

Black Students Human Rights Conference Marks 10th Anniversary of CCNY Takeover

Special to THE PAPER (N.B.H.R.C)

On May 16 of this year, in the Harris Auditorium (12:30-7:30pm) at City College, black students and black student organizers will meet with community activists and persons in the black media to convene a city-wide black students' organizers conference. This conference, which will commemorate the tenth anniversary of the 1969 CCNY takeover, is being sponsored by the National Black Human Rights Coalition-N.Y. branch, and hosted by The Paper, the black student newspaper at City college.

The theme of this historic event is "the role of black students in the struggle for Human Rights." In choosing "Human Rights" as a theme we stand firm and clear that "... everyone has the right to an education. ... Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms." The Universal Declaration of Human Rights, of the United Nations, further states that "... Parents have the right to choose the kind of education that should be given their children." We also know that for Afrikan people in America, these rights are not realized in any real way. In fact, if we were to continue quoting the articles of the Universal Declaration of Human Rights and the Convention on Genocide it would be quite clear that the United States gov't., on all levels, is not only violating the human rights of black people but is guilty of perpetuating long-term genocide against us.

Given this understanding, the challenge of the black student becomes quite clear, i.e.: to assume his/her role in the struggle for human rights and self-determination as did the black students of the 1960's. In order to be clear on that role, the student must understand why the 1970's was characterized by relatively little mass activity, thus clarifying why the black student movement, in 1979, has not developed past the level of 1969.

As was demonstrated in the 1960's, Black student movements usually occur when mass Black movements are full bloom. In fact, a study of the 1960's reveals that the Black

student movement represents a political wing of the overall struggle for self-determination and national liberation of Afrikan people, colonized in amerikkka. During the Civil Rights and Black Power era such student organizations as the Student Non-Violent Coordinating Committee (SNCC) and the Afro-American student Movement (the student wing of the Revolutionary Action Movement (RAM), and others, organized in Southern and Northern cities. The movement that developed out of their combined organizational activities reached its highpoint in N.Y. with the seizure of City College, April, 1969, by the Black and Puerto Rican Coalition.

The demands presented to the university administration exposed the contradiction of a university with an enrollment of 13.8% Black, 5.9% Puerto Rican and 75.9% white, in a city with a majority Black and Brown population. The five demands were: 1. That the racial composition of all future entering City College classes reflect the racial composition in the City's high schools. 2. A separate school of Ethnic Studies, 3. Separate orientation for Black and Puerto Rican students, 4. A voice in hiring, firing, and educational policy in the SEEK program, and 5. All Education majors, most destined to teach in the city's public schools, be required to take some Black and Puerto Rican Studies and study some Spanish. Even though these demands were conceded to, after a bitter struggle which closed CUNY down from April through July, they represent only short-lived gains. The u.s. gov't, faced with similar demands from Black people all across the country realized that the combined impact of these various struggles were bringing increased economic and political pressure to bear upon it. In essence, the government realized that it was fighting two wars; one against Vietnam, and the other against its domestic, Black colony.

The "war on poverty," open admissions, and other affirmative action programs became part of a dual Strategy, by the gov't, to coopt and disintegrate the mass character of the Black liberation movement. These short-lived programs were never meant to undo

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THE PAPER

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Thursday, April 26, 1979

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.

—Langston Hughes

Minority Search Committee: Presidential Screening

by Pamela Morris

March 8, 1979 brought new changes in the process of the selection of a C.U.N.Y. college president. It was because of the objections of C.U.N.Y.'s Faculty Senate, Student Senate as well as concerned students to the outdated "nomination and selection" process of The Board of Higher Education, that brought about the changes.

The new selection process of B.H.E. is now referred to as the Presidential Search Committee comprised of three faculty members from the college, two students, on alumnus, and three members of the B.H.E. 2. This search committee will be divided into a sub-committee which is called the Screening Committee. They are comprised of the faculty, students and alumni representatives. Their function is to screen the credentials of applicants and to reduce the applicant pool to approximately seven to ten most qualified candidates. 3. The Candidates are invited to the college and interviewed by the search committee and groups of concerned individuals on campus. 4. The Search Committee members are required to submit written summaries to the Chancellor for review and consideration. 5. The Chancellor, after reviewing the written summaries shall prepare recommendations for the Board.

In an interview with Mr. Cyril Tyson, Vice President for Public and Community Affairs we asked; What are the chances of there being a black president? He commented that, "ability and credential are the important factors in considering the selection of a president." He added that there is a campus group called the Minority Search Committee, and that community organizations are welcomed to take an active part in submitting their applicants to the Screening Committee.

Reverend Butts, an active young black minister of the Abyssinian Baptist Church in Harlem feels that the college has alienated itself from the Harlem Community. He said "being that City Collige is in a predominantly black neighborhood, a black president would naturally be better able to engage in a viable working relationship with the community." It has long been noted that the outgoing President E. Marshak has put much emphasis on developing the college as an "Urban Educational Model" towards strengthening it's ties to the surrounding Harlem Community. However, incongruous to his efforts, **NO Black or Hispanic faculty has had representation on the Search Committee.**

Presently, the only group

taking an active interest in the recommendation for a president is the Minority Search Committee. This committee was formed to assure representative participation in the search process and to assist in the long range college's direction once a new president is chosen. It is because of the new guidelines that such participation in the search process was able to be formed. The Minority Search Committee observes that "two-thirds of the college student population is composed of minority students, 33% black, 25% hispanic and 9% Asian. Even though most of the College's students come from minority groups, the only numerically significant representatives of minorities in the college work force is in the maintenance area of buildings and grounds. Here there is a ratio of 144 Blacks to 81 Whites and even then there are no blacks in administrative superintendant or senior stationery engineering positions. They further noted that, "the historic exclusion of Black and Hispanic faculty and staff from this institution has been perpetuated by the failure to give any direct role to Black and Hispanic faculty and staff in the selection of a man or woman who will next head the City College of the City University of New York ... a college with one of the



Mr. Cyril Tyson, Vice Pres. of Public and Community Affairs CCNY

largest minority student populations in the country."

To become a candidate for president, the applicant must possess; a history of strong academic leadership, be a distinguished scholar with a national reputation, have a record of success in institutional development, a commitment to public higher education, and the educational mission of C.U.N.Y. However, before an applicant is even considered, he must also have a P.H.d., administrative experience and most importantly the ability to raise funds.

The Minority Search Committee is busy with their list of applicants. Ads have been placed in The New York Times in an attempt at finding a new president



Rev. Calvin Butts, Exec. Director of Abyssinian Baptist Church

for City College. The B.H.E. and chancellor may, independently, submit other candidates for screening consideration as well.

The Board of Higher Education expects to select a president for City College before June 30, 1979. The term for the present B.H.E expires in June, and there seems to be quite a rush to select a president before they leave office. **What happens if we don't find someone suitable enough to fill the position of presidency by June? Consider the possibility that they have already selected a president and these new guidelines are just procedures. Other institutions have been allowed to take time to select a president. Why the R.U.S.H.?**

Photo/Victor Suarez

Photo/Lawton Irving

GENERAL ELECTIONS

Day Student Senate

C. C. N. Y.

May 14-18, 1979

All interested candidates running for office in the coming Senate General Elections to be held May 14-18, 1979 are requested to pick up Application Forms at the Student Ombudsperson's Office Finley Room 119.

The Positions available are as follows:

EXECUTIVE POSITIONS

- 1) President**
- 2) Vice President**
- 3) V.P. Campus Affairs**
- 4) V.P. University Affairs**
- 5) V.P. Education Affairs**
- 6) V.P. Community Affairs**
- 7) Treasurer**

SENATORIAL REPRESENTATIVES

- 1) Social Sciences — 5 seats**
- 2) Humanities — 4 seats**
- 3) S.E.E.K. — 4 seats**
- 4) Engineering — 5 seats**
- 5) Sciences — 7 seats**
- 6) Education — 2 seats**
- 7) Nursing — 2 seats**
- 8) Architecture — 1 seat**

Completed Petitions should be returned to the Ombudsperson's Office not later than May 7, 1979.

10th Anniversary *Cont'd from pg. 1*

the crimes of institutionalized racism and genocide heaped on Afrikan people in amerikka. The other part of this dual strategy by the gov't (expressed through the counter-intelligence program of the f.b.i., and other programs of the c.i.a., army intelligence, and local police departments (B.O.S.S.—bureau of special services, SWAT teams, and red squads) was a clear attempt to smash Black progressive organizations through infiltrations, arrests, frame-ups, harassments, and murders. It was this dual strategy of the u.s. government, the carrot and the stick, which effectively threw the Black liberation movement into a political lull; a lull produced by massive repression on the organized leadership, forcing them underground, and incarcerated in maximum security control units (prisons within prisons). This leadership in disarray, severely affected the student movement. On campuses, students who were in the forefront of struggle became increasingly less numerous. Many of them had graduated, or were forced out. Others, who were just coming into school, found themselves with little or no continuous examples of Black struggle to emulate, or help their development. For many students who had a political conscious and looked for some organizational direction, it began to appear as though there wasn't anything happening, or what was around did not meet up to their aspirations. For the majority of Black students, education once again became the panacea for economic upliftment. (Even though this was not realized due to the fundamental contradiction between the u.s. imperialist state and the Black nation.) It was no longer hip to be Black.

Aware of this state of affairs, the city university, like other institutions throughout the land, began to dump its unwanted burden. Open Admissions, College Discovery, SEEK (HEOP in the private colleges.) and other programs won by students as concessions, were decreasing in functional quality each year, sparking spontaneous struggles by students. CUNY hastily ended open admissions in 1975, and subsequently imposed tuition in 1976. (It should be noted that CUNY existed lily-white, and free, for over 100 years; yet, six years after Blacks forced open the door, the end of open admissions in 1975 and the imposition of tuition in 1976 slammed that door back shut, again. The two year test, and the new "competency" requirements for high school graduation, especially the one that allows students to graduate, without awarding them a worthwhile diploma, were further attempts to keep that door closed.) Cutbacks in finances, staff, and programs began to be the rule, not the exception.

Schools with Black Studies programs saw their staff and most politically relevant classes being cut. Even where Black Studies Departments were able to hold on, the most progressive faculty were fired, or not rehired. (Many times these were the very people who fought for Black Studies, even in those schools. These faculty slots were then filled by administration flunkies, or opportunists. In some cases gov't agents were even made heads of Black Studies Dep'ts. Black Studies began to be relegated to the level of easy grade courses that had no relevancy in the "real world" of competition for jobs, instead of being viewed as an educational essential for a people who are nationally oppressed.

Aside from the frustration of trying to struggle against these attacks in isolation from the overall Black liberation movement, those progressive further frustrated by the divisive, demoralizing activities of agent provocateurs who have infiltrated the CUNY student governments and Black organizations.

We think these are some of the transformations that have taken place at campus in N.Y. and throughout the country. An understanding of them helps us to identify the present stage of our struggle and the role that Black students must play in it. Our struggle, like all genuine struggles of an oppressed peoples is long and drawn out (protracted). It is a wave, with periods of high and low activity. It is with this understanding that we must see that our political lull has bottomed out and is presently on the upswing. Black United Fronts and other progressive organizations and coalitions have been organized in certain cities and a National Black Human Rights Coalition has been formed, with chapters in different parts of the country. Local Black student organizations are being built in several areas, while students in the Northeast, South, and West have reorganized a National Black Students' Association.

The National Black Human Rights Coalition (NBHRC) sees these developments as significant since they represent the beginnings of the organizational and mass re-emergence of the BLM; a movement recovering from a ten year setback, a movement once again on the offensive. However, three things are essentially clear in these local struggles; one is that they are similar to one another in the issues that are being raised and even in the method that is being used in organizing. Two, that they are essentially isolated from one another and thus in and of themselves not capable of making any major impact; three, they lack for the most part a national strategy that is essential in order for us to obtain maximum unity, strength, and effectiveness. This national consolidation and development of a long range strategy to reach the broad sectors of black people (workers, students, churches, welfare recipients, farmers, etc. is clearly needed in this period. The NBHRC has called for a national, mass mobilization of thousands of black people at the U.N. on Nov. 5 of this year, Black Solidarity Day and a National Black Convention on Genocide and Repression for September 13, 1980, as activities that will sharpen and clarify the direction of our struggle for our people, and thus consolidate the core of progressive fighters for black liberation. We believe, also, that these activities will usher in a new era for our overall national liberation, beginning to lay the framework for a strategy to develop genuine international support from the U.N., O.A.U., etc. and all progressive gov'ts and freedom loving peoples all over the world. Because these activities will expose to the world the continuous crimes of repression, human rights violations and genocide of black people by the u.s. gov't, it is necessary that the different acts committed against black students by racist, white faculty and administrations, as well as the various repressive laws be well documented in the U.N. petition on genocide and that thousands of black students be mobilized for the national march to the U.N., on Black Solidarity Day. Surely it is clear that those issues which contribute to the denial of quality education to Black students (end of open admissions, tuition, racist faculty teaching that Blacks have never developed civilization and subsequently penalizing black students for opposing them—as in the Mike Edwards case at C.C.N.Y.—) constitute human rights violations and long-term genocide of Afrikan people. The purpose of this conference, which will include a presentation by Bob Law and Gary Bird of W.W.R.L., is then to further clarify the role of black students in the struggle for human rights and Self-Determination and also consolidate a core of progressive Black student organizers and organizations that will serve as a coordinating body for black student struggles in New York City and link those struggles to the programs and activities of the National Black Human Rights Coalition, in particular, and the black community, in general.

For further information call 293-8480, 771-7317, or Cheri at 674-7610.
FORWARD TO THE U.N. ON BLACK SOLIDARITY DAY, THIS YEAR!

FINANCIAL AID APPLICATIONS ARE AVAILABLE NOW IN B-201 (S.E.E.K. B-203)

I – TUITION ASSISTANCE PROGRAM (T.A.P.)

II – BASIC EDUCATIONAL OPPORTUNITY GRANT (B.E.O.G.)
 Applications should be completed and mailed IMMEDIATELY!!

III – CUNY STUDENT AID FORM (CSAF)
 FOR: COLLEGE WORK-STUDY
 SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT
 NATIONAL DIRECT STUDENT LOAN
 NURSING FUNDS
 BIO-MED FUNDS IF AVAILABLE
 GRADUATE TUITION WAIVER
 S.E.E.K. FUNDS

DEADLINES: * SUMMER COLLEGE WORK-STUDY
 Pick up Application by 5/14/79
 Hand in Completed Form by 5/18/79

ALL OTHER PROGRAMS
 Pick up Applications by 6/18/79
 Hand in Completed Form by 6/22/79

*In Addition Undergraduate Students Should Complete and Mail B.E.O.G. Application before May 18, 1979

INTERNATIONAL FESTIVAL
 1979 MAY 10th

City College

Place: Facing Shepard Hall Quadrangle

Time: 12 Noon to 6 pm



The City University of New York

THE PAPER

Formerly Tech News. THE PAPER as of
1969
Serving the student population
and local community.

Editorial Collective

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Numerology *Cont'd from pg. 5*

A "Five" year.

"The keyword is change. This is the year to put new methods into old operations. A year to fix up the old dwelling or perhaps obtain a new one. Personal freedom will be at its peak, take advantage of it, seek personal change, it will not be hard to find this year. Many changes will come into the life under the sign of the 'Five.'"

A "Six" year.

"The keyword is adjustments. It is an excellent year for marriage and a good one for divorce; be forewarned: give that little bit extra at home. It could be the year of happy domestic affairs, but there will be adjustments to be made in the home. This is the ideal year to purchase a new home or add to the old one. There will be a lot of responsibility and adjustments this year."

A "Seven" year.

"The keyword is rest. A good year for just loafing around if the bankroll permits. A fine year for study, self-improvement. A good year to give some thought as to your mission in life, what

you wish to accomplish. The personal vibrations are both bad and good: bad for everything connected with material affairs, good for all else. The self will be alone a lot of the time during the year; emotions are sometimes badly affected."

An "Eight" year.

"The keyword is money. This is the year to invest, the year to put loose dollars to work. This is the correct time to take advantage of every single opportunity that appeals to you to increase your personal wealth.

A "Nine" year.

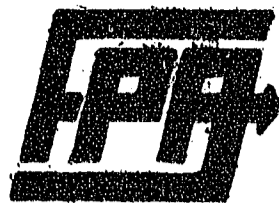
"The keyword is finish, this year start nothing that is wished to be continued. A good year to take care of unfinished business. A good year to check on the health. Nothing new should be started this year or it will finish before the end of the year. This year will bring finish in many respects. It will be an emotional year.

Next issue of "The Paper", illustration of how your name reveals startling secrets about your personality.

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2 hours of Comedy, Song
and Ventriloquism

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Monkeys Paw

Lecture

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program on Animal Rights
w/ Film, Music, Refreshments

Thurs. May 3 3:30-5:30
F 330

Poetry

The Annual Spring Poetry Festival

Featuring June Jordan

Fri. May 4 9-5
Finley Ballroom

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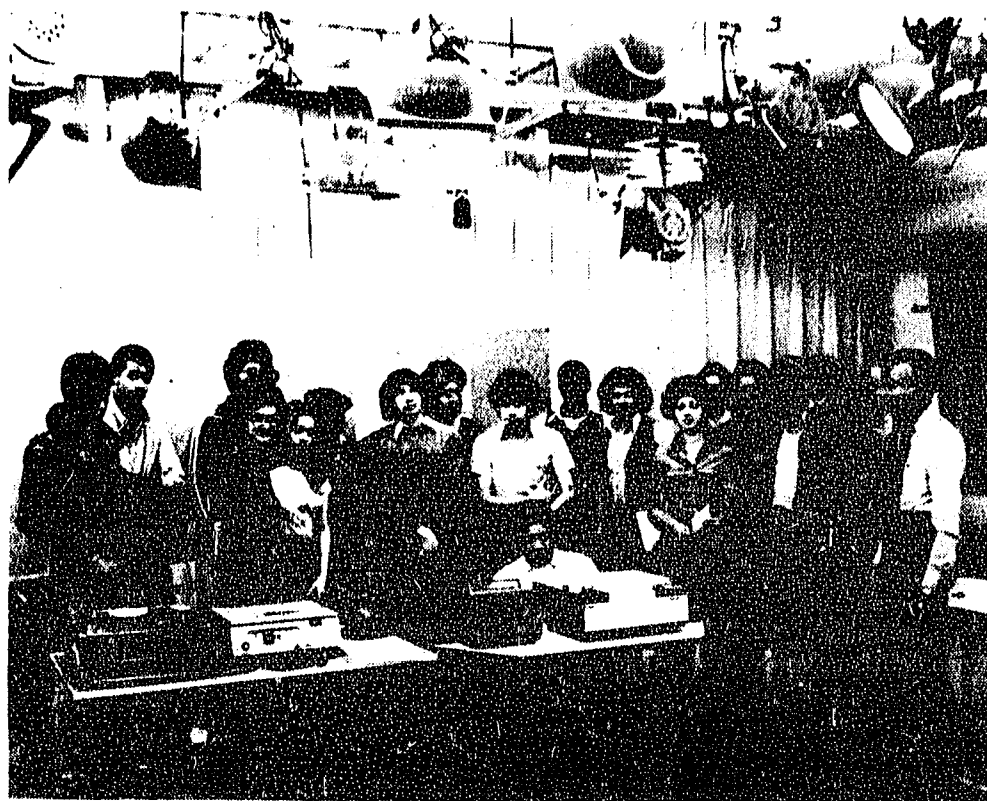
by Andrew Watt

As you know a workshop on "Technological development in Nigeria" was held at C.C.N.Y. during the second week in April. At the workshop a group of students were busily documenting (videotaping and audiotaping) the events. You may have seen students recording the presentations of various guest speakers and other events in the past. Who are these students? They are members of a very impressive student organization, Students for Art, Media and Education, otherwise known as S.A.M.E.

S.A.M.E. is unlike any student organization on campus. Its principal purpose is to give film and communications majors an opportunity to work with film, T.V. and other media related equipment and thereby advance their media skills. It has been in existence for two years and has upwards of forty-five dues paying members. S.A.M.E. stresses student involvement in the production process from start to finish; from the conception of a project to the final product. According to faculty advisor, Mr. William Summers, "Hands on experience, builds confidence." To achieve this and to instruct prospective members, S.A.M.E. has held workshops on Lighting conducted by John Harvi, Scriptwriting supervised by Renata Rizzo, and Video tape recording instructed by Nashville Hope. More workshops are to be held in the future.

S.A.M.E. also has a record of impressive achievements. While videotaping the silkscreening process they hit upon the idea of silkscreening their own T-shirts, and tote bags. A group of S.A.M.E. members headed by Mr. Audie Colon then proceeded to design the logo and the T-shirts. They are now selling S.A.M.E. T-shirts and

S.A.M.E. Definitely Unique



Lower center, Nashville Hope, President of S.A.M.E. Right end William Summers, Faculty Advisor. Standing member of S.A.M.E.

bags at \$5 and \$15 to raise much needed funds. The organization owns no equipment and has to rent its desired equipment. Consequently, their main problem is getting money. They would like to video tape events on campus sponsored by student organizations, but the organizations cannot afford the cost and S.A.M.E. doesn't have the equipment. This makes their previous achievements even more impressive.

In projects that took more that a year to plan, S.A.M.E. has videotaped and documented the trips of the Students for Cultural Exchange (SCE) to Haiti, Santo Domingo and Cuba. these trips, which were supervised by the S.C.E.'s faculty advisor, Professor William Wright, involved the group's activities and various cultural events of the people of those countries which was captured on video tape by S.A.M.E.'s

student crew. There are already plans in progress for the video taping of another trip to Brazil. Two pilots have been produced by the students. humanities 121 is broadcasted on WNET at 12 on Sundays. Students register for the course at C.C.N.Y., watch the programs on television, and report to the class only to take examinations. The pilot for this program was produced by S.E.T.V. with members of S.A.M.E. working as the production crew. Tentative plans have been set up that would have television monitors in various corridors, lunchrooms and lounges to inform students about events on campus. These monitors could also be used during registration by indicating which sections are closed and thereby easing the confusion. The pilot project for the video information system was developed by Vice Provost Ann Rees, Mr. William Summers and implemented by members of S.A.M.E.

Among the many events S.A.M.E. has video taped, are important conferences such as National Policy for Urban America, energy: Choices Before the Year 2000, and the Nigerian/USA workshop, student happenings and events such as International Day.

It takes about a year for students to learn how to use the equipment in a professional manner and as an indication of the amount of work that is involved President Nashville Hope commented that, "To produce one hour of edited videotape takes a minimum of seven hours work." So it becomes obvious that the members of S.A.M.E. is very involved in photography and graphics under the directorship of the indispensable Mr. Lenny Edmonds. Those individuals who contributed in the building can be very proud of the organization that has been created. Located in Brett Hall, they are certainly worth a visit.

Photo/Lenny Edmonds (S.A.M.E.)

Numerology— An Introduction

What's Your Name? What's Your Number?

by Pamela Morris

In a past issue of "The Paper" there was an illustration of how an individual can find his or her "Life Path" or "Destiny." This week, illustration of how you can find your "personal year" vibrations.

From the birthdate of August 13, 1953 we found Katherine (a fictional character) has a destiny number of "three." She will lead a very social and creative life leading to many friends and companions. During the year 1979, aside from continuous vibrations of the *three destiny*, she will have other stronger personal vibrations; these vibrations are called her "personal year vibrations." Katherine, who is in her own personal year, will be attracting one set of vibrations while the same year another individual will be attracting a different set of vibrations, if he or she is in a different personal year.

The following is the formula for finding the personal year:—the month of birth is added to the day of birth and the sum is added to the "Universal Year." To find the "Universal" year one may simply add together the numbers of the current calendar year and reduce the total to a single digit.

Example:

$$1979 = 1 + 9 + 7 + 9 = 26 / 2 + 6 = 8$$

The year 1979 is an "8" Universal Year"

To find Katherine's personal year in 1979 is as follows:

Birth Month Birth Day Universal Year
8 13 (1 + 3 = 4) 8

Equals 8 + 4 + 8 = 20 or 2
1979 is a "Two" personal year for Katherine.

Now see if you can find your personal year. The following is a short explanation of the vibrations in each personal year from one to nine. These vibrations cannot be changed or avoided, but knowledge of the same can prove to be helpful to the individual. A particular year may be poor for one aspect and excellent for another; the following year could be a complete turn-about. Those wishing to obtain more extensive knowledge on the subject of personal years and other aspects of numerology are advised to consult the book, *The Numbers of Life, The Hidden Power in Numerology*—(Masons Bookstore, Lexington Avenue.)

A "One" year.

"The keyword is beginning. This is the ideal year to start all new projects. This is the year to assert one's own personality. To create new ideas, to institute new plans. People under this sign will find many new things entering their lives, in many cases, an entirely new life will begin."

A "Two" year.

"The keyword is cooperation This is the year to pull in your horns, to smother the personality a little. An ideal year to work with others, put their ideas to use. This is the year one can find new

friendships, the vibrations are strong for marriage or divorce. They are equally as strong for harmony or discord.

A "Three" year.

"The keyword is social. This is the ideal year to renew old friendships, and form new ones. The year is for expressing the self in the arts or music. This is the year to set the pace for personal activities

along the line of self expression, club functions, etc . . . Friendships and business should be successful; life should be happy."

A "Four" year

"The keyword is work. The year to keep one's nose to the grindstone. Matters pertaining to business or job should be carefully watched or things could get out of hand. Keep all affairs in perfect order. By applying oneself to the work, the hard aspects of this number can be avoided.

Day Student Senate & WCCR is Going To Spring a Fashion Show



photo/Lawton Irving

Tues.

May 1st 1979

6:00 pm til 10:00 pm
Finley Grand Ballroom
133 & Convent Ave.

Tickets can be purchased in Finley Rm. 152

Donation \$3.50

The First Ill Act For Fashion

Attention: Students! Faculty! City College Population! Legal Aid Center (Finley 119)

The legal Aid Center of C.C.N.Y. now has a lawyer on campus to advise students, families, and faculty members on matters which require legal advise. Mr. Earl Rawlins, the legal advisor, will be on campus Tuesday & Thursday between 4 p.m. & 7 p.m. F119.

For further information contact: Ms. Maxine Horn Ext: 8179
Mr. James Berry Ext: 8175
Mr. Levant Williamson Ext: 5325

Rally On Thursday, May 3rd at 12 noon in front of Shepard Hall

This rally is directed at the tuition increases within the C.U.N.Y. system.

Demands:

1. Stop the tuition hikes.
2. Stop the merger of C.U.N.Y.-S.U.N.Y.
3. Stop all attacks against minority students.
4. Stop the dismantling of S.E.E.K., and other special programs.

This rally is sponsored by: The Coalition Against The Cuts & The Tuition Hikes. We need and are looking for support from all students, because we all are affected.

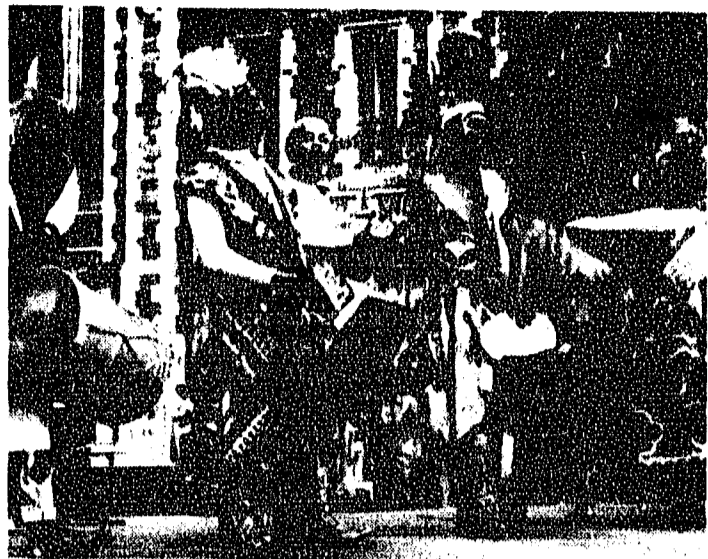
Unite to Fight For our RIGHTS to a FREE QUALITY EDUCATION

Rally! May 9, 1979 Sponsored by: University Student Senate

Rally against the proposed tuition increase of \$100.00-\$150.00 per academic year. Unite with other students citywide to protest these increases. United we cannot be defeated. Join your fellow students in an effort to defend our rights to quality free education.

Rally with us at: 430 East 80th Street
For more information contact:
Edward A. Roberts U.S.S. -794-5546
James E. Berry D.S.S. -690-8175, 5320

Rhythm's In Flight



It's Been A Long Time

It's been a long time, since I've been close to you
to feel the warmth of your body, to love you and
to have you make love to me

It's been a long time since you've called my name
and until I hold you close again things just won't
be the same

It's been a long time, yet we've only just begun
think of the times when you laughed and I cried
and *how* it was so much fun

It's been a long time, cause I see your face when you're
not around, it's been a while cause I feel your lips,
but hear no sound

It's been a long time

SHEENA BOUCHET SIMMONS

Untitled

Napalm candies
fr black children
w/green teeth
see the children
eat
the
raw rice
while leeches
and ants
eat their brains
thru
AmeriKKKAN-made
tun-
nels . . .

green teeth
chompin' on s'gar cane
whilst ole Tom
lead he kin
frm

the
BIG
house
see it burNNNing
see the

black teeth
in the
white face

as
MASTAH
smiles . . .
frm
the
back

of
his
head . . .
black
FACES/w/
green teeth
w/
spears
sheilds
& spirit

GRINNEDAT
british guns
for over
a year

before
f
a
l
i
n
g

to . .
Superior weapon-
RE:

yeah . . .
black teeth
in
white faces
th

sames'
that one
we got
las' night

. . . come 'round here
talkin 'bout . . . ah . .
he WANT my woman

. . . an', an' . .

he got the money
to PAY . . .

bet dat sucker
never
smile
no mo'

THIRD WORLD REVOLUTION:

"Gonn'a be mighty good"

I don't know
but i heard the word,
THIRD WORLD REVOLUTION'S
gonn'a be mighty good,
know there's gonn'a be
art/

by our artiste's
spread all over the place
like, music, paintings and poetry
to disgrace
the first world's race
they'll know that it was only

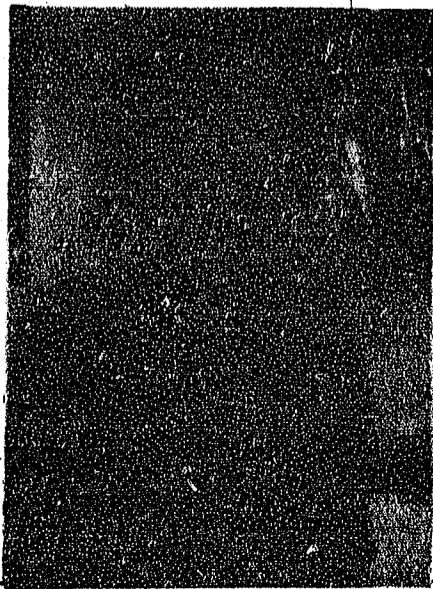
a
gift GOD gave to us
to, Create, Create, Create!!!!
bros. & sis.'s
we've created/ jus' so much
went and stole our credit
invented credit cards
Europeans? did it,
they're the real/retards
know that our revolution's
gonn'a be mighty good
right?

know, that we the people
gonn'a exterminate 'em right
Politics! what can they tell us about the
po-ll-i-cal system now

Politicians? they killing our young,
and killing us too/ and how
don't know what you've been hearing
yet i've been hearing another thing
jus' know that in this

REVOLUTIONNN!!!!
i'm gonn'a be a/bad warrior
a real black African king.

HAYDEN D. INCE



photo/Fritzroy Lawrence

FREEDOM

There's no freedom for blacks
in this world today,
we're being / stripped / of our culture
day by day, like, back on the plantation
cotton & sugar cane / they brained washed us once
now they're trying it againnn!!! NO,
freedom we'll have, freedom we'll se
one day just one day we're gonn'a be free!!!
Capitalist, Imperialist, Socialist . . . No!
turning my sisters into common whores
drugs in our ghettos/day by day exploitation
by whittle in every way, Superfly's, Macks, Sugarbabies,
distortion to me and mine, as far as i can see
tell us about Africa/ Tut's & Nefeteri's and let
us learn some wisdom, tell us about warriors,
hunters, our Kings and our Queens, and then we'll
have real wisdom.

HAYDEN INCE

with thanks to Robyn Copper Jones

A Spring Affair

Right now I see you face to face
Tomorrow is another race
For tomorrow brings tomorrow's fate
Oh why tomorrow . . . oh why this race?

The summer is here, I want you near
To have you close, I miss you dear
It's hot outside, I'm hot inside
I burn with desire for your love fire

Teach me honey, I'll light your fire
Come on honey, I'll take you higher

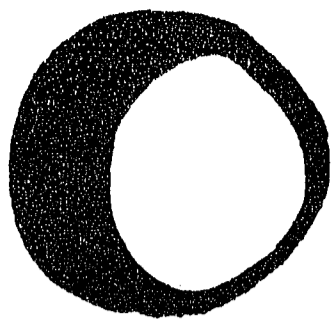
Just give me a chance and I'll come through
Come through for you and bust your blues.

Just be my friend and stay a while
To feel the warmth of your sweet smile
Not for a week or for a day
Just a couple of hours
What d'y a say?

For today we're here, tomorrow we're gone
Let's hang on to this sweet song
Don't let go, it'll be too long
Tomorrow will be gone in this sweet song.

PAMELA MORRIS

B.R. BROWN



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