

The Graduate Student Advocate

City University of New York

DECEMBER 1992

Volume 4
Number 2by Granville
Ganter

Cuts for Students, Raises for Administrators!

At a time of severe budget crisis, many CUNY administrators are getting substantial pay raises. Some 20 senior-level administrators in the past two months have been given modified job positions and raises of up to \$28,000 per year. The CUNY Central Office claims the raises are justified on the grounds that some administrators will have increased responsibility.

At the September 30th meeting of the CUNY Board of Trustees, Dr. Robert Picken, Chair of the University Faculty Senate, expressed his belief that in the face of such disastrous conditions on so many campuses, the administrative raises were "ill-timed and ill-considered."

At the Board meeting Picken gave a concise summary of the cumulative effects of the budget cuts on teaching conditions at the campuses. He reported increases in class size, retrenchment of faculty, and the general deterioration of the CUNY learning environment. Class size has forced many teachers to abandon collaborative learning techniques in favor of more lectures, multiple-choice tests and fewer writing assignments.

He cited nursing classes of 60 students and composition classes that have grown 50% larger than recommended. *Reliance on adjunct teaching has become so great that students in one Economics department stood a chance of graduating without studying with one tenured faculty member.*

The ex-officio Board member then criticized the decision to increase the incomes of nearly 20 senior level administrators, some salaries increasing by an additional \$28,000 a year. He felt that the raises were often being hidden by the manipulation of administrative appointments and job titles.

Although Picken said the university could "scarcely function" without the administrators, he was "appalled" at the extent of the pay hikes. He stated "the point is rapidly approaching ... when the faculty who are asked to bear ever heavier burdens in keeping this University and its instructional program going, will look at the favoritism shown senior-level administrators and say no!"

At the request of Chancellor Reynolds, Don Glickman, Executive Assistant to (Acting) Vice Chancellor Bronstein, responded. Glickman said the pay raises were in accordance with the rules, policies and procedures of the Executive Compensation Plan, approved by many state committees and the Board of Trustees. He also stated that the overall number of administrators had decreased by a substantial number (20%), and many of the administrators sometimes teach a class.

Dr. Picken responded that the Board had asked for a reduction of the Executive Compensation staff in order to realize a savings, not to redistribute the savings among the remaining.

Chancellor Reynolds ended the discussion by stating that the appointments (raises) were few "to keep the administrative ranks where they fundamentally need to be."

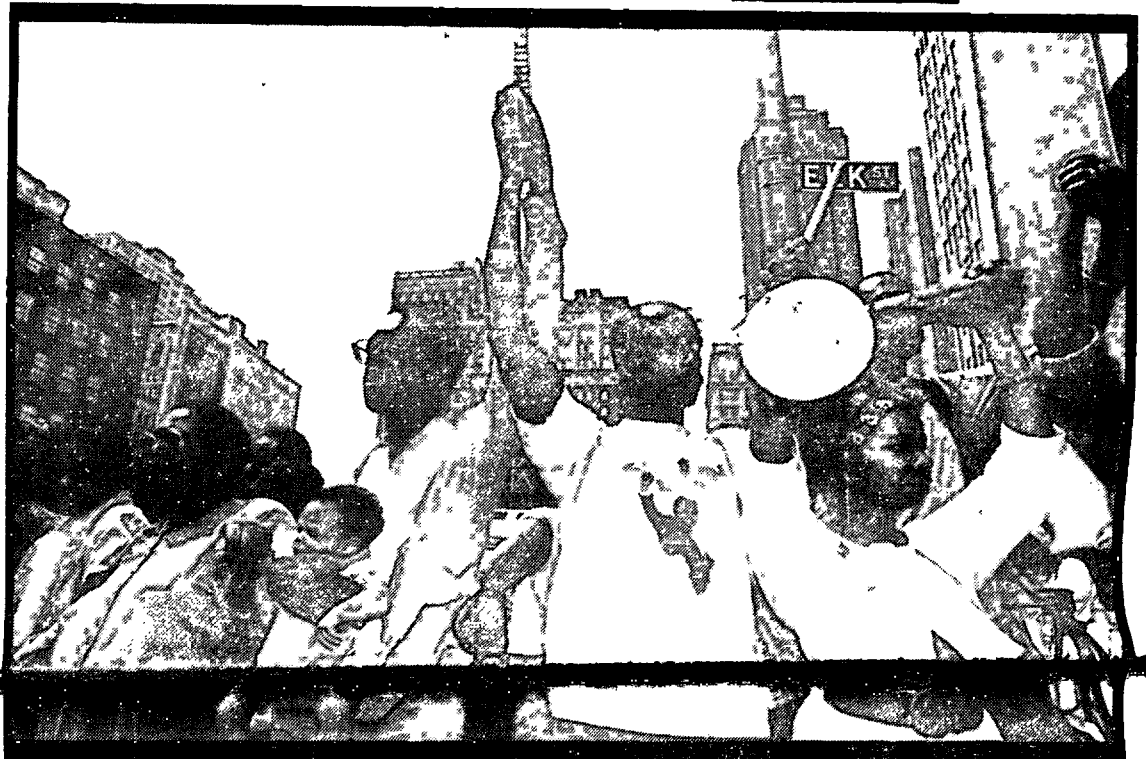
The Board, on which Dr. Picken is a non-voting member, then approved the University Report which contained the pay raises, many of which became effective retroactive to this past September.

Chancellor Reynolds had been forced to resign from her position as Chancellor of the California State University system in June 1990 when it was revealed that she authorized 25% raises for 6 of her vice-chancellors and gave herself a \$58,000 yearly raise. She was hired by the CUNY Board of Trustees 3 months later.

The October University and Chancellor's Reports for the Central Office contain the pay hike of another administrator under the Executive Compensation Plan to \$88,000, and the discontinuance of 5 or 6 lower paid staff members.

HISTORIC MARGINALIZATION & THE MARGINALIZATION OF A HISTORY

Diana Agosta



Vigil at African Burial Ground, August 1992

In July, 1992, Congress passed a Resolution halting further excavation or destruction of the colonial-era African Burial Ground discovered during construction of federal office buildings in lower Manhattan. By September, 1992, the Center for Cultural Studies had organized a Symposium to review the conflict and present community and academic views on future use of the site for scientific research, preservation and public education and memorialization. In many ways, the panel was a opportunity for the Center for Cultural Studies to continue to explore themes such as the use of social space and the involvement of the academic community in ongoing cultural struggle.

Moderated by Professor Leith Mullings (Anthropology) and organized primarily by Andrew Long and Tara McCann, the Symposium featured presentations by many of the key players in the fight for the site's preservation and in its future development. The panelists included Dr. Michael Blakey, the Howard University anthropologist hired only two weeks previously as Scientific Director by the GSA to develop the research plan for the site; Daniel Pagano, the archeologist for the City of New York who had been coordinating the excavation up until July; Joan Maynard, Director of the Weeksville

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Ideological Hegemony Inside a "Living Museum"

Michael Scott Weinstein

Many students and readers of the Advocate would argue that the History Program at the Graduate Center is undoubtedly one of the most ideologically rigid in the school. Its hard-right agenda which features Arthur Schlesinger's attack on multi-culturalism, John Diggins' denigration of the American left, and Abraham Ascher's attack on European Marxist-Leninist formations, is sadly alive and well. While some of their critiques even from a leftist perspective have some validity, their neo-conservative systematic attack on the left and their advocacy of a garrison-state mentality, is largely outdated. A *de facto* "cold-war" atmosphere reminiscent of the '50s exists, and threatens to remain in place from academic research to faculty appointments. The case of Prof. Hobart Spalding is a telling example of how structurally and politically entrenched the reactionary forces at CUNY have become.

Spring 1992 saw an effort on the department's part in modernizing and restructuring the program. In

anticipation of a broad based mobilization that would force change throughout the program (i.e. multi-cultural in orientation), attempts were made to diversify course offerings and the professional staff. In fact, Stuart Prall, the Executive Program director, has recently made serious, good faith efforts at trying to develop a Latin American History concentration. Evidence of this was his *active* solicitation of CUNY faculty members to teach at the school, such as the internationally-known labor historian, Hobart Spalding of Brooklyn College.

In February 1992, a meeting was convened of the Program's Faculty Membership Committee to consider the admission of multiple candidates to the history faculty. This small, male-dominated group met clandestinely during the month (neither the time they met, location, or minutes are public record) and

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Janet Finello is the new Director of Financial Aid at the Graduate Center. She comes to the Graduate Center after having worked for the past 4 years as Associate Director of Admissions and Financial Aid at Brooklyn College. The following interview was conducted by the DSC to give students a better idea of how financial aid works.

Financial Aid: an Overview

When we talk about financial aid (FA) at the Graduate Center, we should really talk about 2 areas of FA: state and federal aid. Most state aid is university administered and that covers fellowships, grad asst's, and tuition fellowships. The money for all those kinds of aid is basically divided by the dept's and the dept's select the people who they want to support through fellowships, tuition waivers, etc. [Federal aid, which includes College Work Study (CWS) and loans, is handled by the Graduate Center Financial Aid Office.]

Q: How much state money do we get each year?

A: This year we had 5 1/2 million dollars [\$4.8 million exclusive of TAP, grants, etc.], and 928 students awarded, for an average of \$6010 per student. This is all exclusive of loans, and this money gets divided by the departments. They decide who's coming, who they want to accept, and then who they're going to support. For that kind of FA the student only needs to file the Graduate Center FA form, which is a one page application form; it's very simple.

Q: I know it's the state that gives out Tuition Assistance Program awards, but do you know how do they decide TAP eligibility?

A: It's a state formula and they decide

TAP according to the net taxable balance on your NY state tax form and...they used to publish in the TAP application what the cut-offs were, but for grad students it's extremely low. I guess they feel the majority of the money ought to go to the undergraduates.

Federal Aid:

A totally different process involves any kind of Federal aid. With Federal aid, of course, there are all kinds of rules and regulations. The Federal aid process is the

one that involves filing the City University application form (FAF) and that involves also getting back the Student Aid Report (SAR). Federal aid at the GC includes loans and College Work Study (WS). Federal aid is based strictly on need.

The GC does not get a specific allocation from Federal aid, we are part of City University (CU) and CU gets the money from Federal aid for all of the CU.

The problem that the GC historically had was that, unlike the undergraduate divisions of CUNY, the GC wanted to be able to make FA awards much earlier than the undergraduate campuses. So in the past for WS and Perkins Loans, the GC would agree with the CU 31st street office as to how much money it could have during a given year to make awards. And that created problems because they were running two different systems.

So this past year, we decided we didn't want to be a separate process anymore; we

wanted to be a part of the whole awarding structure of the University and we'd see how that would work for us.

And what worked for us in WS was that the GC ended up with more money in student awards, and they went to a different category of students. In the past, the WS award had been treated somewhat like the state money and the dept's would tell us who they wanted on WS, and then it was up to us to try to figure out if that student would be eligible according to federal guidelines.

The Real Deal at Financial Aid

Interview with Janet Finello

G. Ganter

And so this year the college WS was done strictly based on need, who applied for it and asked for it, and wanted it regardless of any departmental recommendations, and that's the way it should be in my opinion because it's a need based award. As it happened, there were a lot more students who applied and who were eligible for WS than I think anyone had anticipated. As a result of that we were only able to run one packaging cycle. We had hoped there would be another cycle.

Q: What are those cycles?

A: Well, it means that we group up all the eligible applicants and make awards. We ran WS awards only one time because that used up all the money we had. We still ended up much better off than we had in the past which was to negotiate for a dollar figure, so that is why WS is different this year.

Q: In terms of qualifying for something like WS, how do we read our SAR—what does that 4 digit number up at the top stand for?

A: It's the FC number which stands for "family contribution" and that is a number that is calculated according to a Congressional formula as to what that family can contribute for educational costs, with the minimum amount being \$1,200 dollars and going up from that point. There are numbers lower than that for families, be those married students with children or students who are still dependent on their parents, but assume for a moment that single, independent students are the most common at the GC.

Q: For the WS criteria, how is our federal need computed?

A: That's federal money and it's computed strictly on the basis of need by a Congressionally mandated formula. I don't like the analogy much but just as there is a way to determine the eligibility for federal benefits like food stamps or something there's the same thing for financial need.

Q: Are there any clues on our SAR which would indicate our eligibility?

A: Yes, the FC number and what happens with federal aid is that we begin with the cost of attendance for a particular student at a particular school (tuition and fees) plus what we call here a block budget of costs (room board, personal transportation, etc.); we publish the block budget figure every year.

You add the two together to get the total "cost" of attendance, and from that you subtract the family contribution (FC) and the remainder, if any, is the amount of federal aid that you're eligible for. And we're required to look at other types of FA that you might be getting to see if there is still any remaining eligibility for loans,

etc..

Q: Are the block budget costs of attendance, aside from tuition, etc, fixed each year?

A: Yes, CUNY wide. In the annual application [for new students] there is the [block budget] cost of attendance to which we add the tuition expenses to come up with the total student "cost" for a given year. And from that we subtract the "family contribution" and the remainder is called financial need. Which would be made up for in WS, dept awards, Perkins loans, TAP...

Q: What about these Perkins loans? I've never had one here.

A: The Perkins is like WS except that you qualify for it on the basis of need. It's the old NDSL.

Q: OK. I assume I didn't qualify for that for the same reason that I didn't qualify for the last round of WS.

A: Right. And for that one we no longer get any money from the federal government to operate that program. We're using payments to run that, but we only have maybe a couple hundred of those loans. It's a small program.

The Financial Aid Office:

Q: Do those FC numbers reflect the way the Financial Aid office here computes our need? I've heard we're rated between a 1 and a 5 for need.

A: No, That's different. The categories 1-5 are what we call here "priorities," with 1 being the neediest, going through to 5, the ones we would fund last, and those categories are not based on the SAR but the one page FA application that is turned in directly to us. The "1-5 rankings" are really used as an informational item to give departments a sense of who has the most need. Unfortunately, there is always more need than there are funds.

Category 1 is the most common category, unfortunately, and we try to see that that ranking system will closely parallel the federal system so that the departments have an idea which students would be eligible for loans or WS, but it's not anything that is so scientific or perfect that those categories are the same.

Q: As specifically as you can tell us, what's the difference between a 1,2,3,4,5?

A: It's really just a rough category. A 1 is really someone who is just desperate—there's no question they need support—and it just moves in a gradation upwards from that to a 5 (probably someone who has their own resources and is going to be able to attend school no matter what.)

Q: Are we ever told what our number is? Does that ever come out on a FA aid document? I paid taxes on \$10-12,000 gross income and I never knew my number.

A: I don't know if that is something that is routinely given out, but I'd be happy to tell you what you are...[She looks me up on the computer] You're a 1.

Q: Well, that's great but it certainly didn't help me much.

A: Well, I'm telling you that's the overwhelming number here, it seems to me. I haven't been here for a full cycle, but I've been coding these things myself...and there are more needy students than we're able to fund and the funding here is very limited. You know the average award being \$6000 is not a biggie considering you're going to school full time, and this is NYC.

Loans:

Q: That brings me to loans. In my recent

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Around & About The Center

Q: What was the effect of the budget cut from last year to this year?

A: Well, we were cut back in graphic arts, and we were cut back nearly half in central stores which includes copier paper, computer paper and items like that. Our budget for books, serial reference books, journals, equipment, supplies, memberships, dissertation microfilming, and contract services for repairs of equipment and other items of that nature was cut back to \$391,000 from \$440,000, which is down \$49,000. But at the same time, inflation has raised prices, particularly of subscriptions to serial-reference works and journals). Thus the *real* loss was greater than \$49,000. What we've done to cope with that, and we had to cope with that, was to cut back on our journal subscriptions by over \$30,000. We have decided once again to only buy reserve books. We allocate half that amount for the 2nd semester. So at some point if professors have not submitted their list, and we are out of funds, we will not buy those books. We are hopeful some money might get restored. We do get some special funds. Over \$8000 in coordinated collection development funds have already been spent on books.

Q: So, regarding reserves, it is even more important for professors to get their lists in early.

A: Yes, and we are asking them to be judicious in their choice of books to put on reserve. If there is a new course we try to support that as fully as possible. If it is an old course with an updated list, we support that too. But if someone wishes to buy

question them. So professors are encouraged to think about what they really want people to read, unfortunately not just what they want to be in the library. We are taking orders for books; professors are still

Ordered Any Good Books Lately?

Interview with Chief Librarian Susan Newman about the impact of CUNY budget cuts on Mina Rees Library.

able to request books for the collection that are not on reserve. What we do is to hold those request cards and the minute we have some money free we go right ahead and purchase.

Q: How are the decisions made on what materials to cancel or eliminate?

A: Some programs have changed over the years, and we were able to identify some of the subscriptions that were less used; we can tell that ourselves from reshelfing and other methods. In some programs no courses have been taught in some of these areas for many years.

Q: The budget has been going down in other years also, right? So that a cut in the budget this year is a cut in a budget that's already been hit before.

A: Since I began working here in 1986, the budget has actually had a slight increase every year. However the increases did not keep up with inflation. The administration has been trying, I think, to be fair with the library.

Q: Last March the administration was proposing a 20% cut in the library. That did not happen?

happening here to some extent in reduced hours and cut college assistants funds. We used to have college assistants working for several years in a row. We trained them, they worked for us. That budget was cut.

Now we are mostly relying on work/study students and most of those workers are given 5 1/2 hours per week. We now have to train new people who are only on duty for a few hours a week and it is a slower process.

Q: Has there been a turnover in the work/study students? Have some already quit after just starting?

A: Yes, but not yet this year. Some people came and looked and decided they were unable for one reason or another to work for us. So far nobody has quit, but they are working very few hours a week and that constitutes a problem for us because they require a lot of training. The work is not as easy as it looks, particularly issuing bar codes or placing books on reserve. Within the CUNY+ system there are many steps to learn. We have to be very careful with reshelfing, seeing that new workers are returning books to the shelves correctly. There is a lot of training, a lot of extra work for supervisors, and very few hours in which to accomplish this task. For several days a week we are so understaffed that the

the hours of less intensive use while the full-time staff was present. That measure would have allowed continuation of a 9-9 schedule.

A: It was mentioned, but it wasn't necessarily practical. It was one of the suggestions made. The feeling is that, when someone comes here and they want some help, to have no services is not helpful to them. We could have the library open, but there is really no way to have it open without having someone on duty, because things break down. People are using terminals and the system may go down. A student staffer, working five hours a week would not know what to do if all of CUNY+ goes down, or if the CD-ROM stations have a problem. We like to provide service when we are open.

Q: That brings up another complaint of students. When CUNY+ goes down, there is no alternative for book retrieval. Of course people can still look up books on the old microfiche system, but it is very unwieldy. How often does CUNY+ go down?

A: It's going down less than last year. Last year it was terrible, and people from CUNY's 57th St. computer center met and reassured the chief librarians, and promised that it would be fixed. And it is going down much less than before. It went down a few Saturdays ago, when the new version of CUNY+ was installed. We librarians complain even more than students. When the system is down the cataloguers cannot catalogue. The work of the Technical Services section of the

Q: I understand that the Library Committee had recommended that the library be kept open but unserviced during

materials on CUNY+, including new issues of journals. We catalogue on CUNY+, and

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Food, drinks, fun, and other necessities for CUNY Graduate Students.

Great margaritas at *Zona Rosa* 142 W 44th St. Cheap during "Happy Hour" Monday-Friday 4-7pm. Free chips and salsa.

Cabana Carioca 123 W 45th St. btwn 6th & 7th Ave. (1-2-3-4-5-6-7!) Great Brazilian food. Lunch specials at bar. Dinner is expensive, but enough for two with leftovers.

Dosanko Foods 1500 Broadway & 43rd St. HUGE bowl of noodle soup - yummy, healthy, and filling - for under \$5. Good Korean beer.

O'Lunney's W 44th St. btwn. 5th & 6th Ave. Good Irish beer.

Cupcake Cafe - 522 9th Ave. & 39th St. Delicious maple walnut cupcakes and other baked goods. All baked there. They also have salads and soup (not as good as the cupcakes). You can eat here, serve yourself and enjoy the irregular chairs and tables. While you're there, go across the street to the *9th Avenue Cheese Market*, 525 9th Ave. They have every kind of cheese you can think of, but pick the wrapped pieces, for only \$2 to \$3 a pound. You'll also find all kinds of coffee—from Hazelnut to French Roast—for \$3.95 a pound.

Zen Palate 663 9th Ave. Eat at the bar in front for cheap and healthy dumplings, basil rolls, soups, and all kinds of vegetarian "meat"

Harambee 127 W. 43rd St. Afro-Pop Music.

Barson Hardware, 44th St. The lobby across from the backside of our mall leads you through the block to 44th St. Cheap keys.

Staples, copies for 3 cents a page, service can be awful. 6th Ave & 41st St. Copies are 5 cents a page if you make them yourself.

Village Copier at 43rd St., behind Graduate Center. Copies are 7 cents a page, but they can make copies while you wait.

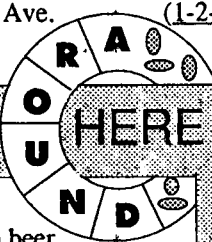
Hotaling News Agency 142 W 42nd St. Out of state papers; international magazines and papers.

Museum of Modern Art 11 W. 53rd St. Free admission with a CUNY ID anytime!! Great art. They also show movies on Saturday and Sunday which are listed in the Village Voice or call 708-9490.

Don't forget to go to the *Mid-Manhattan Public Library*, 455 5th Ave. & 40th St. across from the New York Public Research Library. Great fiction books—old and new—and videos. They have a book sale every Wednesday. A library card is good at all Manhattan branches of New York Public libraries. You might be surprised by how useful your local library is.

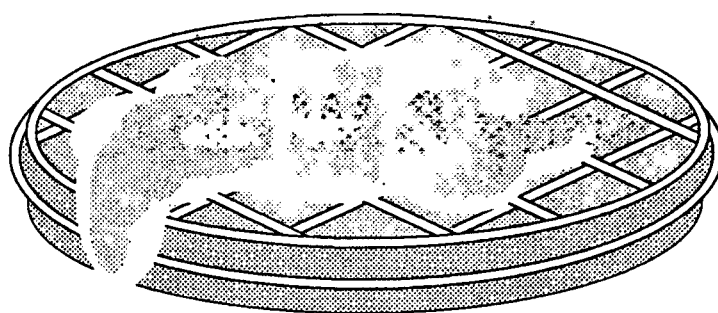
*P.S. As you visit these places, tell everyone you're a CUNY student. It will remind New Yorkers how important CUNY is to the city..

THINGS TO DO



by

Lucinda Baez



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DINING COMMONS

OPENS AT 8 AM

TIMOTHY J. GILFOYLE

SEX AND SPACE

Another Look at the Urban Red Light District

Continues from the October Issue

Only at the midpoint of the 19th century did the beginnings of a distinct sex district appear. After 1850, the physical heart of Gotham, the area running along Broadway between Canal and Houston streets (known by the late 20th century as SoHo) became the center of the sex trade. Theaters, saloons, stores and "monster hotels" dominated Broadway while more than 200 brothels lined the adjacent and parallel streets along Crosby, Mercer, Howard, Wooster and Greene. At the same time, the antebellum areas declined as centers for commercial sex. By the 1850s, the Old West Side had only 12% of the leading brothels while Corlears Hook was not even mentioned in guidebooks. Five Points housed less than 1/5 of New York's domiciles of prostitution by the Civil War. Yet, while the Broadway district constituted a zone of eroticism unprecedented in size and variety, even at its height in the 1850s, only 41 of New York's houses were located there.

Whereas earlier concentrations of prostitution were scattered about the city, often in areas with significant black or poor populations, prostitution in this neighborhood broke this pattern. The district's allure was predicated on the high percentage of brothels in the total housing stock, the majority built after 1840 and virtually brand new. The most expensive ones, called "parlor" or "private houses," displayed a new level of erotic specialization. Brothels advertised and marketed themselves specifically for

Southern planters, German merchants, Philadelphia businessmen, and Wall Street bankers. Some, like the "creole" houses appealed to prurient fantasies, specializing in the forbidden delights of interracial sex. Still others, especially the "French" houses, promised exotic striptease performances to customers, and a diversity of sexual pleasures in which native-born American women allegedly refused to indulge. In these places, prostitutes charged as much as \$5 per client, a simply unaffordable price for the average workingman earning \$6-15 weekly.

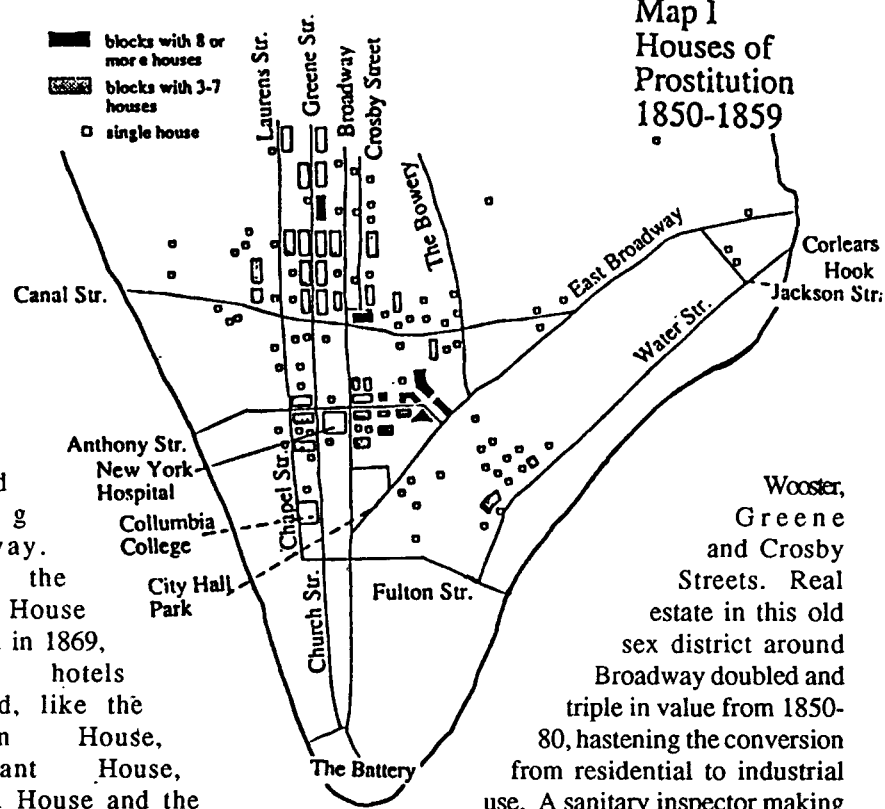
As New York grew into a major world metropolis between the Civil War and World War I, its sexual geography underwent a fourth transformation. While the specific neighborhood pattern of prostitution changed in the half century after 1870, dispersal of brothels throughout New York remained the norm. During these years, the Tenderloin, the Lower East Side and the neighborhood east of Union Square housed the largest number of houses. From 1890-99 for example, these three areas respectively contained 35%, 27%, and 20% of the known addresses in New York City. Even after 1900 when the Tenderloin's percentage of brothels exceeded 40%, most residential areas reported problems with prostitutes. While some blocks contained more than ten brothels, even these establishments shared their space with commercial enterprises and working-class residents unconnected to the sex trade. Conversely, nearly every street intersecting Broadway and 6th Avenue north of 23rd St. after 1880 housed some prostitutes (Maps IV and V). Even within New York's leading sex district, prostitute domiciles were spread out.

Most misleading in these descriptions of sexual turpitude was the nature and spatial reality of the Tenderloin. Perhaps the best-known red light district in America for over three decades, the Tenderloin was famous for its plentiful brothels. But alongside these enterprises of illicit sexuality were other forms of popular entertainment. In the two decades following the Civil War, this very area became the theater, hotel and nightlife district of New York. Theaters like Daly's ('67), the Grand Opera House ('69), Booth's ('69), Koster and Bial's ('70), the New Park ('73), Daly's 5th Avenue ('77), Broadway ('80), Wallack's ('82) and the Metropolitan Opera

House ('83) opened a long Broadway. After the Gilsey House appeared in 1869, other hotels followed, like the Coleman House, Stuyvesant House, Clifford House and the Grand Hotel. By 1876, the department stores Lord and Taylor, Arnold Constable, Hugh O'Neill and B. Altman had moved into the area. Rather than being a neighborhood to fear, loathe and ultimately avoid, the Tenderloin was popular for resident and tourist alike. James McCabe wrote that the district attracted "all sorts of people ... and the scene is enlivening beyond description." One police officer remembered that "the Tenderloin drew to its streets most of the visitors and the best people in the city."

As earlier in the century, residential locales not known for "vice" continued to have such problems. A New York state assembly investigation in 1876 admitted that prostitution was "scattered all over the city, in many instances being found in some of the most fashionable and respectable quarters." The authors even acknowledged that many of the leading domiciles of sex "owned by highly respectable people, some of the pillars of the Church and State." Clusters of prostitutes and isolated brothels were found in areas like Gramercy Park, Washington Square, the East Side, Greenwich Village, Little Italy, Chinatown, parts of Water and Greenwich Streets, the Upper East and West Sides, Morningside Heights and Harlem. In the 1880s, residents complained that even 5th Avenue, Gotham's boulevard of wealth, was promenaded by streetwalkers. And after 1900, the newly-annexed boroughs of Queens, Brooklyn and the Bronx reported significant amounts. A concerned Committee of 15 complained that the "social evil" prevailed in "alarming dimensions" and threatened New York with its "complete satiation."

"As everyone knows," concurred former police chief William McAdoo in 1906, "the city is being rebuilt, and vice moves ahead of business." These profound changes in the geography of prostitution reflected several changes in land use patterns and physical development in New York. First, industrialization once again forced prostitution uptown, along with entertainment, residential and other less profitable land uses. After 1865, for instance, the industrial and cast iron edifices of Griffith Thomas, James Duckworth and Henry Fernbach rapidly replaced the brothels along Mercer,



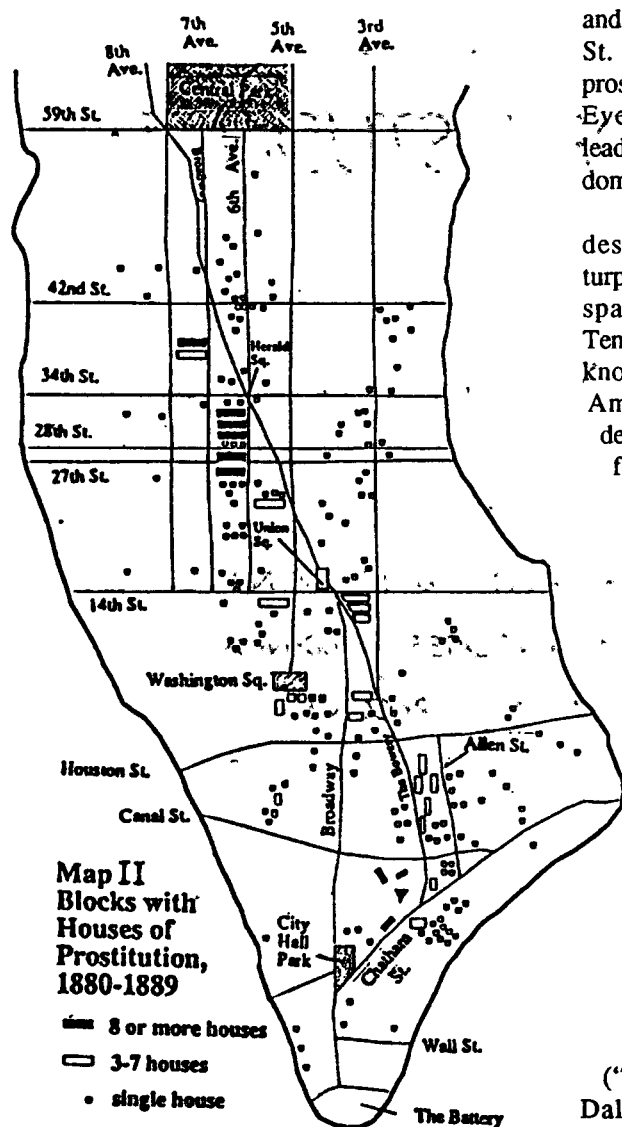
Wooster, Greene and Crosby Streets. Real estate in this old sex district around Broadway doubled and triple in value from 1850-80, hastening the conversion from residential to industrial use. A sanitary inspector making his rounds in the neighborhood after the Civil War concluded that the "large number of houses of prostitution ... for which this district was ... so notorious ... [were] rapidly disappearing from this section of the city, ... being soon crowded out by the encroachments of mercantile business." Similarly, George Ellington admitted in 1869 that Mercer Street property was so expensive that "warehouses of immense proportions [were] taking the places of the houses where scenes of revelry were once enacted."

As earlier in the century, residential geography of sex was a city-wide building boom. New York, like numerous other locales, more than doubled its total dwelling supply between 1870 and 1900. Nowhere was this change more evident than in the construction of tenement houses. From 1864-93, the number of tenements in Gotham rose from 15,511 to 39,138. Populated almost immediately upon erection, tenements attracted working-class and immigrant populations, dramatically transforming the neighborhood structure of New York. Landlords and their agents, wary of immigrant and working-class tenants unable to pay high rents, often rented to prostitutes who could. Just as the tenement replaced the row house as a primary residential type, it contributed to the decline of the brothel as a primary form of prostitution. By the end of the century, tenement house prostitution was a major concern of housing reformers.

Finally, reacting to these forces, New York's leading entertainment institutions abandoned their older downtown surrounding. Beginning with the Academy of Music's opening on Union Square (14th St.) in 1854, leading theaters migrated north along Broadway. Many moved into the one-time elite, row-house neighborhoods of Chelsea and Madison Square. By 1880, 23rd St. was the major theater district. By 1905, Times Square and 42nd St. made that claim. The most commercialized forms of prostitution quickly followed this uptown movement of New York's theaters. More so than "purity" reformers, industrial capitalism and urban redevelopment displaced commercial sex.

This century-long pattern of dispersal was also evidenced by measuring the

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tomfoolery

"Neo-liberal—
and "Politically Correct?"

Tom Smith

"Political Correctness" is the notion that specially oppressed people, which includes women as well as racial and gender minorities—as well as progressive white male academics, of course—simply *do not have the obligation to tolerate any speech which is offensive to them*. "Speech is also an assault," as one undergraduate woman, in a panel on Political Correctness I chaired last year at the ACT conference, told me earnestly. Therefore a process of linguistic cleansing must be implemented, so that we can all feel comfortable in our collective "environment."

In a time of growing backlash against the specially oppressed, such an ideology is perfectly understandable. The problem with it is that it defines what is offensive, and thus, punishable and censorable, in purely subjective terms. Last year in these pages, I pointed out the tendency of my politically correct fellow leftists to slander anyone who criticized them. At the jump of a hat, their political correctness permits them to yell, "you—or rather, your discourse—is racist, sexist, and homophobic! Nothing personal."

Did I "break ranks" by criticizing my friends like this—as they themselves charged? Is it best to remain quiet, or even supportive, when fellow leftists engage in PC against political opponents? The ease with which administrators at CUNY have taken to the "discourse" of PC belies these notions.

The Right is certainly no stranger to the "ideal" of "environment-cleansing." The neo-fascist skinheads and their right-wing official allies in Oregon wage a campaign, *right now*, against homosexuals as "disturbing influences upon our Christian community."

What is even more ominous, however, is the way in which neo-liberal administrators, who, with the support of "progressive" students and faculty, have implemented "speech codes" at universities across the country, have used PC to play the Right off against the Left, and to curb *leftist* speech, in order to further their own careers and agendas.

Our political officials and institutional administrators must continually prove to their corporate and financial masters that their institutions are clean, safe, lovable places, where rebels, crazies, and militants, no longer exist. So they adopt the ideology of neo-liberalism. They are "liberal" in terms of "compassion"—as much compassion as can be afforded, that is, in these tough times of declining profits. But they also preach that there must be a quid pro quo. "We'll help you out," soothes the neo-liberal of today; "but at a price. Everything must have a price." And the price is our civil liberties, and our civil rights. "Not welfare, but workfare; toleration for gays—but not as Boy Scout Leaders (as quoted in Amy Pagnozzini's article in the *Post*); free speech—but not pornography" argues, for example, the Clinton-Gore team.

Political correctness, far from offering a challenge to this new administrative, ruling class ideology, shares the same basic idea: that rights are a luxury which can be

discarded whenever the Leaders deem it expedient for the betterment of the Community.

Let me draw attention to two examples. One of them concerns my friend Brian Guerre, a Vietnam vet, and a progressive, who at one time worked as a staffer here. No one ever considered him a threat to their safety. His case is familiar to long-term readers of the Advocate, who are invited to refresh their memories through this issue's article, "The Return of Brian Guerre."

My second example concerns the Acting Provost of Queens College and myself. Last summer I taught an urban studies class there. We spent a few sessions discussing women's oppression and attitudes about sexuality, in the city, country, and suburbia, which I introduced by showing the films *Klute* and *Compromising Positions*. I noticed that one of the students was talking incessantly to her classmates while I was trying to lecture. Then she left the class in the middle, taking a friend of hers with her. I asked her about this, and she told me, rather rudely, "You shouldn't teach Marxism and sexuality in a course on urban studies," and that she had the right to tell me that because she had "paid good money to take this course." After a few minutes of this rude treatment, I began to return the unpleasanties, for my share in which I have since apologized. The student left my class but persisted in complaining about my teaching, my choice of the aforementioned topics, etc.

The Provost finally made a decision, early this fall, about the case. Saying nothing about the student's disruptive behavior prior to the incident, the Provost did uphold my right, in theory, to academic freedom. She also, however, accepted the student's claim that what I had said in class was somehow "sexually explicit," and that, therefore, I had been "belittling to women," and that I should "learn" from this in preparing my lectures in future. After I responded that I felt that the student had what I consider to be "Victorian" sensibilities, and these sensibilities explain why she would confuse lectures on feminist theories with sexism, the Provost, in her most recent letter to me, simply reiterated: "It remains that she [the student] was upset by some of your conduct [in class]. I believe there is something to be learned from that."

The Provost has given me support—in the *abstract*—for my right to academic freedom. But in exchange for this theoretical support, I am supposed to "learn something" about the "responsible" exercise of that right.

What do I need to learn? Oh, come on! I upset a *woman*—no matter how narrow-minded and repressive! My God, how can I live with myself? My rights—to free speech, to trial by due process before judgment is made and sentence is served, to be assumed innocent before being proven guilty, to face actual, specific charges rather than vague accusations—you see, are as nothing before this woman's feelings.

The left must learn that rule of law and free speech are not simply luxuries which can be discarded when convenient to make our "communities" more "comfortable." If we want to survive this era's attacks by the Right, backed up by these Centrist officials, upon our own rights, we had better figure that out.

International Students
and Financial Crisis

Manjula Giri

Financial crisis has affected continuing international students more than incoming students. Incoming international students come here with the anticipation of tuition and other costs remaining stable, based on the information provided by the Graduate School and University Center (GSUC). International students who continue at the Graduate School have been affected quite severely by the budget cut and yearly tuition hikes. They must remain full-time students in order to keep their visa status, and they pay out of state tuition fees as long as they do not graduate.

They are not qualified for college work study and different kinds of loans. The Office of Financial Aid has been supporting international students with state funded fellowships over the years. According to the Executive Director of Student Services and Director of Financial Aid, Matthew G. Schoengood, there were 283 international students supported at the average of \$5,200 through Financial Aid for the academic year 1992-93. Twelve out of eighty-four Robert E. Gillette Fellowships (previously called Super Fellowships) went to international students. Mr. Schoengood also added that a number of international students are employed at different CUNY campuses.

There are about 890 matriculated international students at the GSUC. How the rest of international students are supporting themselves is yet to be studied. But on the basis of my personal experience and interaction with fellow international students, some of us felt trapped in the financial crisis this year. The amount mentioned above (\$5,200) does not even

cover the tuition for first level out-of-state and international students. And some of us in the second and the third level have very few choices. We do not want to leave the program, because we feel that we have invested time-wise and money-wise already at the GSUC and would not want to repeat the same thing over again at another school. At the same time we find ourselves in a helpless situation. Many of us do not know if there are other kinds of financial aid apart from state funded fellowships.

According to the Director of the office of international students, Ms. Maria Jacobson, international students with an F-1 visa category can apply for an off-campus job in the financial crisis category through her office, which came into the practice since this semester. Only students with J-1 visa status had applied for the work permit through her office. But many of us realize that to get an off-campus job is a difficult task and it takes up a lot of our time during the semester.

I think, we international students need to discuss our problems and communicate with each other more frequently, rather than keeping our worries to ourselves. If we communicate with each other, someone may come up with scholarship/grant information which is applicable to international students. We should not hesitate to go to the Financial Aid office to inquire about more information, and our student government office might have some information as well. I think we have to develop better communication among the GSUC community, and be more vigilant.

COME TO THE FIRST
HISTORY STUDENT'S
CLUB MEETING

* LET'S GET TO KNOW EACH OTHER *

LET'S DISCUSS:

ISSUES OF CONCERN TO STUDENTS

HOW WE CAN ADVOCATE FOR STUDENT INTERESTS

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CREATING A STUDENT NEWSLETTER

FEBRUARY 5, 1993 (NEXT SEMESTER)

5:00 PM

LOCATION: ROOM 10, MEZZANINE

Letters for the Record



To the editor:

While I applaud the bulk of the substance of Michael Yomi's article describing the new USS constitution, I feel compelled to express a reservation.

In view of the scandals which have in the past surrounded the USS and which were in fact the motivation behind drawing up this constitution in the first place, it should be pointed out that the very thorough and explicitly defined disciplinary procedures unfortunately devolve on inadequate measures of enforcement. In particular, if a member is convicted of wrongdoing, she may remain on the USS in her position of authority, being given a mere warning. A member may accrue up to two warnings per term.

The elaborate disciplinary procedures will serve their function of preventing wild and unsubstantiated accusations among members. Convictions under this system are arrived at through a lengthy and fair process. All the more reason for the strictures resulting from hard won and fairly gotten convictions to be unequivocal. A USS member who is spending students' money unethically (as happened recently—indeed, this is a problem which seems to plague CUNY student governments) should not be allowed to be let off by her peers with a warning. What purpose does this warning option serve unless it be to countenance and invite further scandals?

Students given authority and responsibility ought to act ethically. If they do not, then they should not be allowed to serve on bodies which have control over the rest of us. Being unscrupulous is bad enough, but being so and having authority is intolerable to those who must abide by that authority. The USS has large sums at its disposal. One would hope that CUNY students could benefit from this money which was, once, after all, ours.

The Doctoral Students Council's quick and unqualified approval of the USS constitution in its very first submitted form shows either an unwillingness to criticize our friends' and fellow students' efforts, or just low standards and poor judgement. For the document, excellent and well-considered as it otherwise is, contains this flaw.

Robert Hollander
Linguistics Delegate to
Doctoral Student Council

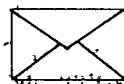


Dear Editors:

Congratulations to Lisa Nakamura and her comrades for their heroic stand against the Operation Rescue fanatics attempting to block access to the Metro Women's Clinic. But where were you guys during the fanatical blockade and takeover of the Graduate Center last year? "Thousand mile stares," it seems, can look in either direction, right or left.

Yours fascistically,
Mark Goldblatt

Dr. Goldblatt is a CUNY alumnus ('90) awaiting a permanent job.



2 November 1992

Dear President Horowitz:

We write to express our grave concern about the prevailing conditions at the Psychological Counseling and Adult Development Center as the fall term begins. A committee of the Doctoral Students Council has been meeting with the head of the center, Dr. Rothenberg, and his allied staff for over a year now to discuss ways in which the center might better meet the needs of students at the Graduate Center. Topics for working groups were discussed, as were issues of sensitivity to cultural diversity

and accessibility of the Counseling Center. Not only was the establishment of the center something student advocates before us fought for, but it is also our firm belief that now the Counseling Center is an integral part of Graduate Center life, that it provides an essential student service. Indeed, what campus is without one?

We are thus chagrined to learn of the loss of a full-time line at the Counseling Center and to hear from Dr. Rothenberg himself the consequences of this loss: If no one is rehired on a full time basis to replace Dr. Madeline Lippman, (1) there will be a 30-40% drop in overall range of activity within the center. In particular, (2) the maximum number of sessions available to a person seeking therapy at the center as opposed to a referral have been cut from 16 to 8, and (3) there will be no more working groups with their implications for growth within the community.

We believe that consequences (2) and (3) are unacceptable for the future well-being of the Counseling Center. If (2) holds, then in a short time, the center will be reduced to a revolving door referral service; only a few would select therapy for 8 sessions. If (3) holds, then a possible role for the center as educator is lost. In these times of budget cuts and dwindling resources, we all feel the increased toll of years of graduate education. Many more of us would welcome the opportunity to attend meetings and workshops. In other words, given the current political and economic climate and the stress it

brings not only to students' academic lives but also our personal lives and relationships and our financial security, there is a greater need for the Counseling Center (and Dr. Rothenberg confirms this observation with the data of increased requests for the center's services), and at this time of greater need, the services are paradoxically being reduced. At a time when fewer students are able to pay even the relatively low costs of outside counseling, more students are facing referral as their only option for counseling.

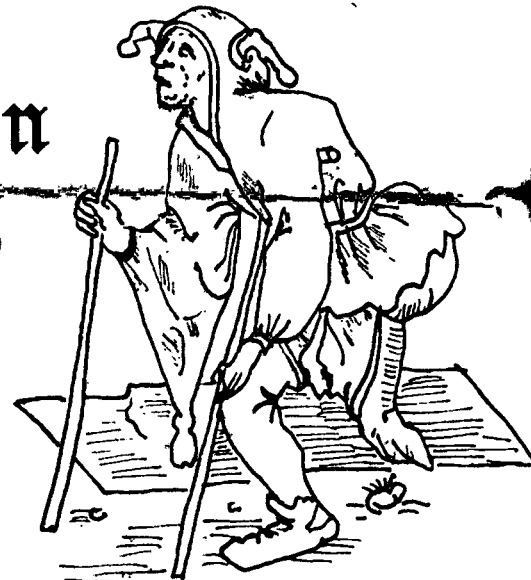
We are asking that the lost line be restored. Without it, we feel, the center will sustain an irreversible loss in credibility and effectiveness. Why have we come so far only to falter? Why, in particular, having a nurse-practitioner practically at hand to see the physical health of students, is concern for our psychological well-being perversely withheld? As always, we ask that students not only be involved in any decisions to cut student services (and in this case we were not), but that we also be involved in the hiring of a new person to fill any restored line.

Signed,

Jonathan Lang,
Granville Ganter,
Margaret Groarke,
Co-Chairs, Doctoral Students Council
Gordon Crandall
Jarrod Hayes
Members, Steering Committee and
Psychological Counseling Liaison Committee

The Return of Brian ~~Martin~~ Guerre

by Tom Smith



The story thus far:

He was a Vietnam vet. and a progressive, who at one time worked as a staffer here. No one ever considered him a threat to their safety.

Brian had a penchant, however, not only to express his views verbally, but to post clippings from progressive magazines on the Center's bulletin boards. Someone began to deface Brian's postings, and to scrawl things like "Death to Brian Guerre" on the posters of Students for Educational Rights. Brian found someone messing with his poster and brought him to the Security desk. Far from rewarding him for his restraint, Personnel has instead, successfully suspended Brian from the building. What solid evidence do they have, to see Brian as a genuine threat to our public safety? The allegations of a single security guard—whom, from what I could tell from my conversation with him, is contemptuous of Brian—that Brian physically harassed this death-threatening graffiti artist—allegations which are contradicted by another witness.

It seems that Brian's penchant for political expression is a disturbing influence on our environment. It doesn't make our Dining Commons such an attractive place to bring in the 42nd St. corporate clientele. He doesn't agree with

us about this: so he's crazy. Besides, as a vet, as TV shows are wont to imply, he could go berserk at any time. The Personnel Director alluded to Brian's "jungle instincts" in her report to Brodsky, the psychiatrist she hired to declare Brian "psychotic" for his leftist views. Our community must be cleansed of this disturbing presence. We gave him a chance to behave himself, and he didn't. So he's gone.

Upcoming episodes:

Brian Guerre, College Office Assistant-in-exile, will be taking the following steps and measures:

(1) appeal to the CUNY Civil Service Commission. Several lawyers have indicated to Guerre that this is a "kangaroo court" with a predictable outcome.

(2) further appeal to the state supreme court, along with a lawsuit against all individuals implicated in this case on the side of CUNY and OATH officialdom. This is an expensive proposition and Guerre believes that administrators have assumed it is a financially inaffordable to him.

(3) implementing a network of other aggrieved parties with lawsuits against CUNY officials.

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Editorial Context

Raises for Razes

Go figure! CUNY in general, as well as our own Graduate Center, is still reeling from Albany's draconian budget cuts of last year, the year before, and two years before that. These budget cuts were justified by Cuomo, by *Times* and *Post* editorials, by our own Chancellor Reynolds, as necessary because of budget shortfalls, and as just desserts for CUNY students and faculty who supposedly have had it too cushy for too long. Now Wynetka Ann Reynolds has raised the salaries of her administrators a total of \$450 grand, with some administrators receiving as high as an extra \$35,000 a year.

Our Graduate School and University Center gets its budget cut by \$3 million, while 33 CUNY administrators receive a half million to divide among themselves. This may sound like looting and pillaging, but I suggest it is better seen as reward money, despite the impropriety of its issuance. These pay increases have a familiar ring. A similar action of the same scale by W.A. Reynolds resulted in her departure from California. Wouldn't you think she would learn from that experience?

Indeed she has. It's as if she took a crash course in the administrative thought of Nicola Machiavelli. This time she didn't give herself a pay hike. She organized a larger group of underlings and got them to do her dirty work. And now she graciously rewards them, as if with no thought to herself.

Reynold's Day in Court

Shortly after she began her Chancellorship in 1989, I was dispatched by Editor Emeritus McClintock, to W.A. Reynolds' first student press conference. She did not give a straight answer to a single question. She claimed to ~~overzealous~~ ~~for refusing to admit the existence of~~ economic recession. However, she was only invoking the term to legitimate the spectre of fiscal austerity. Her strategy allows her victories, at the expense of those she picks as losers.

So I was heartened to see one of Reynold's schemes bite the dust on Nov. 18. I refer to the decision made by Judge Constance Motley to bar CUNY from beheading the Italian-American Institute of its director, Dr. Joseph Scelsa, while drawing and quartering the Institute itself. Last August, without warning, Reynolds attempted to banish the Italian-American Institute to Staten Island and other parts far from the Graduate Center, where it is currently housed. (See story, p. 13.)

In her 51 page opinion, the Judge said CUNY was trying to "put Dr. Scelsa on a shorter leash, one on which he lacks the room to bite his master CUNY." Scelsa has led a lawsuit against CUNY for discriminatory employment practices towards Italian-American faculty and staff.

Many people may balk at the notion of Italian-Americans being a minority that suffers any substantial discrimination. But CUNY policy designates a need for affirmative action for Italian-Americans for a specific reason. Education is undervalued in New York City's Italian-American neighborhoods. Unlike Irish-



Who says Italians don't have inspiring role models in education? I myself have learned so much from Machiavelli!

Americans. Unlike Jewish-Americans. Whatever upward mobility Italian-Americans have gained in this city, little has come through higher education. So like any under-educated ethnic group, potential Italian-American students would be more likely to complete a college education if they had role models on faculty, and peer support on campus.

So what does 20th Century guidelines? Ability to place some other administrative offices in the \$200,000 space which the Institute occupies on 43rd St? More importantly, the relocation inhibits Scelsa's ability to press the lawsuit, says Judge Motley. The action may also be a warning display of a Reynolds retaliation.

One of the first things Ann Reynolds did as chancellor was increase the number of 80th St. lawyers and beef up the staff of CUNY Grievance Committee. A few high-priced lawyers have held a lot of disgruntled students and employees at bay. Ten of them showed up with Ann Reynolds. Judge Motley herself noted that one salaried lawyer's task was merely to enumerate file folders.

This goes to show we all can successfully fight back against the doubletalk of people like Chancellor Reynolds, who wish to reinterpret law according to their convenience. The Italian-American Institute didn't wait for the Mayor or the Board of Trustees to make the Chancellor behave. They got a lawyer and had her subpoenaed.

If we wish to see CUNY fulfill its mission, we will probably have to take our various levels of administration through the courts. It's no wonder that CUNY balks at letting student organizations hire legal counsel. And all the more reason we must insist on our constitutional right to legal representation.

Where Will You Study in January?

Many dissertation-level students are forced to make productive use of intercession time by knocking off a couple chapters. With a teaching load and a student budget, when else is there a big block of time to work on dissertation research? And what graduate student has not used a January to knock off an incomplete? It's been observed that CUNY's American students may visit family or travel up to two weeks over the holidays and intercession, but generally spend two solid weeks in research and writing. Travel is not even an option for most Asian students, who show up at the library like clockwork. And for pure intensity who can match those students preparing for 1st or 2nd examinations?

Nevertheless, administrators must think that come January, CUNY turns into an intellectual ghost town. Why else would they limit library access to less than 100 hours for the entire month? And why close it evening and Saturdays when those students fortunate enough to be employed at regular hours are off work?

I suspect the administration is thinking in terms of quantity, but I suggest an alternative economics. As students progress, their research, and the time they put into writing increases in worth to CUNY's ability to be a graduate school. We're all equal, but in the mercenary world of academia a single dissertation-level student is worth 10 incoming students. So how about a recount?

As a former incoming student myself, I and a cohort of new students had chosen to live in Westhall so that we could have better access to the library. If this is the strategy of current residents, they're in for severe cases of cabin fever. Again one hand of the administration works against another, for it's the GSUC who created and

What money is saved? The professional staff continues to work full-time. By all accounts, the staff sees no sense in reducing hours for January. The student staff will crowd their work/study hours into the open periods. They'll be busy putting books on reserve the last two weeks. (Hint: Do all your reading the first two weeks of January, while the standard works are still available.)

There are only two areas in which restricted hours saves money. It would reduce the paid hours of some security guards. Extra payments to the Grace Building for air ventilation after hours would be unnecessary. If you think your investment in your education is worth a little more than that, you would do well to start talking.

Nothing is written in stone around here. (Cement is a type of facade.) Bring your case to the DSC office, solidarity helps. If you're a loner, take it to your EO, or to the administrators themselves. You're going to be a doctor of philosophy: teach them some logic.

But come January, don't be left standing in the basement mezzanine.

NOTE: Photographer Meryl Levin places her photos with the agency, Impact Visuals. That fact was omitted in her credit for the front page photo in the October Advocate.

The Graduate Student Advocate

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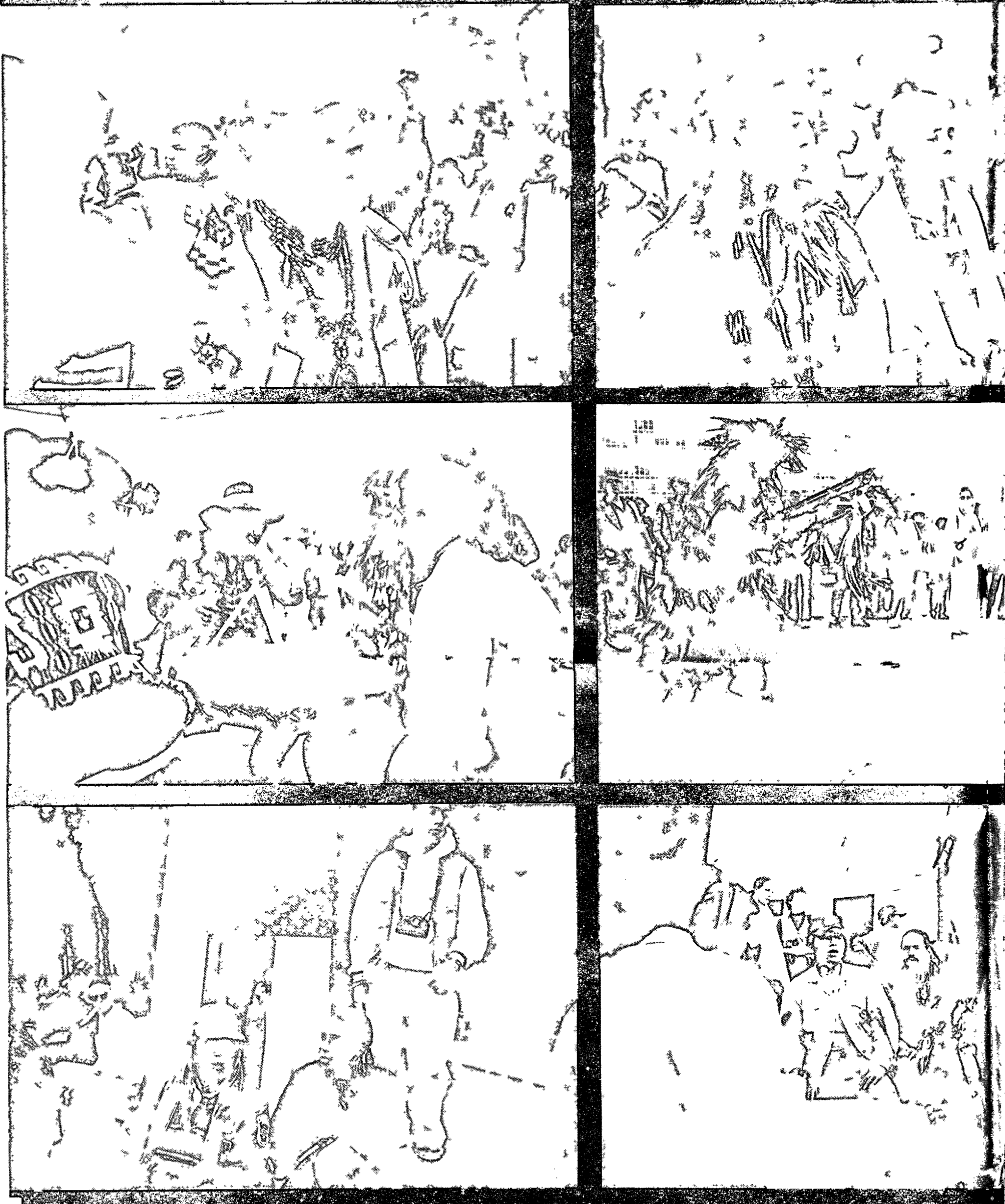
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In Nineteen Hund



When Cherokee poet Jimmy Durham wrote his anti-panegyric "Columbus Day" in 1970, North American Indians seized the time. Oct. 12 became known as a "Day of National Mourning" in the rhetoric of a growing Red Power movement. So for the past decade, the 12th of October has been the obvious choice for a pledge-a-thon day to benefit KILI-FM, the only Indian-controlled radio station. However, it is New York's WLIR that graciously hosts the annual fund-raising drive as KILI broadcasters temporarily claim a share of the New York airwaves. Why?

KILI's listeners on Pine Ridge Reservation live in the poorest county within US borders. New York with its propensity for multicultural expression has provided support for Indian political activity since the 19th Century. To judge by the pledges filled by New Yorkers over the past 10 years, KILI will continue to gain subscribers beyond broadcasting range.

This year KILI spread the word of a demonstration for Indian sovereignty at the UN. The League of Indigenous Sovereign Nations of the Western Hemisphere was able to drum up attendance of 5000 with very little advance notice. As the accompanying photos show, the demonstration began at noon with spirited singing at the Isaiah Wall across from the Secretariat. Later, a procession led the demonstrators of all ages and diverse backgrounds to a rally at Hammerskjold Plaza, continuing until twilight.

While Indians have yet to be represented apart from NGO status, they are no strangers to the UN. In fact, the Iroquois Confederacy successfully sent emissaries travelling on Iroquois passports to the old League of Nations in Geneva. It should come as no surprise then, that the Columbian Quincentenary is being challenged everywhere throughout the Western Hemisphere. This transparent attempt by Spain to claim a position of prestige appears to have run its course. All the fanfare allowed a multiplicity of local indigenous groups to respond effectively. These groups built upon contemporary Indian understanding of the history of Columbus. It reads as a hostile takeover from the beginning (see diary excerpts, p. 14) that led to massacres and slaving and underscored the conquest and continued exploitation that followed.

The Columbian Quincentenary has shipped out for the time being but it leaves in its wake a galvanized Indian population that has discovered new ways to make their presence known and organize for their rights (see Millaman, p. 15). The renewed vigor of this hemisphere's indigenous people indicates that the Conquest was never completed. That should mean a lot to exploited peoples everywhere. As long as history is alive, our memories can be renewed. Until our memory is gone, we are not defeated. The 2nd half of this millennium is as yet unclaimed.

— Text: Thomas Burgess —
Photography: Daniel Karp

red & Ninety-two...

Infotainment

CUNY TV

What is CUNY-TV?

Independent views of art, society and politics, classic films from the US and the former Soviet Union, serious study (catch-up courses) in college physics and western traditions, cultural magazines in French and Italian, special events held on CUNY's campuses. Seven days a week CUNY-TV provides alternatives to buy-it-all commercial TV and predictable PBS series.

Admittedly, some of CUNY-TV's programs are good for you. Informative weekly news programs from Europe and Israel, and lively debates on criminal justice issues may tempt the serious student even beyond formal courses in biology, physics, Spanish, and US government.

The adventurous will appreciate **Deep Dish TV's** national compilations of grassroots activist and art video; (see story insert); **Alternative Views** line-up of guests throwing critical barbs at the status quo, from Austin, Texas; or the **Glasnost Film Festival's** once-banned documentaries from the former Soviet Union.

Francophiles will appreciate the **"Bouillon de Culture"**; (Germanists, germanizers) can travel the Schauptplatz

Deutschland while

Italophiles can taste test Italian TV.

Thespians can methodically internalize prominent actors, playwrights, directors and other artists as they discuss Broadway theater, classic plays and films, and work in other mediums.

Watch for Specials like the Symposia held in honor of the inauguration of President Frances Degen Horowitz. First up is Walter E. Massey, Director of the National Science Foundation, on Four

Decades of Federal Support for Science (But What Have You Done for Me Lately?).

CUNY-TV programming can be seen on cable systems of New York City on

Channel 75 in all boroughs except Manhattan, where CUNY-TV runs on Channel 14. Programming repeats in four hour blocks, beginning 8 am, 12 noon, 4 pm and 8 pm, with a different theme each day. Monday features "People," Tuesday "Science," Wednesday "Public Affairs," Thursday "From Abroad," and Friday, "Culture." Selected programs repeat on weekends, with classic film features beginning at 9 and 11 pm, followed by discussions.

CUNY TV Schedule Highlights

The Rodney King verdict and Columbus Quincentennial provide the themes for Deep Dish TV's fall series, running on CUNY-TV on Mondays in all five boroughs, and also on Manhattan Neighborhood Network.

Storytellers and performers Doug E. Fresh, Larry Johnson, Jom Northrup and Xeng Su Yang are featured in a special program focusing on oral traditions throughout history. **Word! Your Voice is a Drum.**

Imagine a bilingual board game where La Pinta, La Ninna and La Santa Maria take turns constructing western history. Co-

ordinating producers Luis Valdovino and Dan Boord use this metaphor to uncover the discrimination, genocide and greed hidden in the fairy tales of our hemisphere's legacy in **Una Historia/A History.**

Remember the war in El Salvador? Producer Roberto Arevalo reminds us in **No Hay Paz** (There Is No Peace) that the war is not over, for Salvadorean refugees in the U.S. or those struggling to rebuild their devastated country. (December 2, 4.)

The rebellion following the Rodney King verdict had a different meaning for Ted Koppel and the national news media than for local activists. In **Hands On the Verdict: The 1992 Los Angeles Uprising**, LAVA (Los Angeles Video Activists) look at the recent history of South Central L.A., police brutality and the meaning of "riot."

(December 14, 16 and 18) Meanwhile, Not Channel Zero, the New York-based collective of young African-American film and video artists compile responses to the issues raised by the verdict and uprising from communities of color across the country. **The Nation Erupts** connects these events to other histories of police violence and popular resistance. (Part 1 - December 21, 23, 25; Part 2 - December 28, 30, and January 1.)

Deep Dish TV is the first national satellite TV network linking community producers, programmers, activists and others who support the movement or a progressive television network. Programs are assembled by coordinating producers around the world and transmitted via satellite to home dish owners and community television stations nationwide. Deep Dish TV is a non-profit founded in 1986, with its home office here in New York. For more information call/write 212-473-8933; Deep Dish TV Network, 339 Lafayette St, NY.

Rock the Boat: Deep Dish TV Fall Season

Oliver & Levine

"I never know what to do with the last four tones!"

The Dodecaphonist:

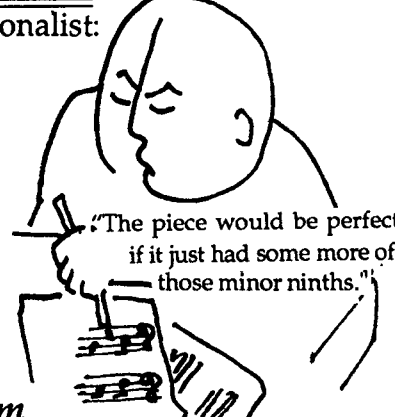


The Minimalist:



"What an interesting tune - let's play it 700 more times!"

The Atonalist:



"The piece would be perfect if it just had some more of those minor ninths."

Overheard at Proshansky Auditorium

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POETIC LICENSE

by
Hugo
Dalbis

In the cracks of the city, among the lurid luxury on a wide avenue, on the top of a roof, or in the depth of a noisy bar, a life is under way, shared by sophomores, scholars, yuppies, any-pies, new comers, bartenders, and the huge crowd of the unknown, all listening to a poetry reading. The word roars (and soars) as big as is wished and the place could be as near yours as you didn't expect.

ABC No Rio

Located in the deep south east side, with the river (here comes the name Rio) flowing a few blocks away, ABC has been on the spot for quite a long while. Emerging among the low 4-5 floored old-style buildings of the area, with a piece of the Brooklyn Bridge at rear, sustaining (or seeming to sustain) the whole community with its steel wires, the place is hard to find. Syntax here is suffering, the lamb is hopping desperately on its axis, sounds are out of conformity, but always in a way to be appreciated. Open readings labelled "Our Unorganized Reading Series" (O.U.R.S.) on Sunday at 3 pm. Some other events including music and art exhibits on Thursday and Saturday evening. 156 Rivington St.; 254-3697

Academy of American Poets

Located in the downtown area proposes readings usually taking place at the Alliance Francaise/French Institute or at the NYU Auditorium with extremely confirmed poets. Among others on the last months program were the 1992 Literature Nobel Prize winner Derek Walcott, the 1974 National Book Award winner Allen Ginsberg, the 1975 Pulitzer Prize winner Gary Snyder, James Merrill (who won the 1977 one), and many others.

For more information on programs and events: 584 Broadway, suite 1208, N.Y.C.; 274-0343

Avenue B Garden

You probably have noticed those gardens squeezed between tall buildings in the East Village. Avenue B Garden is one of them, a green-like patch surrounded by the majestic shadows of its environment. A magnificent steel avant-garde sculpture at the entrance helps to find the place where a modest stage stands between the backyards filled with all-seasoned flowers. Some poetical events may occur on a Saturday afternoon or evening. Southwest corner

6th St. & Ave. B

Black Books Plus

This is a book store hosting readings usually not on poetry. Cocteau once said the poet is writing without being a writer. So what and who is a writer? This could be a good reason to join the crowd at one of the book readings presented here.

702 Amsterdam Avenue; 749-9632

Exoterica

Off shore Manhattan is a cozy high-ceilinged place located in the Bronx Nice atmosphere, antique walls, microphone on stage help to enhance a poetry performance and alleviate the vicissitudes of a daily urban Manhattan life. The featured poet is usually followed by an open reading. Most of the time on Wednesday and Thursday at 8.30 pm; *Siderick Cafe*, 6031 Broadway (1 block no. of 242nd St. subway terminal), Bronx; 549-5192

New Press

New Press readings are spreading out in the city. You can even open a NP reading in your favorite or nearby bar by contacting a NP representative (so we were told), depending on your ability to present a poetical program and on the kindness and enthusiasm of the bar owner to deal with words. There is usually a featured poet followed by an open reading, this occurring on weekday evenings. Just to name a few:

NP Brooklyn, at Moroccan Star Restaurant, 205 Atlantic Ave. (near Court), Brooklyn; (718) 643-1370

NP Queens, at Wine Gallery Restaurant & Bar, 70-20 Austin St., Forest Hills; (718) 544-0894

NP Cornelia, at Cornelia St. Cafe, 29 Cornelia St., NYC; (718) 229-6782

Nile Series

Located in the East Village in an underground bar, the Nile proposes poetry readings with featured poets usually on Saturday at 8 pm; *Cafe Nico*, 101 Ave. A; 529-2336.

There are many more poetical events we cannot even mention here, but you will be pleased to discover. We recently registered about 90 active places in the NYC area where poetry is performed in many different ways, where people follow the word, its rhythm, conflict and harmony, as if it were theirs, as it is theirs.

considered three candidates for admission in the Latin American field, amongst other candidates. In this field, Hobart Spalding, Jose Luis Renique, a Lehman College Professor, and Alfonso Quiroz, from Baruch applied. While sadly no women in this field were solicited, at least some motion was made to attempt to redress the historical shortage of professors in this field to teach "technically" in 'our' department (CUNY itself has no shortage of Latin Americanists).

The Faculty Membership Committee has the right to admit as many professors it believes qualified at once. Their recommendations to admit or deny a faculty member is then referred to the Executive Committee, an even larger male-dominated grouping of 11 faculty members. At this point, the Executive committee gives a rubber stamp to the process. The Provost, currently Geoffrey Marshall, has the final word on the appointment. If there is any charge of either foul play or impropriety in the selection process, it is the Provost's duty to intercede and investigate (although this rarely occurs).

The three candidates offered varying degrees of academic experience and theoretical orientations. Jose Luis Renique, a historian who has done extensive work on peasant mobilizations in the Andes, as well as advanced work on the question of Sendero Luminoso, was somehow rejected. On the other hand, Alfonso Quiroz, also a respected historian, who writes books like, "Financing Visions of Development: Domestic and Foreign Finance in Peru, 1850-1950", was accepted to the faculty, and will be teaching a course in Spring 1993. Again, some signs of motion were present in the Program, and students were happy that the pool of available professors to teach was enlarged. Curiously though, Hobart Spalding, who was actively solicited by the Program's Executive Officer to diversify the Program, had his appointment denied.

In the Renique/ Quiroz cases, since they were both young faculty members (graduates in the late '80s), it is easy to see that the department opted for the more conservative on paper. Strategically, this appointment was designed to be an obvious complement to the staunchly anti-dependency historian Jay Kinsbruner, who currently teaches Latin American

Economic History. However, by denying Hobart Spalding a position on the faculty, the committee bared the program's ideological ills.

Spalding has 26 years of teaching experience to his credit in the field of Latin American history. He has written several books published volumes of journal articles, and has participated in many professional conferences, especially

around labor. In fact, he has a new work entitled, "The Impact of Neo-Liberal Policies in the Southern Cone" ready for publication. Spalding's Marxist orientation, focus on labor issues, and his personal participation in campus politics in the late '60s and early '70s was clearly the main reason for his rejection by the Committee. The Program's denial of Spalding's application enables the perpetuation of the myth throughout the department that "poverty and exploitation is simply an abstraction, and that people's material conditions just don't matter," according to a professor who wishes to remain anonymous.

During the late '60s, Spalding taught at Brooklyn College which was a hot-bed of political activity. Being a high-profile professor/activist, often siding with Black and Latino students on many political issues of the period, he often found himself at odds with his department. His staunch denunciations and activism against the Vietnam War did not help his reputation among a conservative faculty. He found himself continuously siding with students against an out-of-touch, pro-Vietnam War history faculty. Interestingly, these remnants are still here today in the History Program, with Abraham Ascher and the notoriously high-profile Hans Trefousse, among the most prominent representatives of this period gone by. (Trefousse even went as far as vigorously speaking against resolutions that would have condemned the Vietnam War, in the American Historical Association and other professional circles).

In the early '70s, purges of leftist faculty who supported open enrollment, anti-war, and pro-choice issues were carried out. Spalding, one of the targets of the purge, had his tenure repeatedly attacked. Spalding's tenure was blocked twice based entirely on his political beliefs by the tenure committee, of which Ascher was a prominent member. The bureaucracy at Brooklyn College had no

color, women and especially people from a multi-cultural perspective are routinely marginalized in this department."

Professors outside the department, especially in Political Science, are perplexed over Spalding's denial. The noted professor, Kenneth P. Erickson, who specializes in Latin America, thinks Spalding would be an excellent choice for the Graduate Center History Program and cannot understand his denial in light of his past contributions to the program. Spalding has previously provided a great deal of assistance in terms of reading dissertations, sitting on doctoral committees, when he was not even an official part of the faculty.

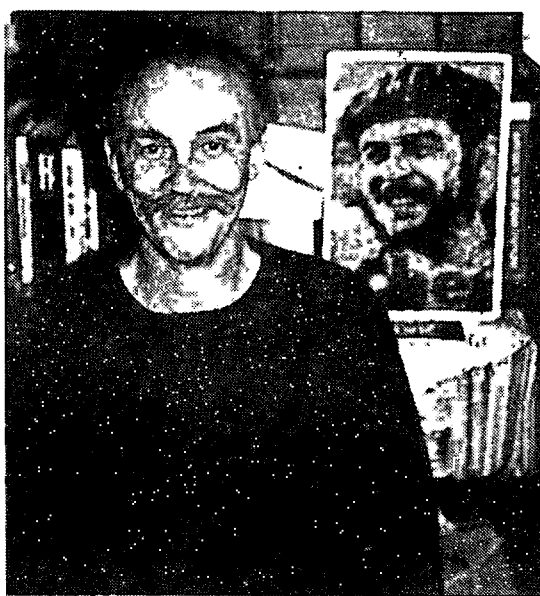
The Program, would state that Spalding did not meet some exceedingly rigid requirement for admission to the faculty in terms of professional qualifications if it were confronted directly. According to Prof. Prall, this means a "demonstration of continuing publication and scholarly activity" i.e. the "tradition" of two recent monographs. Erickson believes that this is an outdated tradition that may not be productive. In terms of publishing only recent monographs, as compared to journal articles, Erickson asserts that "only the quality of ideas and insights of research should be important, not its format." It is easy to see Erickson's point, for if even the most cutting edge research becomes obsolete in a few years, the cranking out of monographs that quickly become dated could be a major waste of time.

By keeping the Graduate Center ideologically pure, the Program is systematically destroying the quality of our Graduate education. By limiting our choices of diverse academic perspectives, our supposedly "liberal, pluralist education" is thrown out the window in favor of a system that perpetuates the status quo and mediocrity. Old grudges stemming from that late '60s must be disregarded for the student interests, and professors must stand aside in favor of progressive change. Erickson puts it well when he says that it is simply "counter-productive for a Ph.D. Program not to avail itself of the scholarly insights of Spalding and make him available for students."

Michael S. Weinstein

Ideological Hegemony Inside a "Living Museum"

Continues from p.1



HOBART SPALDING

of union mediation, legal wrangling of the American Civil Liberties Union (ACLU) and a panel of distinguished historians in his field.

Some of the more forward looking professors expressed outrage on the Spalding denial, while others in the Program are afraid to comment publicly for fear of reprisals. According to one professor, "scholarly publications don't mean a damn thing around this place, many professors here today were admitted to the faculty with far less writings than Spalding and they know who they are... they try and impose arbitrary regulations on us for admission to the faculty that are so limiting and constricting of a criteria, that only the old boys club can stay in power; people of

#1 Holiday Hits

@Bottom Line, 7:30&10:30 \$15

12/25-26 **Ronnie Spector** Relive the best Xmas R&R album ever played as the wall of sound takes over the stage. Acappella aces, **The Persuasions** open.

12/18-19 **The Roches** in their annual pose as the Carolling Carollers. This year a benefit for Women in Need.

#2 Manhattan: Tin Pan Island

12/10 @Bottom Line. Meanwhile Sister **Terry Roche** joins breathtakingly amazing **Jane Siberry**, folksongfinder **Tom Rush**, & **Mickey Newbury**, who made a left turn at Nashville. They'll all demonstrate with a few tunes, while **Vin Scelsa** interviews them on their craft.

12/3 Songwriter Hall of Fame @Lone Star, 240 W52 (Bwy & 8th) 245-2950.

Tuesdays @Bang On! 45 W21 (5 & 6th Ave) 727-7788 9pm \$6 Singer-songwriter Showcase Nights.

#3 Television

12/3-4 @Academy, 243 W43 (7&8th) only 2 blocks away! 249-8870 8pm \$20. New York's original literate punk band. A

cross-between Velvet Underground & Quicksilver Messenger Service. Voidoid **Richard Hell** has lately recited at CBs.

#4 Specialty Records Alumni

@Tramps, 51 W21 (5&6) 727-7788: -

12/3-5 **The Meters**. The band behind all those New Orleans records of the '60s. Art Neville w/o his bros.

12/8-10 **Little Richard** \$30. Accept no substitute.

#5 Soul of R&B Revue

12/5 @Lone Star. **Billy Vera**, Cissy Houston, x-Sweet Inspiration, Aretha's '60s b/up, & Whitney's aunt. **Chuck Jackson**, x-Drifter & x-Dei Viking. **Cornell Dupree**, on many an Atlantic '60s soul single, then on w. **Richard Tee** to original SNL Band & Stuff. **Nona Hendryx** is a high probability.

#6 Chaka Khan

12/8-13 @Blue Note, 131 W3rd & 6th 475-8592, 9 & 11:30 \$16.50+ In this small space who needs Rufous.

#7 New Neighborhood Jazz Restaurants

12/12-13 **Special FX** @B. Smith's Rooftop Cafe, 47 & 8th, 247-2222. Ball of fusion:

12/17 & 31 **Hiram Bullock** @A Train, W45 (8&9th Ave) 974-0500. Jazz guitar the way it should be from alumnus of Letterman Show & Gil Evans Orchestra.

Where it's @!

#8 More Irish Immigrants

12/7 **Maura O'Connell** @Bottom Line. Reversing the flow, the 2nd City sends its own **Drovers** to blend & bend rock with tradition.

12/8 Cafe Sine E, St. Marx & A, 982-0370.

12/9 Lone Star w. **Spier Mor**.

12/10 Maxwell's, 1039 Washington St., Hoboken (201)798-4064

#9 Guitarstars

12/5 **Joe Satriani** @Roseland 8pm. Guitar wiz of the '80s.

12/11 **Johnny & Edgar Winter** @Ritz, 254 W54 & Bwy 541-890. The uncle & father of "Frankenstein." Together again and separately. Bear in mind that Stevie Ray never even came close to Johnny in

Texas Blues.

#11 Jimmy Scott

12/5 @St. Ann's, 157 Montague & Clinton, Bklyn, 834-8794. As college students & employees you get 20% off the \$13 price. 12/11-12 @Bottom Line \$15.

This is the living voice that both **Frankie Lymon** & **Marvin Gaye** emulated.

#12 Raconteurs of Roll

12/12 **Leon Redbone** @Tramps.

12/5&19 **Larry Johnson** @Terra Blues, 149 Bleeker 777-7776 7 & 10:30

#13 Ball of Confusion

Poet **Jon Farris** (@Skep) is not **Jon Faddis**, young lion conductor of Carnegie Hall Jazz Orchestra. Furthermore he is not to be confused w. **Jon Paris** @Dan Lynch's, who frequently plays w. **Kenny Aaronson** @R Bar. Rooster **Jon Paris** in turn is not to be confused w. bluester **Frank Paris** (Weds. @Mondo Perso & Sats. @Mondo Cane).

#14 Marxist opportunity of a lifetime!

Win \$100 if the logo you design for the St. Marks Bar is chosen, 8th & 1st Av, 505-0290.

Society, which oversees an African-American historical site in Bedford Stuyvesant; Noel Pointer, head of a coalition of artists and musicians who organized support for the site, speaking for State Senator David Patterson; Dr. Sherrill Wilson, project ethnohistorian, and Dr. Abd'Allah Adesanya, Acting Director of the Mayor's Office for African-American and Caribbean Affairs.

The year-long conflict about the excavation and preservation of the African Burial Ground in lower Manhattan has been the focus of much conflict over the use of social space, the marginalization of the history of oppressed groups, and the proper treatment of burials, both of human remains and cultural artifacts.

Starting just north of City Hall and extending for blocks underneath the government office buildings and courthouses of Foley Square, the vast African Burial Ground contains the remains of thousands of Africans who lived in New York City in the colonial era. Once considered largely destroyed by centuries of building, excavation for the construction of new federal office towers revealed that the burials were in fact largely intact, preserved by a twenty foot layer of fill. And there, perhaps, the conflict began.

The General Services Administration (GSA) which is responsible for federal property, wanted to bulldoze the site and get on with its \$700 million plans for building a new courthouse and offices for the IRS and the EPA. Community and artists' coalitions, activists Sonny Carson and Viola Plummer, and scholars including urban anthropologist Dr. Sherrill Wilson and City of NY archeologist Daniel Pagano, fought to preserve and further study the site as a major archeological and historical find.

Coalition spokesperson Noel Pointer aptly characterized their view, asking, "what if this had been the Pilgrim's burial site?" Activists also criticized the GSA's handling of the site. For example, Pointer said that the GSA had no excavation or research plan; human remains were wrapped in newspaper and stored at Lehman College, and no attempt was made to invite black scholars, historically black colleges, or any specialists to study the site. Activists demanded an immediate halt to the backhoe destruction of the site, an appropriate research plan, proper treatment and re-intering of remains, and that the entire Burial Ground be designated a National Historic Site with a fitting memorial, museum, research center, and changes in school curriculum to reflect research findings. Pointer noted that the GSA offered \$250,000 for a plaque and display, compared to \$60 million it allocated for a second Lincoln Memorial in Springfield, IL.

After months of public demonstrations, meetings, and lobbying with public officials, and with the support of State Senator David Patterson in July, 1992, Congress passed a resolution halting construction on a portion of the site. But what is the significance of the site? To answer this question, New York City Archeologist Daniel Pagano led off the panel with slides of maps from the 18th century to the present day, showing the extent of what was then called the "Negro Burial Ground," which was outside city limits at that time. Based on current knowledge, Pagano said that the site extended from the current City Hall Park at least as far north as Duane Street, between

Broadway and Centre Street, and was most active from 1712-90. To date, over 400 burials have been found at the site; the entire Burial Ground is estimated to hold between 10,000 and 20,000 burials primarily of African-Americans. Other slides showed the excavation process. One haunting example displayed an intact burial: a full skeleton, knees and arms slightly bent, next to a large shell. Pagano said that this was a common burial practice among Africans in the Americas, illustrating the saying, "by the sea we

came, by the sea we'll go."

Who were the people buried in this site? Project ethnohistorian Sherrill Wilson reviewed some of the history of Africans and African-Americans in New York City. Wilson noted that in 1625, only 2 years after the Dutch West Indies Company settlement was established, eleven African men were kidnapped from a Portuguese slaver to work on colonial farms and the fur industry, and to build the fort and "wall" of Wall St. Africans and their descendants comprised 10-25% of New York's 18th century population. Both free and enslaved, Africans and African-Americans practiced a wide variety of trades and in some cases owned land. However they had few rights. For example, there was a curfew for all blacks over 14 years old. Wilson illustrated her remarks with slides of documents and artwork of the era. A 1642 advertisement for the Dutch colony showed African men and women in the background, working in a

HISTORIC MARGINALIZATION & THE MARGINALIZATION OF A HISTORY

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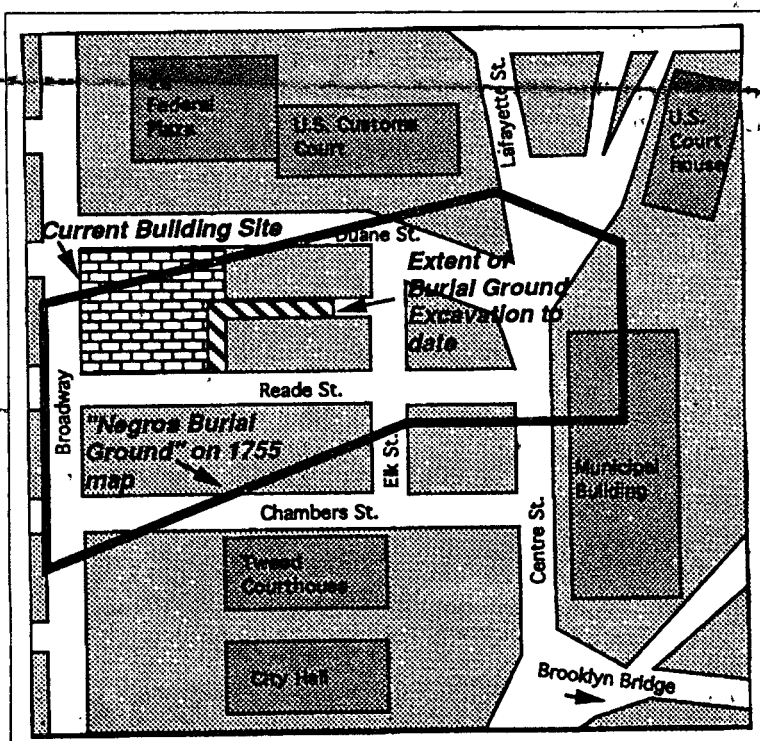
came, by the sea we'll go."

Black Anthropologists. In August, 1992, Blakey received a National Science Foundation grant to set up a lab for the preservation and study of the remains of African-Americans. Blakey outlined what could be learned from the African Burial Ground in the context of the troubled history of the site. He described the site as the largest and earliest of any yet uncovered of any ethnicity, with a wealth of material that could be used to assess the biology and health of people from that era. In addition to its scientific importance, Blakey stressed the site's political and cultural meaning: the struggle for its proper treatment is

part of the struggle of "a world-oppressed people to control and interpret its own past." It is important, he said, who gives voice to the past and so Blakey pledged to turn around the troubled history of the site, and create a research plan that will be not only "what our ancestors deserve" but also a "model for community engagement."

What can be learned from the site? Blakey noted that anthropological and archeological technology and theory is now highly developed. Genetic studies and morphology can give clues to demography and genetic affinities; epidemiology holds clues to social conditions; physical examination of bones can reveal work stresses from muscle attachments and bone scars can reveal repression such as shackling and burning. Thousands of artifacts found at the site can deepen other aspects of cultural history.

Four general questions will lead Blakey's research plan. First, where



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Four general questions will lead Blakey's research plan. First, where

exactly did the earliest African Americans come from? Analysis of chemical composition of bones, especially teeth, can reveal mineral elements that indicate diet and ground water, both clues to location. Second, what were the differences in the physical quality of life of Africans compared to other Americans? Biological indicators can be a clue to social conditions. Third, what cultural elements were retained from Africa, and how did their cultures change? Fourth, what can be found about health and disease histories of this population?

To pursue these and other questions, Blakey will propose building a scientific team with a broad range of specialization, including African specialists. Programs for students as well for community involvement will be developed. A comprehensive research plan for the site will be submitted in November or December of 1992. One of his first actions was to rename the site from the "Negro Burial Ground" to the "African Burial Ground."

Panelists agreed on the importance of the site and its great potential. Joan Maynard, Director of the Weeksville Project, describing her experience with the excavation in the 1960s of "Colored School #2 in Bedford Stuyvesant; called for the involvement of young people, saying that participation in uncovering their own history would help to save this generation.

Dr. Abd'Allah Adesanya, Acting Director of the Mayor's Office for African American and Caribbean Affairs called for public involvement. He said that the story of the African Burial Ground was part of our common history and common destiny and could bring us together. He noted that this was not the first time the use of this space had been contested. When the site was first designated as a burial ground for Africans and their descendants, it was outside city limits but when New York City soon outgrew its borders, the site was taken back.

In a sense, the panel's message was that our current challenge is to prevent any further attempts to marginalize any part of our history. This conflict, about the use of social space, makes the challenge particularly clear. As academics, the African Burial Ground provides an opportunity to tie theory and practice. Usually, when archeologists excavate burials, descendant communities want to stop them. Here, the descendant community wants to stop destruction of the site and further wants the assistance of archeologists, anthropologists and other specialists to uncover lost history in an ethically responsible and responsive way. The Center for Cultural Studies panel was a step in that involvement.

On October 16th, the GSA presented Dr. Blakey's Research Design for the African Burial Ground project to the several groups involved in overseeing that site, including the National Advisory Council for Historic Preservation, the New York City Landmarks Commission, the Federal Steering Committee on the African Burial Ground, and the Mayor's Office for African-American and Caribbean Affairs. These groups in turn have 60 days to approve or amend the plan. A Public Meeting for feedback and discussion of this plan was held at the main courthouse at One Federal Plaza on Tuesday, November 16.

Diana Agosta

concentration of houses of prostitution. Comparing the total number of addresses with the total number of blocks with such houses provides one quantifiable measure of the segregation level of prostitution. If prostitution was segregated many, if not most, brothels would be located on a few city

SEX AND SPACE

Continues from p.4

blocks. Measured over time, the ratio of houses of prostitution to blocks would also reflect the changing level of concentration. Greater segregation would ultimately produce higher ratios. Even by this standard, however, prostitution was little segregated in New York. Most striking were the low ratios of segregation from 1820-1920. For every decade except one (1900-9), the average segregation rate never exceeded three houses per block. In five decades, the rate dipped below 2 1/2 houses. Even those neighborhoods after 1880 with reputations for heavy concentrations of prostitutes averaged less than five houses per block.

If prostitution was so dispersed throughout the 19th and early 20th centuries, why has the perception that it was confined to clearly demarcated red-light districts persisted? Several factors explain this. First, New Yorkers perceived that prostitution was segregated. Indeed, the most highly developed and commercialized forms of prostitution gravitated to areas like Five Points and the Tenderloin. The visibility of institutions that promoted prostitution, from brothels to concert saloons, impressed (and often terrified) contemporaries, convincing many that the activity was segregated. The literature of the period repeated this belief over and over. Focusing on this most public and blatant evidence, observers ignored the more common occasional and less organized forms of prostitution found throughout the city. Since then, historians and sociologists have accepted this testimony uncritically and with little scrutiny. In some degree, historians have also fallen into the analytical trap of employing the same language and

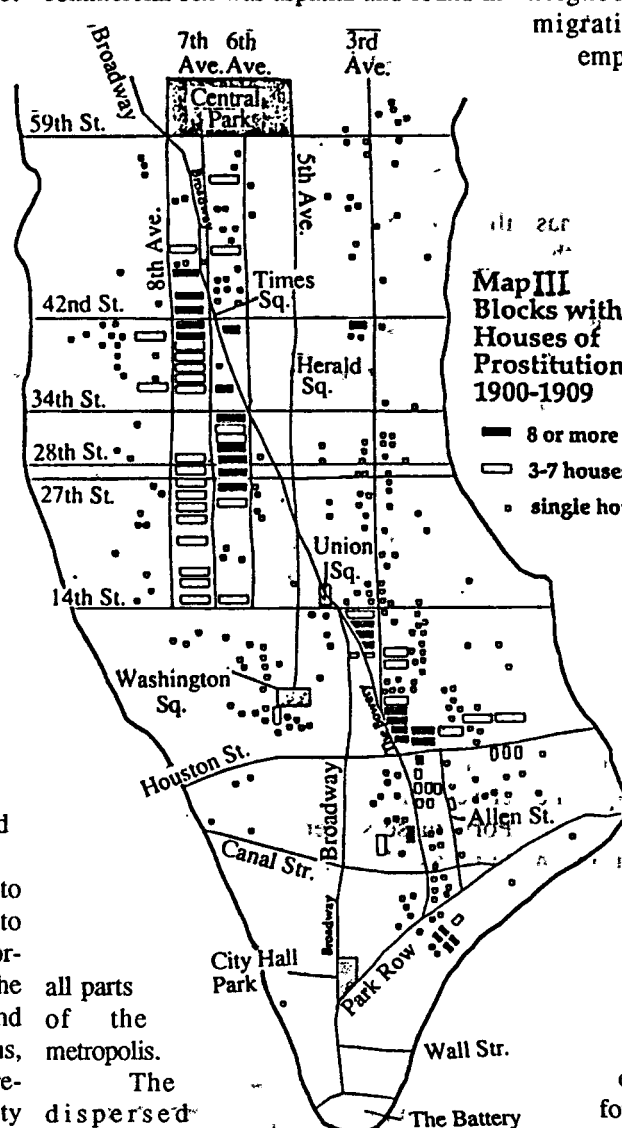
categories of their subjects in their examination of this topic.

Second, historians have never studied the movement and organization of prostitution over a long period of time and from a citywide perspective.

Instead, most have examined it where it was most concentrated and commercialized. Studies of red-light districts are popular because they provide an accessible and visible way to illustrate clandestine sexual activity. But seen in isolation as part of an entertainment zone, immigrant neighborhood or central business district, prostitution naturally appears confined and segregated. Consequently, historians have overlooked the different levels and degrees of prostitute behavior and the fluid organization structure of the underground economy. When prostitution is examined city-wide and over time, these different levels and degrees become more apparent and evident.

Third, urban historians have tended to ignore how prostitution was integrated into various cultural institutions as well as working-class life. Many have accepted the prescriptive literature that describes a kind of bifurcated, polarized urban world. Thus, the city is depicted as a metropolis segregated into neighborhoods of respectability and irrespectability, of sunshine and shadow. Surely, many 19th and early 20th century residents perceived their social environment that way. But such a divided metropolis had more symbolic than ecological importance. It reflected a cultural construction, a bourgeois ideal of city life, hardly the physical reality of prostitution. In vivid detail, the mapping of prostitution above illustrates how these seemingly antagonistic subcultures overlapped, intersected and permeated each other. The

geography of prostitution was a multilayered phenomenon that paradoxically displayed some segregation and much dispersal over the century. Never confined to isolated areas, commercial sex was aspatial and found in



all parts of the metropolis.

The dispersed geography of commercial sex further illustrates the dangers of conflating site and social process in the city. Most recently, anthropologists and sociologists alike have warned about the limits of urban ecology models to explain social relationships. Social network theorists, in particular, have shown that an emphasis on geography in the study of cities presents important methodological problems. Indeed, this case study highlights the weakness of

relying on the urban neighborhood as an interpretive tool in explaining the history of prostitution. Support for this kind of "underground" community most often originated from outside the immediate neighborhood locale. Patterns of migration and physical transiency, employment opportunities, leisure and entertainment trends, wider sexual norms and even the informal networks of friends and acquaintances are ultimately more helpful in analyzing the history of prostitution.

By concentrating on the commercial sex in red-light districts, urban geographers and historians have underestimated the widespread dispersal of prostitution in the 19th century city. A close examination of the sexual geography reveals that the underground economy played an important part in nearly all residential districts. As a spatial phenomenon, prostitution was fluid and flexible. While some women worked often enough as prostitutes to be considered "professionals," the majority engaged in it only occasionally or for a short time, and never in the

more commercialized areas. Medieval German cities, by comparison, had districts lasting centuries. Paris has had brothels in the same area since the Middle Ages. Even San Francisco supported a Tenderloin district for over 75 years. In sharp contrast, the physical geography of prostitution in 19th and early 20th century New York was fragmentary, aspatial and short-lived.

Timothy J. Gilfoyle
Loyola University of Chicago

Reynolds Loses Fight to Italian-American Institute

Erik Metzgar

CUNY's Italian-American Institute won a preliminary injunction against Chancellor W.A. Reynolds on Nov. 18. The injunction not only halts her attempt at relocating the Institute, but demands that CUNY cease discrimination in the employment of Italian-Americans, particularly regarding the recruitment and promotion of faculty.

The injunction issued by US District Court Judge Constance Motley, will remain in effect until completion of a class action suit charging CUNY with 40 cases of overt discrimination in the recruiting and promotion of Italian-American faculty.

Attorney Philip Foglia notes that this class action suit filed in 1990 is unlikely to go to trial for another year. It is the largest single discrimination case against any institution in the country and is currently under investigation by the NY Department of Labor on every CUNY campus.

Judge Motley's decision blocks the removal of the Italian-American Institute from its offices in the 43rd St. annex of CUNY-GSUC, headed by Dr. Joseph Scelsa. Chancellor Reynolds had ordered a relocation of the bulk of the Institute to the College of Staten Island, with certain operations transferred to other Manhattan locations. According to Reynolds, the relocation would be:

an unprecedented opportunity to elevate the scope of the academic and research programs in Italian Studies at The City University of New York.

Taking issue with the Chancellor's "linguistic shenanigans," Judge Motley noted:

It appears that the defendants want to, in their words, 'elevate' the Institute, and in so doing, to sever the outreach, counselling and research aspects of the Institute. Dr. Scelsa, a thorn in the side of the University, is to be shunted aside as its Director during this reconfiguration, to remain in charge of the outreach function.

Dr. Scelsa claims that the relocation effort was meant to dismantle the Institute in retaliation for the anti-discrimination complaint filed against CUNY by Italian-American faculty members and himself, individually and as Institute Director. He stated:

We saw this as a direct attack not only on me and the Institute, but on the Italian-American community ... the idea of a purported plan to elevate the Institute and take us out of our leadership role.

CUNY's own directives go much further than the federal government in mitigating employment discrimination relative to ethnic origin. Former Chancellor Kibbee took action in 1976 to redress Italian-American under-representation among faculty and the student body. In the words of Chancellor Joe Murphy a decade later:

The 1976 action represented a formal extension of the federally defined protected classes for purposes of the University's Affirmative Action Program to include an additional group as a protected class.

Judge Motley noted that CUNY had failed to respond to its own statistics regarding Italian-American representation, while selectively responding to other Affirmative Action categories.

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we also do our book orders on it. When it's down we report it to 57th St. instantly.

Q: CUNY+ is occasionally taken out of service for hours and at times it unexpectedly breaks down. Many students have wondered why the card catalogue is no longer available as a fail-safe device. Is there a good explanation for its absence other than as an incentive for the computer-illiterate to learn the CUNY+ system?

A: The card catalogue is a dynamic list continually in need of amendment. We would have to be pulling cards out for books that are withdrawn. With CUNY+ we are changing subject headings and making other changes all the time. We just do not have the staff or the time to maintain the old system too. The idea is that you pick one system and you go with it. We are fully committed to it. All CUNY libraries are committed to it. Hopefully the system will not go down as often.

And once people get used to using CUNY+, they won't want to go back to the other system. There are many things you can find in CUNY+ that you cannot find through the card catalogue. For example, through the use of *keyword*. Let's say you remember a book which included the phrase "bleak house" in the title, but not as the first two words. You could never find that book through the old system unless you wanted to go through every title card in a catalogue of a hundred drawers. If you search through *keyword* you will quickly obtain at least one title including "bleak house" in the sub-title not only as the first two words. Once you learn to use it, CUNY+ is much more friendly than the card catalogue.

Q: People seem unaware of how to use the Boolean connectors for CUNY+ searches. Would you consider having a workshop on "advanced CUNY+?"

A: We plan to have such workshops, as well as workshops with CD-ROM. We give a brief library orientation at the beginning of each semester and we encourage people to inquire at the desk. There is a librarian on duty in addition to the other staff at the desk, who can help you on an individual basis.

We would like to have a classroom, and I know that Arlen Rauschkalb would

love to have a classroom too, with an overhead projector. Then we could give demonstrations to a large group, and we would use such a room to give CUNY+ instruction, and also CD-ROM instruction.

It is very difficult to give instruction now. People must gather around one terminal. Only four people can see at once and the oral instruction disturbs the study of others. We need a classroom with an

overhead projector somewhere for workshops.

We also need more staff. We are down this semester in Reader Services to one full-time staff member and one full-time substitute. In the evenings we are using adjunct librarians three times a week. That is not enough staff to develop the instructional materials we want to prepare for CUNY+, or give the kind of help we want to provide. Therefore, we are being allowed to fill two positions in February. Another full-time librarian is leaving in February. So again we will be down to two full-time librarians, with hopefully a full-time substitute. Building from that point we hope to have enough staff to do what we need to do.

Q: Some more questions on reserves. In response to the drastic cuts proposed last March, the Library Committee suggested that "open reserve" materials be left at their normal position in the stacks rather than being moved to a specific area for reserves. However, the system has remained the same. Perhaps professors have responded to the library's request to put less material on reserve status.

A: We've kept the open reserve area because, frankly, it's the easiest system for students. People are able to take books from that area to the back of the library to read. Some students are discourteous to others in that they leave reserve books in the back of the library. Thus students looking for a book in the reserve area won't necessarily find it.

We have so few assistants this year that we have no one to make a sweep

through the library regularly, picking up books left behind. I encourage everyone to pick up materials they've been using, and place them somewhere central. Books and journals could be left at the shelving area behind the NY Public CATNYP terminal. We arrange books for shelving in that area. When leaving the library it wouldn't be too much effort to take reserve books into the reserve area so that others could locate

them.

Q: Some students have asked, "If there is a reduced budget shouldn't there be a solicitation for more donated books?"

A: We've asked professors to contribute extra copies they might own of books that are going to be on the reserve list. Certainly if it's a book they've authored and can spare, that would really help us.

Q: I have heard that donations may create problems. Does the library have to unload many gifts?

A: Often more than 90% of the gifts we receive are really not suitable for this library's collection. Either they are duplicates, or they are outdated. They may also be in fragile condition. Old paperbacks or books that are not in good condition just fall apart.

Q: Most people don't discover processing costs until they're replacing a book. I assume that many donated books create a cost larger than the book's actual value.

A: We absorb that cost when someone gives us a gift book. It takes time to search the edition against our collection to see if we already own it.

If we own it, we make sure that our copy still exists and is in good condition. If we don't own the book, a determination is made as to its suitability to the collection, if it fits into the coursework offered here. Then, of course, there are the costs of cataloguing and preparing labels, sometimes a little book repair to be done, and so forth.

Just cleaning out old books and directing them our way is really not going to help us. What we really need are books



The "666 System" is here.

"Eternal Heaven or eternal hell shall be decided according to whether or not you receive your barcode"

Library Hours:

September 1, 1992 - May 31, 1993

Monday-Thursday: 11 a.m. - 9 p.m.

Friday: 11 a.m. - 5 p.m.

Saturday: 9 a.m. - 5 p.m.

NO EVENING HOURS DURING INTERSESSION, SPRING BREAK, or other days when no classes or end of semester exams are scheduled.

Consequently, there will be

no evening hours in January, as well as Dec. 28-30, 1992
Apr. 5-9, 1993 May 26-27, 1993

Library closed on the following Saturdays:

Entire month of January, 1993;

Nov. 28, 1992 Feb. 13, 1993

Dec. 28, 1992 April 10, 1993

May 29, 1993

Holidays Closed:

Nov. 26-27, 1992 Jan 18, 1993

Dec. 24-25, 1992 Feb. 12, 1993

Dec. 31, 1992 - Feb. 15, 1993

Jan. 1, 1993 May 31, 1993

of current interest to people doing coursework.

We'd like people to contribute money. The CD-ROMS are thanks to a matching fund program that the President Horowitz enabled us to take advantage of last year. We hope to do the same this year. She is trying to find funds for us again. Monetary gifts given to the library can be counted toward matching funds. We really encourage monetary gifts.

Interviewed by T. Burgess

Oct. 14th: "These people are very unskilled in arms, ...with fifty men they could all be subjected and made to do all that one wished..."

Nov. 12th: "Yesterday came aboard the ship a dugout with six young men, and five came on board; these I ordered to be detained and I am bringing them. And afterwards I sent to a house .. and they brought seven head of women, small and large, and three boys. I did this because the [Indian] men would behave better in Spain with women of their country than without them ... these [Indians], having their women, will find it good business to do what they are told, and these women would teach our people their language which is the same in all these islands..."

Dec. 5th: On this day the Admiral believes he has discovered Japan. The landfall is actually on Haitian land. To his credit the Admiral is beginning to have 2nd thoughts on regarding his identification of Cuba as part of mainland China. Of these people it is said that they eat men...

Dec. 16th: "...because they [Indians] are the best people in the world and above all the gentlest I have much hope in Our Lord that Your Highnesses will make them all Christians, and they will be all yours, as for

yours I hold them..."

"Your Highnesses may believe that these lands are of such extent, good and fertile, and especially these of this island Hispaniola, such that there is no person who could tell, and nobody can believe, without seeing it. And you may believe that this island and all the others are as much

yours as Castile, that here is wanting nothing save a settlement, and to command them to do what you will. I, with the people on board, who are not many, could overrun all these islands without opposition; for already I have seen that when only three of the mariners went ashore, where there was a multitude of these Indians, all fled, without seeking to do them ill. They bear no arms, and are completely defenseless and of no skill in arms, and very cowardly, so that a thousand would not face three; and so they are fit to be ordered about and make to work, to sow and do all else that may be needed; and you may build towns and teach

them to go clothed, and to [adopt] our customs..."

Dec. 18: "Without doubt his dignity and the respect in which all held [the King of Hispaniola] would appear well to Your Highnesses, although they are all naked. He, when he came on board, found that I was dining at the table below the

sterncastle, and at a quick walk he came to sit down beside me, nor would he let me rise to meet him or get up from the table, but [begged] that I should eat. I thought that he would like to eat our viands; I gave orders that he should straightway be brought somewhat to eat. And when he entered [the cabin] below the castle, he made signs with the hand that all his suite should stay outside, and so they [King's people] did with the greatest readiness and respect in the world, and they all seated themselves on the deck, except two men of matu age, whom I took to be his counsellors and tutor, who came and seated themselves at his feet. And of the viands

500 Years Ago This Day

according to the Diary of Chris Columbus

which were placed before him he took of each as much as one would take for a pregustration and then sent the better part to his suite, and all ate of it; and so he did with the drink, which he simply raised to his lips and then gave to the others, and all with a wonderful dignity and very few words; and those that he said, according to what I could understand, were well arranged and sensible, and those two watched his lips and spoke for and with him, and with much respect... And he and his tutor and counsellors were much troubled because they understood not me nor I them. Withal I recognized that he said that if anything here pleased me, the whole island was mine to command...

The original diary of Columbus has vanished. However, Bartolome de las Casas copied several passages verbatim and summarized other entries in *El libro de la primera navegacion* (1552). Copies of correspondence directed to the Spanish monarchs also exist. For English rendering of the quotations, we are relying upon translations by S. E. Morison and Milton Anastos in *Journals and Other Documents on the Life and Voyages of Christopher Columbus*, NY: Heritage (1963).

emergency visits to FA, the counselors scribbled vigorously on a pad and came up with the figure that I qualify for \$5029 in Stafford loans. How do they come up with that?

A: Because there are so many different tuition levels here, when we get a student in, we have to figure the tuition level, add that to the budget, subtract the family contribution and the aid that you have received, and the student gets the remainder in loans.

Q: I was surprised when I hit my Stafford cap that there was a different loan, an SLS, which would give me considerably more money.

A: Thank you for bringing that up. In one of the new changes that are coming up this year, according to the equation ("cost" minus "family contribution" = need), the government said that an SLS can in essence make up for the amount of the "family contribution." If, after determining your eligibility for a Stafford or WS, you still want to borrow more, you may borrow the equivalent of your family contribution up to a maximum of \$4000 with an SLS. So, if in your case your FC number was 5000, then you could still borrow up to \$4000 in SLS.

We also have one new program coming in this year that will also allow you to borrow more. The Stafford loan is going to change in a couple of ways. In the past you could only borrow under the Stafford program according to how much need you had. Now, starting second semester, there are going to be two variations on a Stafford. There is going to be the Stafford subsidized [regular] and the Stafford unsubsidized. And then there will be the

SLS.

So, you can still only borrow a total of \$7500 per year but assuming that you were only eligible for a \$5000 loan, then you would get a subsidized loan for \$5000 [the government pays the interest while you are in school], but if you still wanted to borrow the other \$2500, you could get an "unsubsidized" Stafford for the rest. But that means you either pay the interest while

you are in school, or it is added on to the principle of the loan and you pay it back when you get out of school.

Q: Like an SLS.

A: Yes. And that will begin for periods of enrollment for us in the spring semester. A year from now, beginning 10/1/93, you will be able to borrow up to \$8500 in Stafford, but that change won't come for us until the spring [of '94]. And beginning July 1, 1993, [which means for this coming fall] the SLS borrowing power will go up to \$10,000.

So the limits on how much you can borrow is going to increase. I find that disturbing because I think one of the results of the reorganization of the Higher Education Act (just signed July 23, usually for 5 year intervals) was both good news and bad news. One of the good results was that Congress opened up the borrowing power of students who would not have otherwise qualified, but it really shifted the aid to the loan side and the debt burdens it places on

students is considerable. That's a whole philosophical question we could talk about on the side, but is that the future of higher education? To go into loans and mortgaging futures for education? In that sense, I think it's disturbing.

Working with Financial Aid:

Q: Are there any expenses can we discount to increase our eligibility? I'm thinking about expenses for medical or

psychological treatment, and so forth.

A: Well, yes. You've got "cost" minus the "family contribution" which equals "need": [since the cost is fixed] you would have to decrease [the family contribution] to make the need larger. As you might guess with federal aid, everything is regulated to what we can and cannot do.

For example, the "cost" figures are carefully dictated. Someone living in Westchester could not discount the price of a car as extra "cost;" we're not allowed to do that. The same goes for rent - we're not allowed to increase the cost according to different living situations.

But, if you came in and said you had medical expenses which you could document, which are not covered any other way, and which would increase your "cost" of attendance, Congress would let us do that. Or if you had some other extraordinary uncontrolled expense, such as a funeral that cost a lot of money, we would take that into consideration. So

certain things we are allowed to take into consideration, and certain things we are not.

The "family contribution" is also a figure that given certain criteria can be altered. The most usual of which is that the family contribution is based on the income for the previous year. It often happens that people come in and say they have lost their job, or their spouse has lost a job, or they have divorced and that money reported from their spouse is no longer there, etc., and for those kinds of things we can then go to the present year and ask for documentation as to why it's different and we can make some alterations.

Q: Yes, that's what ruined my eligibility my first year here - I had been working as a carpenter. Accordingly, I got no FA, and didn't know of any way to change those figures.

A: I think what you should let students know is that any time they have any kind of change in their financial situation they should come in and discuss it. There isn't always something we can do about it but sometimes there is.

Q: In terms of working on the IRS statements on which our SAR is based, what are the kinds of discounts we should be aware of?

A: I'm not a tax expert at all but it seems to me that there are very few deductions any more. There used to be moving expenses, and IRA Keohs used to be an allowable deduction but now only given certain conditions. But since the revisions of the tax law there aren't that many allowable deductions. Regular normal salaried people don't have that much.

You can say that again.

The Real Deal at Financial Aid

continues from p. 2

The Columbian Quincentenary activities mark a historical fact with many implications for American colonial history and particularly, Latin American identity. As with all colonial and imperialist celebrations, this one is characterized by the reaffirmation of racism, class exploitation, chauvinism, eurocentrism and complete negation of the indigenous nations and the implications of the Columbus enterprise. Many slogans have been propagated by the celebrants: "500 years of proud Spanish inheritance," "vindication of a project of civilization," "fusion of both cultures without the exclusion of the dominated race" or "reciprocal encounters of both cultures." These slogans ideologically promote continued abrogation of indigenous rights.

Despite rejection by some governments and some sectors of the international community, the Spanish government and its representatives always maintained the slogans while insisting on celebrating an "American Discovery."

In this political landscape, organized indigenous peoples have applied pressure directly and indirectly upon the governments and political forces in each country. Massive demonstrations and political activities have reduced the extent of celebrations by some Latin American states. The substantial impact of this activity led the General Assembly of United Nations to declare 1993 as the International Year for the World's Indigenous Peoples. Perhaps the UN responded to moral coercion in seeking a reconciliation with the over 300 million indigenous people living in 70 countries. Of these, over 60 million indigenous people live in the American continents.

Moreover, there are other factors linked to the international political situation and the design of the New World Order that had immediate repercussions in the form of this celebration as well as representing an obstacle for the success of these events. For these and other reasons several expectations of this Quincentenary were annulled or diminished. However, for indigenous people, the most important opportunity of this Quincentenary was the

denunciation of institutionalized racism predominant in the Americas: the system of oppression and historical negation of the indigenous peoples by historians as well as by the governments. Also the denunciation of the retention of colonialism in Latin America, militarization of native land and indigenous communities, the powerful process of evangelization, pollution of our environment and diseases as a consequence of the new process of colonization and recolonization, repression and obligatory relocation or exile that in many cases was completed by cruel practices of genocide. Perhaps, the most significant action implemented was constituted by the marches and indigenous mobilization implemented in Bolivia, Mexico, Colombia, Chile, Peru and Ecuador, where thousands of indigenous people travelled to the principal cities to demonstrate their existence as well as demand rights to territory, culture and natural resources. In general, I must say that the major part of Spanish instruments of colonization and

domination against indigenous peoples still exist permanently in most Latin America countries. Many of these have become more sophisticated instruments and others represent phenomena that can be even more dangerous. For example, transnational corporations, external debt and the implementation of neoliberalism politics such as the Free Trade Agreement, represent serious threats for community indigenous property and natural resources.

Still Resisting after 500 Years

Rosamel Millaman

In many countries today, a growing process of indigenous migration exists that in many cases crosses national boundaries. In this context, the indigenous reality acquires new dimensions and complexities. Therefore, any definition of who is Indian and who is not Indian continues to be problematic.

In addition, and as a result of economic and political factors among them, the indigenous movement emerged within "peasant movements" at the end of the '70s. Today, these indigenous organizations already have an enormous political transcendence in several countries. In almost all Latin American countries we can find indigenous organizations. Many of them maintain a complete autonomy as a political force. In others, these groups are linked with other grass-roots organizations.

As a result of several political experiments, the new indigenous movement has as its strategic goal the free self-determination of indigenous peoples.

In this way, this struggle for free self-determination has been defined as a right to the autonomy within the national states in each country. In this perspective, the indigenous movement discussed and implemented strategic and tactical alliances with other social sectors. Thus, in their strategic goals for autonomy, they fundamentally promote alliances with the working class.

Nevertheless, two tendencies are expressed by continental movements responding to the challenge of the Quincentenary. The first campaign, "500 Years of Resistance of the Indigenous, Black and Popular Movements" privileges a wide alliance, having as a reference the interest of exploited working class. The other is "The Coordinating Body of Indigenous Organizations and Nations of the Continent." This group emphasizes indigenous rights and demands rather than those of the non-indigenous sectors.

In general terms, most indigenous peoples in Latin America are demanding constitutional changes that would recognize the pluralist national character of these states. For instance, they are likely to demand officialization of native language as well as recognition of the territorial rights of indigenous peoples.

The indigenous movements can be defined as national liberation movements seeking the liberty of oppressed indigenous peoples. In this perspective, the international public awaits the December 10 inauguration by indigenous leaders of the International Year for the World's Indigenous Peoples at the General Assembly. This will result in the creation of headquarters at the United Nations, New York, for the projects to follow.

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