You must know what exclaiming pangs we black women feel,
To see our men fold of rape wrongly accused
While our women, by your men, are violated and abused.
Not long ago, we won woman's suffrage rights,
The very foundation of that struggle was the slaves' freedom
fight,
For emancipation from your very own race
When Susan B. Anthony and Lucrecia Mott attended London's
Anti-
Slavery Conference, what lesson they got,
They were shunted to the gallery, just as we are now,
For white women had no more voice than the slaves, or a sow,
In your very own homes you've suffered. For your husbands
have sown,
Seeds, that produced mulatto children, resembling your own,
Millions of mulattoes, yet no white man has paid,
The supreme penalty for raping us, as the law said.

The Louisiana Rape Law of 1892,
Has been ignominiously used to protect only you.
Oh, white women, too long you've been silent on this,
History must now record that you're woefully amiss,
Of your civic duty, now that you have the vote,
While your men violate the law, don't be used as the scapegoat,
Let your men explain all these teasing brown
Which will expose his reasons for keeping the black men down.

Courageous truth must now come out of your motyh.
For only justice will save the south
From the mire of debauchery for humanity's sake,
Which causes our innocent men to die by the laws you make.
So southern white women you must bear the shame,
For "half white" children produced in white supremacy's name?
Our men are lynched by your slightest whim,
When if truth was told, it is you who raped him.

As sure as the sun doth rise and set,
There is no doubt but that, the twain ahs met.

By: Queen Mother Moore

Black Woman's Burdan



Her eyes shone so bright:
But remains Jah's delight
Such beauty is she
All manner of man lust to see
Oh: Beautiful black woman of this
Earth
What have you done to be class
as dirt?
Never a woman like you have
there been
And none other than you will
there ever be
Oh: Beautiful black mother of
civilization
It is to you whome we look for
an invincible generation
So beautiful black woman
whenever your children cry
Wipe their weeping eyes
I often stand by and watched
the tears dripping from your eyes
Oh what grief: I sometimes
want to cry
But through the sky I heard a cry
Woman! it won't be long now
you do away with those weeping
eyes

By D. Russell

Born into the THIRD WORLD,
old time stray
seeking now
a brighter day,
Took'a long boat ride ta' LIBERTY Ilse'

had one's em ole' uniforms
know that style,
Visited a nice place
not LIBERTY Ilse'
way much sweeter stay'd a while,
Went back on out there,

didn't wuite know why/

mama erected/THIRD WORLD CHILD.

Good times i thought / had the right high
knew for sure i could'a kissed the
sky, back at that old' place

THIRD WORLD CHILD,
walking round now on a natural high.
BORN INTO THE THIRD WORLD,
AFRICAN child walking right now
on a natural HIGH!

—HARDEN D. ince



'Pig Latin'

(FOR THE VERMIN'S THAT ARE
AMONG THE THIRD WORLD)

People of the THIRD WORLD,

Struggling to unite
Fighting hard
Working hard
Studying day and night,
Putting/positive input
Receiving/positive output,
Fighting one for all
All for one
Seeking DIG/NA/TY.
Fighting one for all
All for one
NON...Violently
NON violent/we have awareness
As our sword,
Shotgun,
Threat,
Fighting one for all
All for one, fighting snakes,
Hypocritical reverends
Striking down, to the ground,
Our people,
Their own people,
Quick and fast
Swift and powerful,
running game,
talkin' 'bout they got'ta new language
a new kind'a latin
"i can tell you anything, your're a sucker
any way" way of talkin'
call PIG LATIN

multi-munipulator latin.

And Saying help our people!

Those urchin

teaching

vacillating

vagabonding

vaginal

vamping

viper

walking

finger popping

pig latin

talking fakes!

Speak English

habla espanol

de un bagal en francais

French (patios)

African

African de Enso te sen.

But don't speak PIG LATIN, dishonest latin,

a tongue other than the latin of the THIRD WORLD,

cause we can't speak that. .bro'

BY: HAYDEN D. INCE

Tribute

My hands are not delicate

They've become rough

and often dry from my labor

For truth-----

My skin is not pale

My hair-----rarely loose

-----flowing or stringy!

My color does inform

as the texture of my hair

-----how long my illustrious history

has been bathed in the sun.

As the ruler and companion

of the ruled and the ruler-----

-----in dignity of course

in ancient times forever in mind

and of my service

-----my sacrifice to men of color

-----men of characters

you can start with Moses

then go right on through-----

the American Revolution

I seem to appear

in thirty difefrent shades

you are famillar with them all

All I need is justice

all other things will fall into place

That's Right

keep your place-----

get out of my face-----

with that bony story (B.S.)

about race and races,

Nvere mind what the lips look like

though rarely pink

More rarely unpronounced

coloring lips just seem ridiculou

they have spoken

still do speak

of my centuries of sacrifice

of my love for you

they speak truth

For me love is not an art

but a way of life-----presently

for without it I will pass away.

Let Me Search

Let me search lest I find the true
understanding of man.

Isn't it or the young to be
determined and strong.

Knowing true destiny is ours to
be won.

Let me step forward and acknowledge
the true fight.

If only to defend what I feel is right.

Knowing we are so very far away;
so many differences I see leading
us astray.

Brothers get right, what we need is
to unite.

If there is something one can't do,
wouldn't it be much easier for two.

And if there is a mountain you can't
climb, wouldn't you feel much safer
knowing I'm right behind.

It's such a thin line between together-
ness and separation.

Weather you be Trinidadians,
Jamaicans or Afro-Americans
wherever you're from.

Step forward Black one, acknowledge
the true fight, we're in this together

Let me search if only to find just
where this confusion began.

Let me search for the key, knowing the
best place to start is by finding the
true understanding of the real
man...

By Rasta Brandell

Cry For Freedom

By: Abdul H. Jihad

"CRY FOR FREEDOM"

A new dawn has broken
And over the distant horizon the
sun has risen
With each daybreak you bring us
new hope, O mighty one
In the distant drums there was
a message of freedom for everyone
Through the sun they toil each
morn with books and pen in hand
Their smiles reflect that of a
desperate one
But the brightness of their eyes
echoes the message
Freedom for everyone
Great were you once
And great shall you be
and through the winds came a cry
Oh! Africa Oh! Africa you shall
be free

By D. Russell

'The Hut'

There's a place right off paradise

on love boat's ilse

where i go and reminisce

'bout the times i had as a child,

building castles out'ta sand

like molding golden snow men,

then waiting for mom to call cho'v,

In the hut, i relax, in my boyish papa chair

and wait, for mom's best platter to appear

all my sorrows and pains, of outside's yesterdays

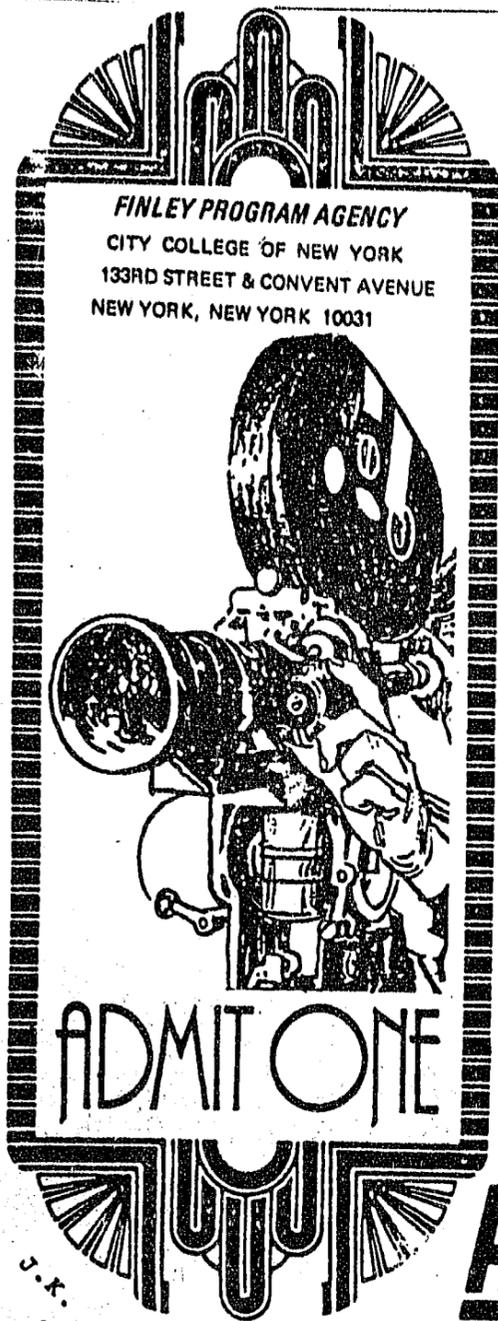
vanish, at the first fork of her cooking,

stiffe, like dancing, and not looking,

memories, of where, i should'a been,

die, in the hut, on the congo.

—HAYDEN D. INCE



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Carry On the Revolutionary Tradition

By Ben Blakney

Fourteen years after his assassination, the timeless truths of Malcolm X's revolutionary vision, continue to forge a progressive path through the swamp of confusion that has paralyzed the struggle for human rights in this country. As we pay tribute to this foremost revolutionary figure of the Black Liberation Movement, we should pay particularly close attention to how his prophetic wisdom can be applied in our search for answers today.

Deliberate attempts made by the system to defuse the revolutionary stature of Malcolm's work by associating it with the reformist tactics of the Civil Rights Movement (CRM) have been unsuccessful. Malcolm is clearly distinguished from the moderate leaders of the CRM, and no amount of historical manipulation can ever reduce his firm lessons to the level of lukewarm reformist rhetoric.

In order to fully appreciate the depths and richness of Malcolm's political insight, we must first see the relationship of Malcolm's ideas to the dominating attitudes of the CRM. While the majority of CRM leaders were urging the masses to "turn the other cheek" while employing non-violent tactics, Malcolm was calling for not only an "eye for an eye" but for "both damn eyes based on the Black man's right to self defense." While CRM leaders were trying to answer the brutal attacks against people with "love thine enemy," Malcolm was preaching "Let's learn his language. If his language is with a shotgun, get a shotgun. If he only understands the language of a rope, get a rope. But don't waste time talking the wrong language to a man if you really want to communicate with him"

CRM leaders were also advocating non-violent protest but at the same time encouraging brothers to take up arms and to uphold their "patriotic" duty in Vietnam. Malcolm disagreed and was contending that if we cannot take up arms to protect our own women and children in this country, then we shouldn't take up arms to fight against our enemy's enemy in another country. And while CRM leaders were seeking acceptance and approval from white society, Malcolm was working towards getting us to accept ourselves first and also towards fortifying our cultural bonds with the motherland.

Clearly Malcolm was a fighter. Then again, all those who were out front were fighters. It was a case however, of different tactics. One fighter hoped that if he got beaten up bad enough along the ropes, that his opponent would grow tired of beating him and disqualify himself. The other fighter knew that if you allowed yourself to be hit once, the only thing that you could expect in return was to be hit again, because the only thing power respects is another power stronger than itself.

Outside of tactics, one of the most decisive factors distinguishing Malcolm from the pack, was his understanding of the Black man's struggle within the context of the world struggle against imperialism and colonial domination. Once Malcolm broke through the clouds of narrow nationalism, he was able to realize the vast wealth of lessons

and support that could be gained from the revolutionary experiences of liberation forces around the world. As Malcolm said:

"...you and I have to understand the world revolution that's taking place right now...because we don't know where you and I stand in this context, known to us as America until we know where America stands in the world context."

"When you and I are inside of America and look at America, she looks big and bad and invincible...if we understand what's going on in the world today and fit America into that context, we find out she's not so bad, after all; she's not very invincible. And when you find out she's not invincible, you don't approach her like you're dealing with someone who's invincible."

Malcolm spoke those words in 1964. Fifteen years later, the cutting edge of his analysis is still razor sharp. Looking at world history over the past two decades, it is evident that the dominant trend has been revolution. From Kenya to Algeria to Guinea Bissau to Mozambique to Angola to Zimbabwe to China to Cuba to South Africa to Vietnam to the Caribbeans to Latin America to Iran and other countries, colonial and imperialist elements have been forced to take to their heels in tactical retreat. What this means however is that once the monster is forced to come all the way home, we will have to be prepared to deal with its last ditch efforts to maintain control of her. The last kicks of a dying bull are always the hardest. With the Bakke decision, police brutality on the rise, the Juvenile Law, pushes for the death penalty, cuts in health care and education it is obvious that the storm of national oppression is intensifying.

As students, Malcolm would urge us to be critical of the values we have been conditioned to blindly accept. Before placing our bid for the mainstream we should at least consider the consequences of continuing to "chase the carrot" under the present rules of the game. The carrot may seem so close and dripping with honey, but in essence it may as well be miles away. Throughout the Third World, those who have been forced to swallow the carrot have revolted against its bitter taste. Maybe there are some lessons to be learned from their experiences?

Anyway in the final analysis, this is the question that Malcolm had come to understand and finally grasp in its application to the Black Liberation Movement. Malcolm realized that the struggle against national oppression could not be waged effectively without understanding its relationship to the class struggle. Civil rights can not provide quality health care, quality education, full employment, and adequate housing. Civil rights only say that you are entitled to them. So basically civil rights can only let you into the door, they do not determine how you will be allowed to participate. Those rules are determined by the system of economic relations under capitalism. As Malcolm stated towards the end of his life:

"We are living in an era of revolution and the revolt of the



American Negro is part of the rebellion against the oppression and colonialism which has characterized this era...

It is incorrect to classify the revolt of the Negro as simply a racial conflict of black against white, or as a purely American problem. Rather, we are today seeing a global rebellion of the oppressed against the oppressor, the exploited against the exploiter.

After Malcolm had "turned the corner" into his new awakening, he said

he felt like a man who had been asleep and under someone else's control. Malcolm awoke and left us with a legacy to build on. Now it is our turn to awaken and carry on in his revolutionary tradition.

In keeping with the tradition, the City College-National Coalition to Support African Liberation chapter will be organizing a book and clothing drive to aid the efforts of the Patriotic Front in their successful drive towards liberation in Zimbabwe. Interested students can receive more information by contacting the following number: 234-1628.



Black History Month—400 years of struggle

By Debble Edwards

This is Black History Week, founded in 1926 by Carter Woodson, the famous Black nationalist historian. For many years "Negro History Week," as it was called, was the only time that Black people's history was discussed. It was only through the columns of Black newspapers that our people could read about their stolen and hidden past. With the rise of consciousness among Black people during the Civil Rights and Black Liberation movements, February became Black History Month. But neither a week, nor a month can do justice to the essence of Black History—the ancient civilization of the peoples of the African continent nor the 400 year saga of resistance to American oppression. We need to learn all we can do about this history and teach others about it. Read on, and be inspired to acquire all that you know or don't, but most of all, realize that with knowledge comes the RESPONSIBILITY TO ACT!

We want to confirm that there is a Black history. People have been led to believe that it all started in Europe; great accomplishments in Africa were considered to be the creation of beings from outside Africa, or even from outer space. (Remember the movie, *Chariot of the Gods?*) Why have we been taught that civilization began in Europe, when in fact it began on the continent of Africa, with its glorious dynasties and ages of gold and iron? In Africa, people started from the bottom to build and create without any knowledge from outside forces. This process took many years, but African people were people of great mental and physical strength. They brought forth magnificent kingdoms such as Egypt, Libya, Kush, Timbuktu and many others. Visible were the great dynasties of Egypt, visible were the mathematicians, doctors, teachers that helped to shape the glorious past of Africa.

Many of the great historical myths that were claimed by the Greeks as their heritage were, in fact, stolen from great African intellect. During this same era, great libraries which contained volumes of knowledge existed in Alexandria. This was the height of the Golden Ages, with culture, trade, economic and political life flourishing greatly. Meanwhile, in Europe, the tales of rich kingdoms, and the needs of developing capitalism sent Europeans scurrying to Africa in search of gold, and later labor for their New World colonies.

Without regard to "diplomacy," the riches of Africa—first the great material wealth, then the Africans themselves, were uprooted by the process of colonialization and exploitation. In the American version

of this rape, Black people were brought forcibly to an alien land and were stripped of their language, their culture, their philosophies and religions.

Stolen from their homeland and brought to American unwillingly, Black people's lives, blood and sweat were stolen to sustain the Southern plantation system. Currently, with everyone discussing *Roots* and *Kunta Kinte*, we assume to know alot about slavery and that part of Black history. We catch a bit here about Sojourner Truth, a bit there about Harriet Tubman, Nat Turner, or Frederick Douglass. And we should catch alot more. But the rise of those heroes was only part of the coming together of Black people as a nation within the American nation. Blacks coming from various tribes, with different tongues, found through their culture an ability to communicate. Black cultures blended together to form what can be called Afro-American History, where the population concentration was high. The oppression, the slave conditions of work and their common culture, drew people closer. This was necessary for survival as a people.

Not only did the Black nation survive—it created. The intricate strategy for the Underground Railroad led by Harriet Tubman, the rebellions engineered by Nat Turner, and the cunning of Cinque in leading the takeover of the slave ship he was on in 1839 were only a few manifestations of great minds. The masters and the system preached that Black had strong backs and weak minds, and yet it was never explained how an undeducated slave could outwit any master. Oppression seeks to weaken us, mentally and physically, but eventually its crushing conditions arouse the might within a people.

From the beginning of time until now, Black people have had to fight to survive. We have had to live under the most harsh conditions; and instead of getting better, it has worsened, even though it is 1979. The ruling class proclaims that the U.S. is a democracy. But have you asked yourself who it pertains to? Who reaps the benefits of this so-called democracy? Reality educates us to the fact that it is not the poor, working people.

Stop and look at the list of abuses over the last three years: skyrocketing unemployment among Black people, the impact of the Bakke, and now the Weber Decisions, the growth of the KKK and the proposals of racist Koch to cut vital services, especially in Harlem, and to dismantle poverty programs, the continued cases of police repression and the inability to obtain justice for Arthur Miller. The list goes on...

"The State of Seek Financial Aid"

By Henry Garcia and Ian Carter

As a result of the introduction of the Central Packaging System last year, the SEEK financial aid office was confronted with a number of problems last semester. Ironically this change was in an effort to make financial aid to students more uniform and equitable throughout CUNY.

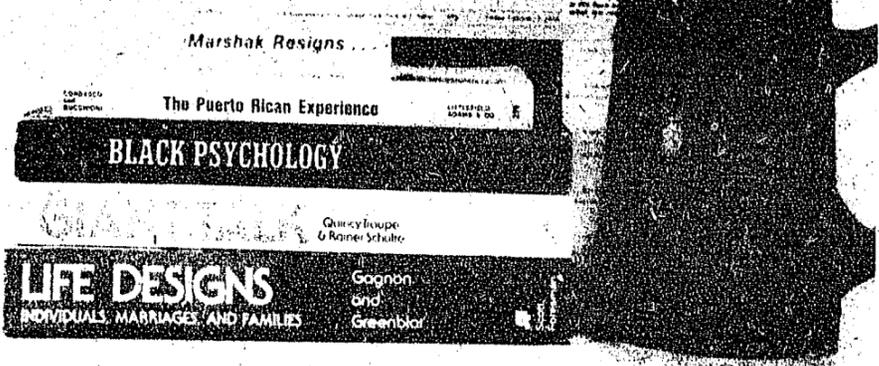
A month before the start of classes in September, the first semester under which the Central Packaging System operated, the original cycle of awards for SEEK students came out giving independent students \$150 per academic year, with the remaining bulk of the awards going to the dependent students. Ms. Jo-Ann Morgan, head of SEEK financial aid, representing the program for City College along with other representatives of SEEK from Baruch, Lehman, John Jay, and Medger Evers, were faced with the task of rectifying the problem and were also assigned to save \$1 million in the process. In coming up with a formula as to how the money would be awarded, all the SEEK students in the University were put into one lump sum and those who were considered "most neediest" were awarded first. The most neediest were assumed to be independent students.

In an interview with Ms. Morgan last fall, she stated that, "On the average, a number of SEEK students were awarded more money this year than last. If we look closely at the

problem caused by the Central Packaging System's error, the hardest hit students are independent. For example, an independent student who received a maximum of \$900 last year from SEEK probably got \$750 this year." During the interview, *The Paper* asked Ms. Morgan about those SEEK students who received neither their book money nor a stipend last semester. Responding to the question, she said that the number of students in that position had not yet been compiled.

However, she did give us some words of advice: "Those students who have a problem concerning their financial aid should immediately contact the office (B203-for SEEK students). The Central Packaging System is a new system for us (Financial Aid Administrators) as well as for the students. There may be times in which a student comes to us with the problem or he has not received his money (assuming he has filed all the appropriate documents on time), and we will not be able to give him an explanation. This is either because we do not have the information from the processing center, or because the bugs in the system have not been weeded out. In the past, the financial aid office had more direct control over the packaging of awards, but with the introduction of the Central Packaging System, our flexibility and responses in dealing with individual problems has ended. Now it may take anywhere from 6 to 10 weeks to correct an error!"

THE PAPER



now's the time
more than ever
for all the family, to be together
common blood flows through common veins
and common eyes all see the same
every brother
everywhere
feels the time is in the air
now
more than ever
all the family, must be together

Gil-Scott Heron
(Winter in America album)

The strongest characteristic
of genius is the ability
for one to Light his own
Fire . . . Read!

Photo and Concept
by Lawton Irving

Our Shining Black Prince

Eulogy delivered by Ossie Davis at the funeral of Malcolm X; Faith Temple Church of God, Harlem.

* * * *

Here, at this final hour, in this quiet place, Harlem has come to bid farewell to one of its brightest hopes—extinguished now, and gone from us forever.

For Harlem was where he worked, where he struggled, and fought—his home of homes; where his heart was, and where his people are. And it is, therefore, most fitting that we meet once again, in Harlem, to share these last moments with him.

For Harlem has been ever gracious to those who loved her, fought for her, and defended her honor to death. It is not in the memory of man that this beleaguered, unfortunate, but nonetheless proud community has found a braver, more gallant young champion than this Afro-American who lies before us, unconquered still.

I say the word again, as he would want me to: Afro-American, Afro-American Malcolm, a master, who was most meticulous in his use of words. Nobody knew better than he, the power of words over the minds of men. Malcolm had stopped being a "Negro" years ago.

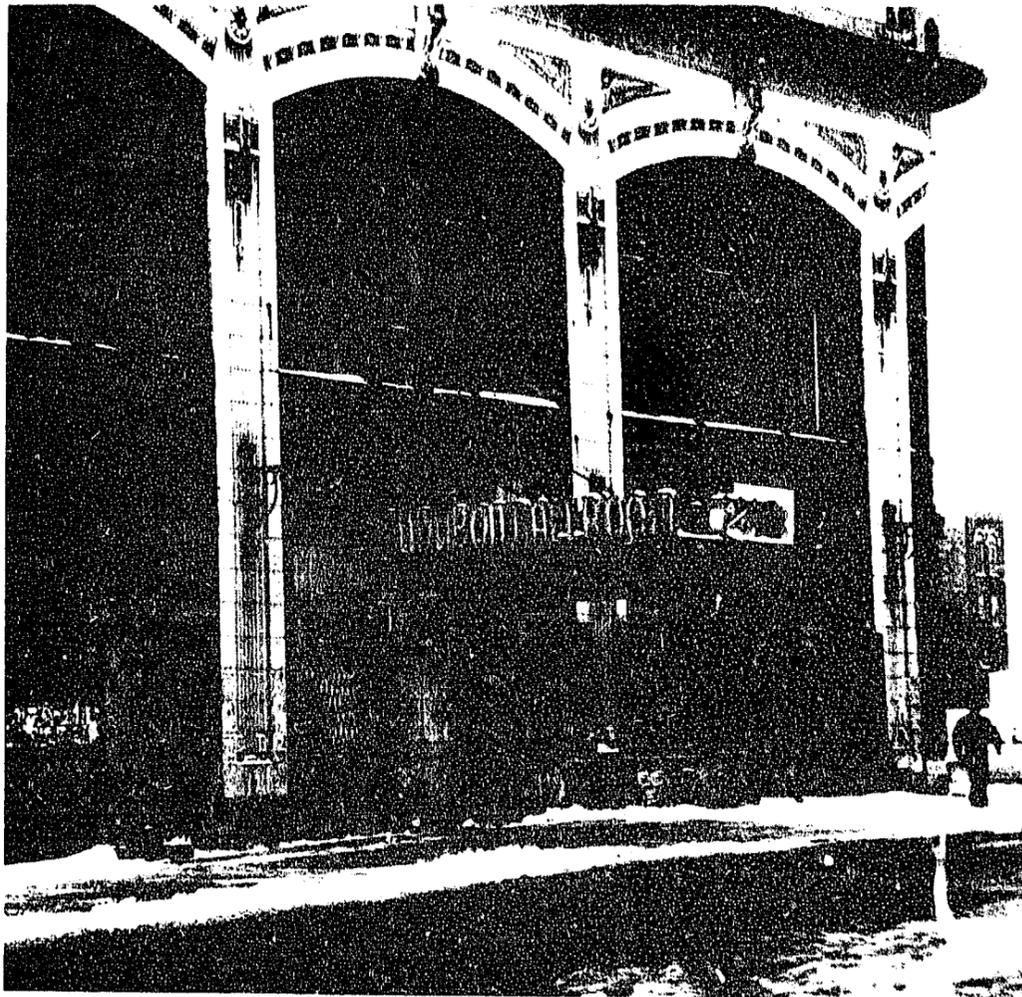
It had become too small, too puny, too weak a word for him. Malcolm was bigger than that. Malcolm had become an Afro-American, and he wanted, too desperately, that we, all his people, would become Afro-Americans too.

Many will ask what Harlem finds to honor in this stormy, controversial, bold, young captain, and we will smile.

Many will say turn away, away from this man, for he is not a man but a demon, a monster, a subverter and an enemy of the Black man, and

we will smile.

There are those who will consider it their duty, as friends of the Negro people, to tell us to revile him, to flee, even from the presence of his memory, to save ourselves by writing him out of the memory of our turbulent times.



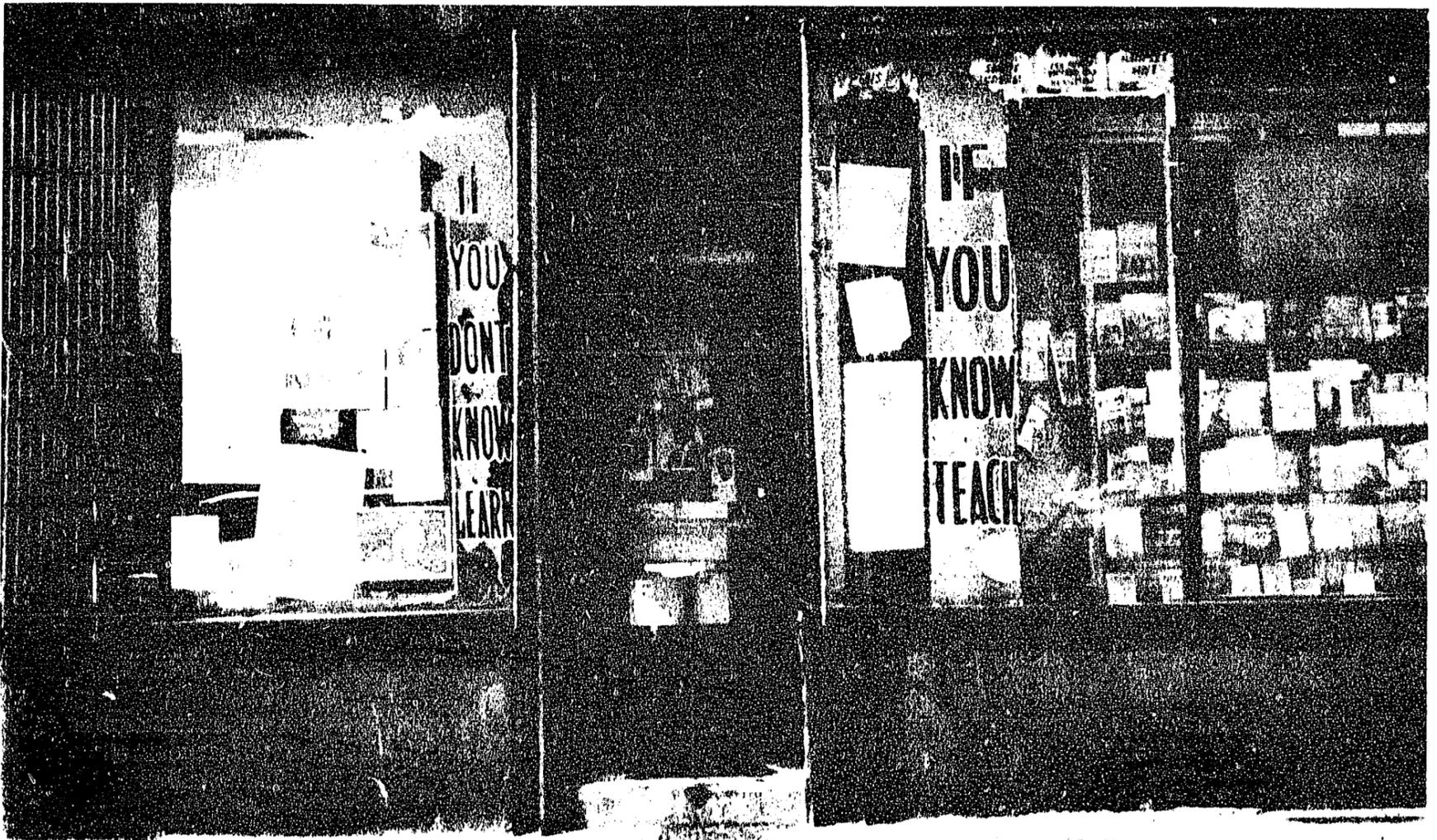
They will say that he is of hate, a fanatic, a racist who can only bring evil to the cause for which you struggle!

And we will answer and say unto them. Did you ever talk to Brother Malcolm? Did you ever touch him, or have him smile at you? Did you ever really listen to him? Did he ever do a mean thing? Was he ever himself associated with violence or any public disturbance? For if you did you would know him. And if you knew him you would know why we must honor him: Malcolm was our manhood. Our living Black manhood! This was his meaning to his people, and in honoring him we honor the best in ourselves.

Last year, from Africa, he wrote these words to a friend; "My journey is almost ended, and I have a much broader scope than when I started out which I believe will add new life and dimension to our struggle for freedom, honor, and dignity in the States. I am writing these things so that you will know for a fact the tremendous sympathy and support we have among the African States for our Human Rights struggle. The main thing is that we keep a United Front, wherein our most valuable time and energy will not be wasted fighting each other."

However, much we may have differed with him, or with each other about him and his value as a man, let his going from us serve only to bring us together now. Consigning these mortal remains to earth, the common mother of all, secure in the knowledge that what we place in the ground is no more now a man, but a seed which, after the winter of our discontent, will forth again to meet us. And we will know him then for what he was and is, a Prince, our own shining Black Prince! who didn't hesitate to die, because he loved us so.

Go Tell It To the World



Malcolm X Champion of His People

By: Ruth Manuel

Malcolm X, born Malcolm Little on May 19, 1925, in Omaha, Nebraska, and assassinated on February 21, 1965 in New York City. His origins were of the lowest depth, yet he triumphed over his criminality, and his ignorance to become one of the most brilliant and highly regarded leaders of our time.

A strong willed and courageous man, Malcolm X was an extremely controversial figure in the late fifties and early sixties. He aroused fear and hatred in white people, and elicited amazing responses from black people. He was a great threat to the white man and he knew it. He would not allow himself to be intimidated, nor bought by them at any price. Above all, he was a relentless soldier for the commitment of his people and ultimately underwrote his commitment to us with his own blood.

Malcolm X committed himself to enlightening black people on their physical and mental state of being in comparison to the white man. He believed that the black man had been disgraced and exploited by the white man for too long a period, and it was now time for change. He also believed that the white man was determined to keep black people in a subservient position. The only way in which black people could escape the white supremacist system was to separate from the system entirely. He did not believe in integration, he was a separatist. His theory was that **when the black man awakens in this country, becoming intellectually mature, morally right, and self sufficient, then he will be able to break the chains which had bound him for**



hundreds of years, and advance strategically.

A redefinition of attitudes took place towards the end of Malcolm's life. Rather than adhere to his previous beliefs on separatism, he altered his convictions and progressed to a new level of understanding. Malcolm later recognized that the black man was an integral part of the amerikkan community, so rather than separate, he intended to raise black militancy to a new high point making an impact on the southern and northern white supremists. He also aimed to re-establish the broken ties between the American black man and his African brothers, and their culture.

Malcolm X was a follower of the Muslim faith, under the leadership of the honorable Elijah Muhammad. He was exceedingly loyal to Elijah and his teachings. Previously, this bond came to an end. Malcolm began to doubt the authenticity of Elijah Muhammad's version of the Muslim religion. Muslim religion and this doubt unraveled into a certainty eventually. It seems that there were certain practices at Elijah Muhammad's Chicago headquarters, that had come to Malcolm's attention, and he was profoundly shocked.

Malcolm X was known for his extremely candid and ruthless honesty in stating the black condition, and his ideologies. Yet his frankness inspired self esteem and loyalty to the black cause. He had many unfulfilled dreams and aspirations because of his tragic death. Yet his vast achievements and contributions to the black cause will be remembered always.



Shinning Prince

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