

# THE CITY UNIVERSITY OF NEW YORK GRADUATE STUDENT Advocate

VOLUME 5, NO. 1

FEBRUARY 1993

FREE

## Committee calls to lacerate CUNY Report suggests departmental closings at all campuses

By Pam Donovan  
OF THE ADVOCATE STAFF

CUNY Chancellor W. Ann Reynolds has proposed a consolidation plan for the university which would eliminate degree programs on several campuses and decrease the autonomy of each of the nineteen campuses in choosing its program offerings.

On the heels of several years of shrinking budgets and increased demand for services, the Chancellor's office released a report in December detailing a working proposal to eliminate and consolidate academic programs. The Chancellor's Advisory Committee on Academic Program Planning released a 160-page document resulting from the Committee's nine-month assessment of CUNY's program offerings.

The plan would likely force CUNY students, most of whom work while attending college, to study at more than one campus to fulfill requirements, or pursue degrees at more distant campuses. Although it makes no mention of layoffs, the report does not address what would happen to faculty and staff from departments slated for consolidation.

tion.

The Chancellor charged the Committee with formulating a plan to facilitate a "central planning effort" to oversee the University's offerings in an era of shrinking financial resources. Growing out of concerns enumerated in the CUNY 1992 Master Plan, the Committee consisted of six professors and four campus presidents, including Graduate Center President Frances Degen Horowitz.

**"The report calls for more central planning power in determining which programs will be offered on each campus."**

Criticizing what the Committee calls "rigidly defined boundaries surrounding each college," the report calls for more central planning power in determining which programs will be offered on each campus. CUNY's Board of Trustees must approve any program changes.

In an interview, Horowitz emphasized that the report was meant as a working document, and that it would be up to the campuses to decide on implementation.

"It was not meant to abrogate the right of campuses to decide curricula," Horowitz said.

Although CUNY's doctoral programs were not considered for consolidation, President Horowitz has asked each of the executive officers to assess the possible impact of consolidations upon graduate education.

In reviewing each program, the committee considered the number of section enrollments and majors, and included this information for each program in its report. This data, made available to the committee through CUNY Central, was the basis for the committee's recommendations.

For instance, since there are only a handful of philosophy majors at Baruch College, the plan proposes phasing out the B.A. program, even though more than 200 students at a given time may be attending philosophy courses. Freshman and sophomore instruction would, presumably, remain taught by adjuncts.

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## Low cost copying blocked; DSC contract inappropriate

By Christina Pretto  
OF THE ADVOCATE STAFF

While most graduate students would undoubtedly welcome cheaper copying, the Graduate Center administration has refused to honor a contract signed by the Doctoral Student's Council to provide xeroxing at a rate substantially lower than offered at the Mina Rees library.

Technically, the DSC cannot sign lease agreements. The College Association, a new governing body of DSC budgetary decisions, must approve and sign such agreements.

G. Ganter, DSC Co-Chair for Communication, told the administration last November that he was investigating the lease of xerox machines for student use. In giving his approval, one administrator reportedly admonished Ganter, "Read the

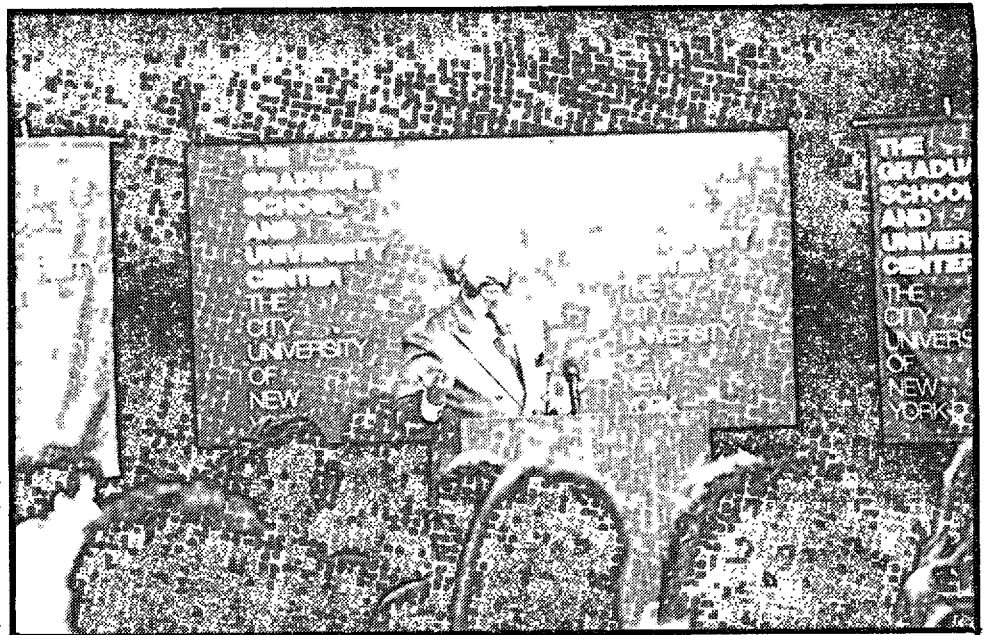
contract carefully and don't get ripped off."

Ganter located an offer that was later approved by the entire council. He then signed the contract, which would have provided copying at three cents per page to all Graduate Center students. Currently, students pay ten cents per copy in the library.

However, when Acting Vice President for Finance and Administration Bruce Kohan saw the contract, he immediately informed Ganter that the University could not honor it.

"The Doctoral Student's Council is not a legal entity," said Kohan. "The University is the only legal entity which can enter into a lease agreement."

Moreover, Kohan said the terms of  
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### New Hire?

The Graduate Center is recruiting African-American scholar Professor Manning Marable, shown here giving a lecture on Spike Lee's film Malcolm X.

## Who deserves the First Amendment? Right wing scholar published; one socialist denied space

By Andrew Long  
OF THE ADVOCATE STAFF

Throughout City College Professor Michael Levin's career as a right-wing activist, he has had little difficulty finding a forum for his views which many consider to be deeply racist. Levin has published a controversial op-ed piece in *The New York Times*; he has published his viewpoints in various academic journals; and his provocative letters to the editor are often printed. A November 16, 1992 letter in

*New York Magazine* is a recent example.

A Levin article entitled "Teaching and Group Ability Differences" was also included in the Fall 1992 issue of the American Philosophical Association Newsletter, which is published at the Graduate Center.

As the title and description suggest, the article elaborates many of the questions which have lingered since Levin won his 1991 lawsuit against the City University of New York.

In *Levin v. Harleston* (Sept. 4, 1991),

Levin's attorneys successfully argued that City College of New York President Bernard W. Harleston, in conjunction with the college administration, systematically violated Levin's rights guaranteed under the First and Fourteenth Amendments.

Specifically, the college established "shadow sections" which allowed students to transfer out of Levin's classes. In addition, CCNY convened a committee to investigate Levin's writings and subsequently started disciplinary proceedings.

When the case went to court, District Judge Conboy stated in his opinion and order that Levin's case went "to the heart of the current national debate on what has come to be denominated as "political correctness" in speech and thought on the campuses of the nation's colleges and universities."

In the aftermath of Levin's court victory against CUNY, questions remain as to how his beliefs, as he states them in his

See LEVIN, page 8

# FEBRUARY IN THE NEWS

## Prof attacked in Post

Nationally renowned anthropology professor June Nash was recently attacked in The New York Post as doing frivolous research at the taxpayer's expense.

Moreover, the article alleged that many of Nash's colleagues were jealous of her current project, which includes spending at least one semester teaching five City College students in the southern Mexican state of Chiapas.

But several University officials have expressed outrage at the Post's gross misrepresentation of Nash's work, its cost, and CUNY's support for her research.

In a letter to the Post, dated January 27, City College Professors Jeffrey Rosen and Carol Laderman wrote that the Post article was "shot full of falsehoods and distortions and unworthy of a responsible newspaper."

Fremont Besmer, who was quoted in The Post as saying Nash's trip was unprecedented, also wrote a letter accusing the newspaper of misrepresentation.

"Few people would be able to coordinate the necessary grants, international academic affiliations, and scholarly objectives, and in that sense only is this trip unprecedented... That I questioned its worth is false," Besmer wrote.

Members of City College's anthropology department emphasized that Nash's reputation as a Distinguished Scholar and her dedication CUNY and its mission made the Post article ridiculous.

"Professor Nash has demonstrated her deep belief... to providing genuine educational opportunity for the people of New York," Besmer wrote. "If we feel any outrage here it is over The Post's completely unfair attack on so valued a colleague."

The only source directly critical of Nash refused to be identified in the Post's story.

By Christina Pretto

## Circulation chief dies

By Tom Burgess  
OF THE ADVOCATE STAFF

With the death of Carol Fitzgerald, the CUNY Graduate School has lost one of its most tireless workers. As a circulation librarian, Professor Fitzgerald made our underfunded Mina Rees library a scholastic resource through her rigorous attention to detail and her willingness to go the extra mile to solve a problem. Her efficient and methodical approach drew on the science aspect of library science. Professor Fitzgerald was also a scholar of American history. And it is as a scholar of American history scholarship that she was particularly innovative. In this latter endeavor, she developed bibliographies of historians, laying the ground for future studies on the production of influential history.

Professor Fitzgerald's influence was felt far beyond CUNY as founding editor of three bibliography series and a bibliographical yearbook. The measure of her deep and diverse interests was reflected by her professional memberships in the Presidency Research Group of the American Political Science Association, the Association for the Bibliography of History, and the Center for the Study of the President.

Although she received her Master's in library science at Columbia, she also earned MA's in both American history and political science at NYU.

Her two NYU degrees stood her well in founding the series, *Bibliographies of the Presidents of the United States*. As a political science realist and an American historian, Professor Fitzgerald recognized the US presidency as an institution channeling immense political economic power. As a historian she recognized the presidency to be occupied by a series of political actors who suddenly, and for short historical periods become central pivots of their times. The resultant notoriety guarantees that actions and evasions are watched closely, recorded, and debated well beyond the actor's lifetime. Although the examination of one-term presidencies certainly obscures long-term trends, the compilation of various biography and career documents reveal anomalous encounters that through further investigation reveal those trends. Although a focus on the famous overlooks the everyday life and differential living conditions of history, the examination of life history, can nevertheless reveal the ideological underpinnings of the powerful, and how those contradictions that surface are resolved. (Hence the relevance of another Fitzgerald series, *Bibliographies of American Notables*, beginning with Daniel Webster.)

Professor Fitzgerald was quick to take advantage of

See FITZGERALD, page 8

## She ain't into education, guys

In a cynical time, Ann Reynolds is a cynical master of manipulating images. Posing as the bearer of "Progress," Reynolds knows how to play the press.

We at CUNY need to create counter-images by which we can unmask Reynolds before the people of this city for the barbaric hatchet-lackey that she is. Reasoning with or lobbying her, the Board, Albany, etc., telling these yuppie creeps that this isn't "Progress," is like the three little pigs asking the Big Bad Wolf (dressed up of course as Grandma) to go away. Unless we organize to fight back, "Granny"'s going to eat us for breakfast.

Reynolds's recent proposal is no exception. Her new report says that CUNY must be made more "efficient." Right now, CUNY is, not as you and I probably see it, a beautiful forest of sequoias under attack by profit-hungry logging companies. No: CUNY is a rotting stump. The

### TOMFOOLERY

By Tom Smith

dead wood of our humanist sentiments must be cut away by wise woodswoman Reynolds to permit the healthy growths to survive and flourish. What is healthy; what is alive? Whatever can be served up for use by Reynolds's idols: Technology, the Free Market, and the Twenty-first Century. We must re-image-ine ourselves. When we look in the mirror, we must no longer even whisper,

What a piece of work is a man!  
How noble in reason!  
How infinite in faculties!

but instead, ponder how we, newly Calibanized, may better service the Machine.

When I heard about this report, an image from one of my favorite 60's television shows, Patrick McGoohan's The Prisoner, popped right up.

The Prisoner was none other than John Drake from the prequel series, Secret Agent. In the Prisoner, after Drake resigns in disgust from the "M-5," he is whisked away to a place called the "Village," a technologically sophisticated concentration camp, which renames Drake "No. 6," and attempts to break him and force him to reveal some very dangerous, but highly useful, secrets to his captors.

In the episode, "Schizoid Man," the Village presents a carbon copy of No. 6 to No. 6. They tell him that his Doppelganger is the real 6, and that he, Drake, is the fake.

This is the one attempt that almost works. Torture someone, rob them of the necessities of life, and they may

survive: but rob them of their very identity—and you destroy their will to resist.

Drake realizes what these bastards are up to, however. When a friend of his asks which is which, he replies, "I'm the original. He... is the 'economy pack'."

"The economy pack:" how appropriate as a description of the Chancellor's plans for us! Firstly, and most insidiously, Reynolds presents us with—ourselves, with CUNY. But this is a vision of ourselves suitably cut down to size, streamlined, like a smaller pack of cigarettes, more acceptable to the more "economy" minded corporate "public" out there.

Reynolds is not only economizing, she is packing us and our aspirations up for the Market Economy. She proposes to restructure this University in order to destroy its liberal educational project, to fit us all into more specialized slots, so that all we may do with our entire lives is to "compete more effectively," with each other, in the current marketplace (of no jobs or shit work).

"Reynolds's CUNY is the "economy pack," the handy dandy tool kit that will, supposedly, better enable us to compete better in an increasingly dehumanized and brutal job market. In return, all that our masters ask is that we relinquish our community, our mission, and most of all, our collective will and potential, as the only urban working class liberal arts University in the United States. We must now lock up all these critical faculties in our New CUNY Pack, smile, and learn to say, "YESSUH, BOSS!"

Adam Smith wrote that economic "efficiency" (for whom, though, for what purpose?) is always enhanced by the further division and subdivision of labor. In Reynolds view, to "serve" the "students," CUNY must divide and subdivide, specialize and subspecialize. Each student, in order to become genuinely competitive, must become proficient in one and only one field.

The liberal arts at CUNY will be appended to this merciless process. No longer will the arts "round out" the specialized personality—let alone incite that personality to throw off its specialized shackles. Arts and Letters must now be treated simply as additional subfields at which, likewise, only a few may be given the chance to become competitively expert. Thus the various liberal arts disciplines will be assigned to only a number of campuses. Further, there will be only one major campus for each liberal arts department: a bantustan for philosophers, a bantustan for literature professors and their students, and so on.

The racist and elitist nature of Reynolds's "vi-

See TOMFOOLERY, page 8

## EVENTS THIS MONTH

**Announcement** The Graduate Center Administration and the DSC would like to form a joint committee to study the use of space at the Graduate Center. Concerns include: new student lounge, mail improvements, departmental space for students, lockers, and more. Interested in participating? Contact the DSC in Room SC001 or call 642-2851.

**Free Writing Workshop** Tuesdays, 3-7 p.m., and Wednesdays, 9-11 a.m., in Room L-36 (in the library microform area). Drop-in or by appointment.

### MONDAY, FEBRUARY 15

President's Day. The Graduate School is closed.

### TUESDAY, FEBRUARY 16

Classes to follow a Friday Schedule.

**CUNY Board of Trustees** Public Hearing in Room 104, 535, East 80 Street. Persons wishing to speak on items on the February 22 meeting calendar are to contact the Board Secretary before 4 p.m., February 11. If no one requests to speak, the hearing is cancelled.

**Feminist Student Organization Meeting.** 5:30 p.m., room SC009, Basement Mezzanine, Graduate Center. Items for discussion: stronger CUNY-wide sexual harassment policy and a Family Values Film Festival. Information: 642-2696

### WEDNESDAY, FEBRUARY 17

**Chemistry** James Canary, New York University, will give a talk entitled, "Synthesis and Host-Guest Synthesis Chemistry of Metalloprotein Site Models." 3:30 p.m., Brooklyn College, Ingersoll Extension, Room 432.

**Center for Lesbian and Gay Studies** Dag Strand Nielsen will give a talk entitled, "Gay and Lesbian Scholarship in Norway." 7-9 p.m., Graduate Center, Room TBA. For more information call 212-642-

2924.

### THURSDAY, FEBRUARY 18

**Women's Studies and the Center for Jewish Studies** Tamar Zelniker, University of Tel Aviv, will give a talk entitled, "Women in IMUT (Mental Health Workers for the Advancement of Peace): Profiles of a Jewish and Arab Psychologist and Their Role in Promoting Dialogue and Equality." 2-4 p.m., Grace Building, Room 40-68.

**Music** CUNY Composers Concert. 7 p.m., Graduate Center, Third Floor Studio.

**New York Consortium in Evolutionary Primatology — New York Regional Primatology Colloquium** Alison Richard, Yale University, will give a talk entitled, "History, Phylogeny, and Lemur Ecology." 7:45 p.m., Graduate Center, Room 1100.

### FRIDAY, FEBRUARY 19

Deadline for filing changes in course registration, level, or residency for the Spring semester.

**Biochemistry** Goeran Claeson, Thrombosis Research Institute, London, will give a talk entitled, "Enzymes of the Blood Serum Coagulation Cascade." 9:30 a.m., Grace Building, Room 15-00.

**Women's Studies Certificate Program and English** E. Ann Kaplan, SUNY Stony Brook, will give a talk entitled, "Mothering in the Movies: Race, Psychoanalysis, and Feminism." 1:30-3 p.m., Graduate Center, Harold M. Proshansky Auditorium, Room 207.

**Center for Lesbian and Gay Studies** P.E.N. Writers Conference Lesbian Literature. 9 a.m., Graduate Center, Harold M. Proshansky Auditorium. For more information call 212-642-2924.

### MONDAY, FEBRUARY 22

# ACTION IN PUBLIC

## Student representatives lambast Board of Trustees

**By Jonathan Lang**  
SPECIAL TO THE ADVOCATE

On January 14, 1993, Jonathan Lang, Doctoral Students Co-Chair for Business Affairs and Ph.D. in Philosophy addressed the CUNY Board of Trustees at its public hearing. The following is the text of his statement.

I hesitated coming here to speak today. Three minutes is not much time. And I was afraid that it might take me the better part of three minutes just to gain control of my anger. If I say something about the significance of my rage, then perhaps you will attend to my situation and the proposals I shall offer as a remedy.

About my rage, I should say that, like all human emotions, it is partly a response to my lived situation. I wish to represent myself as endangered because I am a student government leader and because I hold one CUNY Ph.D. in philosophy and I am presently completing a second CUNY doctorate in psychology. In good economic times, two doctorates might be a double asset, but these past twelve years have not been good, not for our colleges and universities. As you know, our budget has been cut 17.5% over the last three years and we lost 11% of our full-time faculty. Instead of the coercive disciplinary procedures you established to curb our protests over these cuts, you should have found ways of channeling our emotional energies in constructive directions.

I should like to propose four things as possible remedies. First, you should elimi-

nate the restriction on stipends payable to student government leaders and newspaper editors. Restriction of the amount payable to \$2882/year hampers our capacity to advocate for our interests and to participate in the governance of this university. Since College Associations exist at all campuses and administration and faculty have a majority control, you could authorize the individual College Associations to determine an adequate payment for our work in governance and advocacy.

The second thing you might consider as a remedy for the growing number of unemployed PH.D.'s like myself involves setting up half-time teaching positions in addition to the full-time ones that already exist. Half-time positions could be constructed so that the teaching load is four courses a year instead of seven taught by full-timers. These appointments could become tenured and should carry a salary that someone could live on in New York City. New half-time teaching lines would invigorate the job market by opening up more positions and would benefit the university by providing students with twice as much talent and diversity.

Third, I recommend that you eliminate the adjunct teaching positions as much as possible: Provide CUNY graduate students with real financial aid, rather than a dead end job and an adjunct wage which exploits us and prolongs the time to complete our degrees. Lastly, learn to listen to us. We are one of your best resources.

**By Andrew Long**  
SPECIAL TO THE ADVOCATE

On January 14, Andrew Long, a doctoral student in English and former editor of *The Graduate Student Advocate*, addressed the CUNY Board of Trustees at its public hearing. The following is the text of his presentation.

With the advent of the New Year in New York City, I thought I could expect at least two things that would adversely effect me in 1993: an MTA fare hike and CUNY budget cuts — both of which will be implemented by separate boards of trustees, this city's special form of unelected government.

With the arrival of 1993, I also thought back to the 1991-92 academic year at CUNY, and to our own trustees' betrayal of this public university system. Two events from that time continue to disturb me: the tragic deaths of nine African-American New Yorkers at CCNY and the revelation that the Chair of the United Student Senate, Jean LaMarre, had recklessly spent thousands of CUNY student dollars. These two tragedies remain together in my mind for one reason: the cynical and opportunistic response of the CUNY Board of Trustees.

As many of my fellow CUNY students may recall, after the CCNY deaths, the administration of Chancellor Ann Reynolds, with the approval of this Board of Trustees, responded and took two actions. First, access to CUNY facilities was reviewed, and, as a result, community access was dramatically limited. I remember a subsequent Board hearing when the Rev. Timothy Mitchell's office complained about the Harlem community's decreased access to CCNY facilities. Second, as many undergraduates already know, security arrangements were altered, and the plan to replace security guards with peace officers was expedited. Moreover, the administration of Ann Reynolds changed the legal rights of the New York City Police department to ensure easier access. If I remember correctly, the Mollen report clearly stated that

the NYPD were on the scene that night and repeatedly ignored pleas for help. Why do the police need increased access to CUNY campuses when the community is being shut out?

With regard to Jean LaMarre, it continues to distress me that over one year later the real significance — the political significance — of his actions remains obscured. Though LaMarre was perhaps unethical and corrupt in his hiring and spending decisions, he did nothing illegal. We should all remember that the Board's representative, Tilden Green, signed off on all of the disputed expenditures. Still, the net effect of the response of the Board of Trustees and the Chancellors Office has been to defund and disable the most powerful branch of CUNY student government and to squelch an attempt to reform the USS by essentially picking the new USS chair, Mr. Quartermon.

And now we have the notorious Reorganization report, with which this Board of Trustees and their Chancellor will bring about downsizing of CUNY and the diminishment of a CUNY degree. Who needs budget cuts when we have these people holding all the power?

So for 1993, I propose that CUNY students, faculty, and staff work with other concerned New Yorkers to ensure that everyone has access to this precious community asset, our university system. And the only way to do this is to change this Board of Trustees. Why should we beg an unelected government when education is right? Hasn't the last two years demonstrated that these people are clearly opposed to a CUNY for all New Yorkers?

The current Board is comprised of 10 appointees by the Governor and 5 appointees by the Mayor, while the student representative is effectively a captive of 80th St and the faculty representative can't vote. Moreover, this Board is largely

**See TRUSTEES, page 9**

**Get involved in The Graduate Student Advocate. We need photographers, graphic artists, and writers interested in campus news, students politics, city activities, arts, entertainment, and a lot else. Drop by the Advocate office, Room 002, in the Basement Mezzanine. You can also call 642-2852. Make your student paper a great one!!!**

**CUNY Board of Trustees** February meeting, Room 104, 535 East 80 Street.

**Biology** Paul Schedl, Princeton University, will give a talk entitled "Initiation and Maintenance in Sexual Development Pathways of *Drosophila*." 3:30, Queens College, New Science Building, Room C201.

**Women's Studies Certificate Program** Conference Videotape Screening: Out of The Academy and Into The World with Carolyn G. Heilbrun; Panel One: Seminars Across Institutions, featuring Nancy K. Miller, Sandra Gilbert, and Susan Gubar. 6:30-8:30 p.m., Graduate Center, Third Floor Studio. The remaining panels will be shown March 1, 8, and 15.

**TUESDAY, FEBRUARY 23**

**Women's Studies Certificate Program** Marta Eugenia Gomez will discuss "Cuban Women Writers," introduction by Stacy Pies, Comparative Literature Student. 6 p.m., Graduate Center, Room 207.

**WEDNESDAY, FEBRUARY 24**

**Chemistry** Harry Gafney, Queens College, will discuss "Inorganic Chemistry and Integrated Optics." 3:30 p.m., Brooklyn College, Ingersoll Extension, Room 432.

**THURSDAY, FEBRUARY 25**

**CUNY Academy for Humanities and Sciences** The CUNY English Forum; Keynote Speaker Herbert Leibowitz "Jargon, Pedagogy, and Other Verbal Crimes." 9 a.m. - 5 p.m., Graduate Center, Harold M. Proshansky Auditorium.

**Women's Studies Certificate Program** Joyce Grossman will discuss "Sarah Fielding's Familiar Letters and The Case of Literary Misrepresentation." 2-4 p.m., Grace Building, Room 40-68.

**FRIDAY, FEBRUARY 26**

**Organization For Lesbian, Gay, and Bisexual Concerns** Monthly meeting will be held in Room 544.

**CUNY Academy for the Humanities and Sciences** The CUNY English Forum; Keynote Speaker Arthur M. Schlesinger, Jr. will discuss "Reflections on a Multicultural Society." 9 a.m.-5 p.m., Graduate Center, Harold M. Proshansky Auditorium.

**CUNY Academy for Humanities and Sciences and Renaissance Studies Certificate Program** Facets of Piero Della Francesca; A New York Symposium Across Disciplines. Time TBA, Graduate Center, Room 1700A. For more information call 212-642-2129.

**Biochemistry** Joseph Villafranca, Penn State University and Bristol-Meyers-Squibb Pharmaceuticals, will discuss "Structure and Mechanism of Regulatory Enzymes." 9:30 a.m., Grace Building, Room 15-00.

**Women's Studies Certificate Program** Ann Gibson, SUNY Stony Brook, will discuss "The Tools of the Master: Black Women, White Women, and the Language of Abstraction (Abstract Painting in The 40's and 50's)." 1:30-3 p.m., Graduate Center, Room 207.

**Anthropology** Toby Volkman, Social Science Research Council, will discuss "Our Garden Is The Sea: Contingency and Improvisation in Mandar (Indonesia) Women's Work." 4 p.m., Graduate Center, Room 207.

**Bildner Center for Western Hemisphere Studies** Second Annual Research Seminar on the Dominican Republic. Rosario Espinal, Temple University, will discuss "Political Parties and Democracy in The Dominican Republic." 4:15-6 p.m., Graduate Center, Room 1700C. Reservations are required; call 212-642-2950.

**SATURDAY, FEBRUARY 27**

**CUNY Academy for the Humanities and Sciences and Renaissance Studies Certificate Program** Facets of Piero Della Francesca; A New York Symposium Across the Disciplines. Time TBA, Graduate Center, Room 1700A. For further information call 212-642-2129.

**NOTE TO ALL ADVOCATE READERS:** The Advocate will accept events listings from any department or student group that is affiliated with the Graduate Center. The deadline for the March issue is February 20. Drop off your event listing in the Advocate's mailbox, Basement Mezzanine, Room 001.

**THE GRADUATE STUDENT ADVOCATE**  
VOLUME 5, NO. 1  
33 West 42 Street  
New York, New York 10036  
(212) 642-5852

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The Graduate Student Advocate is published monthly at The Graduate Center of the City University of New York during the regular academic year. It receives operating funds allocated by the Doctoral Students Council and through advertising.

The Graduate Student Advocate accepts advertising representing a wide range of views. However, the acceptance does not imply agreement with the views expressed. At the same time, The Graduate Student Advocate reserves the right to reject certain advertisements judged sexist or racist because of offensive imagery and/or wording.

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## ARTS AND ENTERTAINMENT

## Where it's @ by Tom Burgess

#1 Girl-illa Group Theater

Weekend 2/5 & 6; Wed. 2/10, 17, & 24 **Darlene Love** @Bottom Line 15 W 4th & Mercer 7:30 & 10:30 \$15.

The "girl group" genre was deliberately misnamed to ensure Top 40 promotion of pre-Motown black music. The lyrical innocence guaranteed Top 40 airplay yet the voices were those of women. The strongest voice of the genre belonged to Darlene Love. Her revival at Central Park's last Summerstage propelled her to last month's inaugural ball where she easily stole the show from the Big Mac reunion. Meanwhile, here comes an autobiographical musical *Portrait of a Singer*. Darlene Love would be as well-known as Aretha Franklin, if not for the contractual machinations of madman producer Phil Spector (see "Ronnettes" 9/91 *Advocate*, p. 11). Her lead vocal on "He's a Rebel" should have propelled her on a long career of solos. However, Spector put the Crystals name on the label, to increase the potential of their coming records. Moreover, Darlene's unattributed backing vocals appear on '60s hits running the gamut from Sam Cooke to the Beach Boys. It's easy to pick out her voice behind Dionne Warwick on those great Scepter 45s. Her work with Jackie deShannon is best exemplified on "What the World Needs Now." Her contribution to Duane Eddy instrumentals, however, eludes memory. Ula Hedwig & the ubiquitous Vivino Bros. assist in this musical docudrama, which includes new material by Mann & Weill, and DeShannon, as well as numerous classics.

#2 Celtic Twilight

@Sin E Cafe, 122 St. Marx 982-0370 *no cover, no minimum*. Wed. 2/10 **Katell Keineg** Can't say enough good things about this wondrous singer born in Brittany, grown in Wales, living in Dublin, and frequently visiting the Irish Bronx. Not satisfied with all those Celtic influences, Katell draws on a *chanteuse* tradition to no small degree. She accompanies herself vigorously enough on guitar to dispel any comparisons with Joni Mitchell. But it's her vocal timbre that reveals Joan Armatrading as a stronger mentor.

Tue 2/16 **Chanting House** 10pm. A more traditional group that features Susan McKeown, yet another outstanding vocalist. For a preview catch this band:

Sat. 2/6 @SKEP 527 Broome & 6th Av. 219-2626 \$5, no minimum. Now that you know the way check out **Simon Bonney's** perverse exploration into the country genre, midweeks 2/2-3,9-10.

#3 Blood Oranges

Thurs. 2/4 @Tramps, 51 W 21, (5th & 6th) 727-7788 9pm \$5. Garage without grunge, invoking that glorious middle-Beatle era of jangling Rickenbackers and warm bass lines running tight with the drummer. **The World Famous Blue Jays** open. Both bands are produced by WFMU's Houndshow.

#4 An Alibi Bar for Grad School

@Academy, 234 W 43rd (7&8th) 249-8870. As you leave the library, you run into a professor to whom you owe 3 papers. You say, "Yes, I must run off to the Academy to hear tonight's presentation! I expect it to be quite provocative!"

Thurs. 2/25 **The Sundays** This music is rather like a band of Jane Siberrys. Or is Jane a month of Sundays? In other

words, we're talking Kate Bush administration production values. A sure cure for February cabin fever.

Fri. 2/12 **Duran Duran** 7:30. This is the band that best evokes every bad memory of I have of the early '80s. This all-acoustic evening will not gain them redemption. Only the most feverish delirium could drive me here.

#5 Lucinda Williams

Sat. 2/20 @Town Hall, 123 W 43 St. *one block away!* 8pm 849-2824. Pushing 40, the most lyrical Texas songstress has suddenly come into her own after stealing the show from Roseanne Cash last Summerstage.

#5 Tav Falco & Panther Burns

Tue. 2/2 @Grand 76 E 13 (Bwy & 4th) 777-0600.

Sat. 2/6 @Lone Star, 240 W 52nd 245-2950. The band's name is from suburban London, but the band itself is from Memphis. They've continued that city's corner on rockabilly by upping the intensity. Falco is surpassed by no guitarist in the genre other than Danny Gatton.

#6 Blues you can use @Tramps 727-7788.

Weekend 2/5 & 6 Otis Rush gives tribute to the late Albert King. 8:30 & 11:30 \$5!

Thurs. 2/11 Bobby "Blue" Bland It's the blue that allows him to outclass rhythm king Ray Charles in the world of r&b. 8 & 11 \$10.

Weekend 2/26 & 27 **James Cotton** The founder and unchallenged master of blues harp will also appear 3/18 @Manny's, 1558 3rd (87 & 88th) 369-2583.

#7 Gene Pitney

Fri. 2/26 @Carnegie Hall 8pm. The mid-'60s rock balladeer hasn't performed in a decade. This performance is best expressed by his song title "Half Heaven, Half Heartache." His voice still cuts through steel, but the range is short

#8 New Club in the Neighborhood

@5 Spot, 4 W 31st & 5th 631-0100.

Midweek 2/9 & 10 **David Sanborn** 8 & 10:30. If you were impressed by a sax solo in a pop ballad or soundtrack of the '80s, chances are it was Sanborn. That's how he made his money, but jazz is his profession.

The week of 2/16-21 **Brecker Bros.** w Mike Stern & Dennis Chambers.

The week of 2/23-28 **Gato Barbieri** Who says Latin Americans have to play Latin jazz?

#9 Nights of New Poetics

Sun. 2/6 @ Fez 6-10pm. Neal Cassidy's 68th Birthday Party stars Frankster Ken Babbs, Herbert Huncke, & our own Prof. Ginsberg.

Thurs. & Fri. 2/18 & 19 @Continental Club, 17 Irving Place & 15th 249-8870 9pm. x-Black Flag vocalist **Henry Rollins** was the first skinhead to grow-up; x-X vocalist **Exene Cervenka** was always grown-up.

#10 Return of the Exiles

@Knitting Factory 47 E. Houston (Mott & Mulberry). These guys mastered their ensemble work in the Soho rehearsal lofts of the '70s. Oh, Gentrification!

Tue. 2/9 **Billy Bang 4** Jazz violin with saxist Frank Lowe. Sat. 2/20 **Sonny Sharrock** Picked up where Hendrix left off, entering the gates of jazz.

#11 Led Elephant Sale

Midweek 2/3 & 4 **Emerson, Lake, & Palmer** @Radio City, 6th Av. 'ELP I'm a Rock! 'ELP I'm a Rock! "Take a Tiny Pebble" indeed!

Sun. 2/21 **White Zombie, Monster Magnet, Die Monster Die** @Limelight 6th Av & 20th 807-7850 post-10pm. The mother of all battles of the bands

Soundbytes @ your local theater:

The most familiar songs in Neal Jordan's film *The Crying Game* come with the opening & closing credits. The historical specificity of those two songs at first confuse, then point to eventual resolution. "When a Man Loves a Woman" is as solidly mid-'60s as the rusty carnival that the camera tracks. Slow zoom to the only Antiguan in all of Ireland. It's like a scene from *Where the Action Is* with the big but gentle soulman **Percy Sledge** having a good time with the white children. Until we learn that Forest Whitaker is an off-duty Brit trooper, we've been experiencing the '60s time warp that continues to occupy much of the north of Ireland. (Some people call such descriptions dependency theory.)

"Stand by Your Man" closes the film. Fittingly, the song is not the standard version by Tammy Wynette. Rather, it's a "modern" but sincere version by **Lyle Lovett**. By now we've learned to be grateful for any secure place to stand upon in a world we're no longer sure we understand. A world that must be rethought—frequently!

The resemblance of the film's title to that Irish anthem "The Patriot Game" is no coincidence, but there the resemblance ends. ("With God on Our Side" clones the Irish tune.) Two recordings of the title song are used. One is lipsynched by actress **Jaye Davidson** while the club crowd sings along. Yet another in a long series of reversals of what one would naturally expect. Questions: What should one expect? What makes the IRA tick? What exactly is the rationale of this military op beyond its rather doomed statement of purpose? Is there a human nature somewhere between that of a scorpion and that of a frog? What's natural? What's your sign? What time is it?

Elsewhere: The song may remain the same, but whatever visions MTV has programmed into your brain in association with **Led Zep's "Kashmandu"** will go up in cybersmoke, thanks to the dreams of *The Bad Lieutenant*.

Warnings: **Martha & the Vandellas** are nowhere in *Nowhere to Run*. Instead **Mark Isham** has scored this van Darn flick. Although **Whitney Houston** is all over *The Bodyguard*, **Bob Dylan** does not appear in *Forever Young*. I was sorely disappointed to learn that all songs by the **Fine Young Cannibals** were cut from the soundtrack of *Alive!* Was it a question of taste?

Field Guide to the Bands of Manhattan:

#2: Club Kids! Clip & save for ready reference!

**Blue Chieftains** are not to be confused with **Blues Traveler**, members of which join siblings of the **Dreyer Bros.** to form **Is This for Real?** Traveler bar-stormed their way into a high hype record contract. They now open for arena gigs. The rest frequently perform for free @ Continental on 3rd Av & St. Marx, 529-6924, a bar formerly known as Continental Divide, neither of which should be confused with the much larger Continental Club, formerly known as Irving Plaza. The Continental (bar) hosts **Unplugged** Thursdays (7-9) in which notable musicians from local electric bands play acoustic as well as Punk & Metal Sundays for all-women bands.

## BOOK REVIEW Underdevelopmental Discourse

By Tom Burgess  
OF THE ADVOCATE STAFF

**Tropical Gangsters** By Robert E. Klitgaard, Basic Books: 1990

Klitgaard is a development economist teaching at Harvard who asked to be appointed as a World Bank consultant to a developing state. He was assigned to Equatorial Guinea, the former Spanish colony consisting of 10,000 sq. mi. of mainland forest and the island of Bioko, previously known as Fernando Po.

The gangsters to which Klitgaard alludes could be both indigenous officials or World Bankers, he notes in the beginning. (The title is derived from a Kid Creole song.) Although he portrays the positive and negative aspects of both groups, he implies that the Bankers are only metaphorically gangsters. The President and his ministers are the *real* tropical gangsters. Klitgaard goes to great pains

to show that he, at least, is not even a *metaphorical* gangster.

His optimistic naivete becomes gradually transformed into a nearly cynical frustration directed at personalities and behavior that missionaries refer to as sins: greed, lies, corruption, et al. Indeed, he is much like a missionary because he has the luxury of being a temporary World Bank official. He acknowledges his successes and takes no responsibility for his failures. He does not have to be decisive and mean. Thus, he avoids taking up the hard-core cynicism of those outsiders who work on these projects full-time. On the other hand, though he claims an open mind and a relativist position, he just cannot accept the reality of another system of logic for politics and economics. It is not that he believes too strongly in modernization; rather, it is that he believes too strongly in the ultimate rationality of Western democ-

cracy and a very narrow approach to formal economics. Here, he falls victim to the functionalist fallacy that, if all checks and balances can be described, a system is thus self-regulating and self-supportive. Unlike anthropological functionalists and neofunctionalists, he fails to consider that there are other ways for politics and economics to appear self-regulating.

The IMF and the World Bank—presumably any outside conservation agency—assume that a loan or an investment is a contract, implying the efficient administration of the funds involved. Klitgaard attempts to clarify and remedy the inefficiencies.

He first describes the Equatoguinean political and economic environments. These are the things that will not change for quite a while. There is a long, but erratic, history of the export of cocoa, timber, and coffee. The population is small "but

fairly literate." "A disastrous infrastructure," resulting, perhaps, from the administration of first President-for-Life Macias. Two hundred miles of Atlantic divide its geography. A Spanish colonial legacy inhibits communication with neighboring Francophones in the governments of Cameroon, Gabon, and other UDEAC countries. There lies an "untapped potential in food production, fishing, mining."

What could be changed in the political and economic spheres? The lack of liquidity and credit through the banking system. Lack of confidence from outside investors. Unclear property rights. Lack of domestic markets. Exports going unpurchased due to low quality control. Dependency on imports. Low government revenue. High government spending.

How to change things? Through

See KLITGAARD, page 9

## UNIVERSITY VISION

## February CUNY TV highlights By Diana Agosta

## ROCK THE BOAT!

The February programs in Deep Dish TV's *Rock the Boat* series continue their examination of the diverse and vibrant indigenous cultures of North and South America. *Caribbean Voices* is a two-part program focusing on the history people of African descent and Latinos. Part one traces histories of resistance against colonialism and plans for economic and political empowerment; Part two highlights Puerto Rico's struggle against colonialism through excerpts from a conference. Coordinating producer was Waldada Stewart for the Caribbean Video Project in Brooklyn. Part one can be seen on February 8, 10 and 12; Part two on February 15, 17, and 19.

*Resistencia Latinoamericana* is a comprehensive and critical re-evaluation by Latin Americans of key Latin American historical issues, including the arrival and imposition of white European male power structures and popular resistance against colonialization. Coordinating producer was Raul Ferrera Balanquet for the Latino Midwest Video Collective. Part one can be seen on February 22, 24, and 26; Part two on March 1, 3, and 5.

Every year, the city of San Antonio, Texas stages a 10-day celebration of the defeat of Mexico in the battle of San Jacinto — the Alamo, remember? *Puro Party: Celebrating a Genocide* takes on this Fiesta as an opportunity to explore Aztlan/Chicano identities. Coordinating producers were Lizzie Martiniez, Jim Mendiola and Brett Littman. On your TV on March 8, 10 and 12.

All Deep Dish TV programs are made up of excerpts from documentary, fiction or experimental videotapes made by independent or community-based video producers. Coordinating producers compile these excerpts and produce additional program material to make half-hour or hour-long programs. These programs are then distributed by satellite transmission — just like CNN — to community and educational TV stations and home-dish owners nationwide. Deep Dish's goal is to democratize television by being a national forum for progressive, grassroots voices, issues and concerns. Thousands of people have contributed programs to Deep Dish TV since its inception in 1986. It is currently shown on more than

300 cable systems around the United States, including most major cities and many small towns. For more information, call Deep Dish TV, 212-473-8933; or write them at 339 Lafayette St., New York, NY 10012.

## DEEP DISH TV SCHEDULE:

on all five boroughs of New York City:  
Channel 75 (CUNY TV)  
Mondays, 9:30 am, 1:30, 5:30; 9:30 pm  
Manhattan only  
(Manhattan Neighborhood Network)  
Channel 16: Friday, 8:30 am  
Channel 17: Wednesday, 10 am

(call Deep Dish for channels and times in New Jersey and other locations.)

**BOX:** Deep Dish TV's fall focus will be HEALTHCARE: is it a luxury for a select few or a fundamental human right? You can work with Deep Dish to help investigate, articulate and organize for a national healthcare system with equal access for all by participating in their fall 1993 season. If you have a videotape about healthcare, if you work with an organization active in health issues or would like to coordinate a program, call or write Deep Dish for more information at 212-473-8933; 339 Lafayette St., New York, NY 10012.

## African-American Cinema Featured on CUNY-TV in February

You can see cultural and political legend Paul Robeson in his screen debut, directed by pioneer African-American filmmaker Oscar Michaux in the 1924 movie classic, *Body and Soul*, on CUNY TV this month. Robeson is, as always, majestic, and the film, like others in the series made for African-American audiences from the 1920s through the 1940s, reveals both concerns of the time as well the low-budget conditions of their production. These films were produced, directed, and distributed throughout the United States by African-Americans. (see sidebar) In addition to *Body and Soul*, *Cinema Then/Cinema Now* features *Moon Over Harlem* and *Paradise in Harlem*, both made in 1939. Each night after these classics, the "Second Feature" pre-

sents African-American films from the 1940s. Clarence Muse, a prolific African-American actor, stars in *Broken Strings* (1940); Nat "King" Cole is featured in the musical comedy, *Killer Diller* (1945); and Laura Bowman stars in a rare horror film written by (and co-starring) Spencer Williams, *Son of Ingagi* (1940). Discussions with film scholars follow all *Cinema Then/Cinema Now* features.

Other February highlights on CUNY TV include an interview with playwright August Wilson, who has gained renown for his plays on several generations of African American life, including Pulitzer and Tony-winning *Fences*, *Ma Rainey's Black Bottom*, and *Joe Turner's Come and Gone*. Viewers can also catch up with scholar Ali Mazrui's nine part series, *The Africans*, a provocative and informative view of the recent history of the continent. A documentary profile of poet Langston Hughes is *Voices/Visions* presentation. Locally produced programs are also featured: a documentary called *Rap Perspectives* and episodes from cable series *Not Channel Zero*, produced by young African-American artists and activists and *Each One Teach One*, focusing on education and community building.

On February 10, a special edition of *Metroview* will explore the 1993 elections in New York City. Host Ed Rogowsky, professor of political science at Brooklyn College and guests Fran Reiter, chair of the state Liberal party and Vincent Montalbano, a political consultant, discuss Mayor Dinkins re-election chances, the Rainbow Curriculum initiative and the race for City Council President.

*Calibanismo*, a theatrical production by the Puerto Rican Traveling Theater Company was videotaped in CUNY TV's 3rd floor studio and will premiere on February 22.

CUNY TV is the cable TV channel of the City University of New York; its offices and studios are located here in the Graduate Center (and at 33 West 43rd St.). It can be seen on channel 75, part of New York City's *Crosswalks* cable programming, in all five boroughs of the city. For more information, call [Brian Camp] at 212-719-9128.

## OSCAR MICHAUX:

Filmmaker, writer, and farmer

By Diana Agosta  
OF THE ADVOCATE STAFF

Oscar Michaux was born in 1884 in Cairo, Illinois. He left home at 17 and worked a variety of jobs including a stint on the railroad as a Pullman porter. By 1904, he was homesteading in South Dakota — one of only about 200 African-Americans in the territory at the time. He was a successful farmer, and he also wrote novels that gained some recognition.

In 1918, the Lincoln Motion Picture Company, one of the most respected independent African-American companies of the time, negotiated to buy the rights to Michaux's novel, *The Homesteader*. This reportedly autobiographical story was about a successful farmer whose interracial romance is thwarted, and who ends up unhappily married to the daughter of a corrupt preacher, who then swindles his son-in-law out of his land. Michaux, who had lost his farm by this time, decided to make the movie himself.

*The Homesteader* was the first of many films Michaux made from the 1920s through the 1940s. He was part of an early wave of black independent filmmaking that was one response by individuals and organizations like the NAACP, Booker T Washington's Tuskegee Institute, and the National Negro Business League to the success of D.W. Griffith's racist epic, *Birth of a Nation*, in 1915. This era lasted only these small companies were edged out by the combined effect of Hollywood studios control of production and marketing and the economy's collapse in 1929.

Michaux's company was first based in Sioux City, Iowa, then moved to Chicago and later to Harlem. He filmed with extremely low budgets, working with a combination of professional and amateur African-American actors and white technicians — at the time there were few African-American with film training. To get his films to audiences, Michaux would tour the country several times a year, screening films in schools, churches, segregated

See MICHAUX, page 10

## CUNY Schedule for Black History Month

## Monday, February 8

The Africans (Tools of Exploitation)  
8 am, 12, 4 & 8 pm  
Deep Dish TV (Caribbean Voices, part 1)  
9:30 am, 1:30, 5:50, 9:30 pm

## Wednesday, February 10

Metroview  
2, 6, & 10 pm

## Saturday, February 13

Each One, Teach One - 7 pm  
The Africans (Tools of Exploitation) - 8 pm  
Cinema Then/Cinema Now (Body and Soul) - 9 pm  
2nd Feature (Broken Strings) 11 pm

## Sunday, February 14

The Africans (Tools of Exploitation) - 8 pm  
Cinema Then/Cinema Now (Body and Soul) - 9 pm  
2nd Feature (Broken Strings) 11 pm

## Monday, February 15

The Africans (New Conflicts)  
8 am, 12, 4 & 8 pm  
Deep Dish TV (Caribbean Voices, part 2)  
9:30 am, 1:30, 5:50, 9:30 pm

## Friday, February 19

Cinema Then/Cinema Now (Body and Soul) - midnight  
The Africans (New Conflicts) - 8 pm  
Cinema Then/Cinema Now (Moon Over Harlem) - 9 pm  
2nd Feature (Killer Diller) 11 pm

## Sunday, February 21

The Africans (New Conflicts) - 4 pm  
Cinema Then/Cinema Now (Moon Over Harlem) - 9 pm  
2nd Feature (Killer Diller) 11 pm

## Monday, February 22

The Africans (In Search of Stability)  
8 am, 12, 4 & 8 pm  
Deep Dish TV (Resistencia Latinoamericana)  
9:30 am, 1:30, 5:50, 9:30 pm  
Calibanismo  
11 am, 3, 7, & 11 pm

## Friday, February 26

Spotlight (August Wilson) - 6 pm  
Cinema Then/Cinema Now (Moon Over Harlem) - midnight

## Saturday, February 27

Spotlight (August Wilson) - 6 pm  
Rap Perspectives - 7 pm  
The Africans (In Search of Stability) - 8 pm  
Cinema Then/Cinema Now (Paradise in Harlem) - 9 pm  
2nd Feature (Son of Ingagi) 11 pm

## Sunday, February 28

Spotlight (August Wilson) - 10:30 am  
The Africans (In Search of Stability) - 4 pm  
Cinema Then/Cinema Now (Paradise in Harlem) - 9 pm  
2nd Feature (Son of Ingagi) 11 pm

## EDITORIAL/OPINION

## Spring Forward

Beginnings prompt resolutions, and *The Graduate Student Advocate* is under new management. To our readers we offer our best wishes for a healthy, productive, and manageable semester.

To do what we can to help graduate students reach their goals, we would like to publicly submit the following Advocate New Year's resolutions:

- To serve the interests of CUNY graduate and undergraduate students above all other interests;
- To adhere to the highest standards of journalistic integrity;
- To provide a space for the interests, ideas, and opinions of all CUNY graduate students.

A newspaper's bias(es) is defined by its content. It is our hope that CUNY students, administrators, and staff will recognize and use the Advocate as both a resource and a vehicle for realizing student interests. Moreover, we expect the student body to hold us to our word.

## Futhermore...on writing

Good writing always includes attribution. Without attribution, facts are questioned, arguments are weakened, and readers are disappointed.

Good writing encapsulates controversy and strives to include a range of perspectives. This is the Advocate's standard of objectivity and should not be confused with what is commonly identified as "objective;" that is, often unfair and limited.

Serving objective standards to the satisfaction of the graduate school's students will be difficult, given that three quarters of the school's population read Chomsky in the bathroom.

Perhaps worse, those poor few on campus who still hold out for using objectivity as a legitimate standard, are frequently attacked as wimpy, Clintonesque liberals who probably believe Congress's cutting aid to the contras really meant something.

The problem lies in the equation of "objectivity" to "fair." The Advocate fully acknowledges that nothing is fair. What we do believe in is striving for is our definition of objectivity, which, we hope, comes close to the truth.

What we mean is, good arguments acknowledge their critics. If one is arguing a certain point, one must force that point into the face of its most skeptical critic, its most violent opponent. We must know, can the point stand when hit?

Lastly, good writing is useful to someone else. The information presented, the ideas offered, the opinions argued — all these are needed by some audience. Good writing knows its audience and serves it. Here, we do not confuse need with desire. We may want Stephen King, but what we need is your contribution as a member of the Graduate Center.

## ...and educational rights

The City University of New York is struggling through one of the toughest and most trying periods in its 150-year history -- spiralling tuition, chronic reductions in funding, and now the Chancellor's consolidation plan: cutbacks upon cutbacks, masquerading as quality enhancement. In the barrage of reports, statements, and commentaries it's quite easy for the fundamental issues to be clouded in the crossfire.

Two basic questions must be clarified by the CUNY student body if our university is to survive in any desirable form:

- Is education a privilege or a basic social right?
- Can CUNY students count on legislators and the Reynolds Administration to protect our interests; can we rest assured that they will "take care of us," or must we organize and fight to defend our rights?

## Advocate submissions policy:

The Advocate welcomes letters to the editor. Letters must be submitted on a 3.5 computer disk in MicroSoft Word. Conversions from other programs can be done in the Computer Center on the Third Floor. If you need a 3.5 disk, we can lend you one. Letters must be no longer than 1,000 words. Deadline for the March issue is February 25.

## Letters to the editor

## Right history?

Is the Graduate History Program at CUNY a bastion of paleolithic reactionaries bent on maintaining a "cold-war atmosphere" into the 1990s?

This is the impression that Michael Scott Weinstein, a student in the department, means to convey in his December Advocate article, "Ideological Hegemony Inside a Living Museum." Tossing around such phrases as "hard-right agenda" and "garrison-state mentality," Weinstein paints a damning picture of a department "entrenched" against "progressive change." Unfortunately for those of us who might support Weinstein's Clintonesque call for change, the above phrases, and many others within the article are blatant distortions of the truth. These distortions help to undermine some very real points that might have been made in a very different article.

Weinstein's article concerns the non-appointment to the Graduate Center of Hobart Spalding, a distinguished Latin American scholar from Brooklyn College. Spalding was one of three Latin Americanists considered for appointment in early 1992; only one of the three, Alfonso Quiroz of Baruch College, was accepted. Weinstein asserts that Spalding, who he implies was the most qualified candidate, was refused appointment because of his "Marxist orientation, focus on labor issues, and his personal participation in campus politics in the late '60s and early '70s." This rebuff was especially painful because, claims Weinstein, Spalding received the "active solicitation" of Executive Officer (E.O.) Stuart Prall.

Weinstein believes that Spalding was rejected because of the hostile political climate within the History Program. He argues that the History Department is "one of the most ideologically rigid in the school. It's 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." Mr. Weinstein goes on to suggest that Spalding's rejection can also be directly traced to the antipathy towards Spalding's activism felt by former Brooklyn College colleagues Abraham Ascher and Hans Trefousse. "He found himself continuously siding with students against an out-of-touch, pro-Vietnam War history faculty."

It would be difficult, if not impossible, to determine if Weinstein's contention is accurate—the votes which led to Spalding's rejection were made via secret ballot—but it is not inconceivable that he is right; no human organization is immune to playing politics. What is quite clear is that many of the statements which he advances as proof are either misleading or outright falsehoods.

To begin with, Hobart Spalding was not asked by the E.O. to apply for acceptance. Prall denies categorically that any solicitation is made to any professor. "It is, after all, embarrassing if someone is then not accepted." Spalding confirms this: "I applied because Laird Bergad asked me to apply." (Bergad, another Latin Americanist, is a member of the Graduate Center faculty from Lehman College.)

Weinstein's picture of a department full of arch-conservatives is also suspect. The four professors named as being representative of the faculty's conservatism, Ascher, Diggins, Schlesinger, and Trefousse, can only be called conservative by a creative leap of the imagination. Ascher, Diggins and Trefousse all claim to have voted for Bill Clinton. (Schlesinger, who served in the Kennedy administration, had gone to the

Clinton inauguration and could not be interviewed before the Advocate's deadline.) Diggins goes so far as to call himself a "Liberal Democrat" who is "critical of the right." Trefousse denies ever voting for a Republican. Ascher admits that he considers himself "a centrist," but adds "if being lumped with Arthur Schlesinger means I'm 'hard right' then I'm happy with that." If you call these four "hard-right," what do you call Pat Buchanan?

Weinstein's claim that Spalding's anti-Vietnam activism alienated Brooklyn alumni Ascher and Trefousse does contain some half-truths. Trefousse did support the war, and both Trefousse and Spalding admit to having clashed in the past. Ascher, however, insists that he opposed the war "from the very beginning." "When Johnson began to escalate, I felt it was bad news." Neither Ascher or Trefousse believe that any political motives were behind Spalding's rejection.

In addition to being largely inaccurate, Weinstein's characterizations are also irrelevant; of the four professors mentioned, only Diggins was on the Faculty Membership Committee which recommended against Spalding's appointment. None of these men was present at the Executive Committee vote which endorsed that recommendation. (The final decision is made by the Provost—although that decision generally confirms the recommendations made by the departmental committees.)

That Weinstein's allegations are poorly substantiated should not be surprising to Advocate readers. He has shown a propensity to be flexible with the truth while pursuing his own agendas. In a previous Advocate article ("A Scene from the Multi-Cultural Battlefield: Curriculum Politics in History," Dec. '91/Jan '92), Weinstein alleged that a student was "almost thrown out of [a departmental meeting] by school security" because of his advocacy of a stronger Latin American History program. A letter to the editor, written in response by doctoral student Kenneth Pearl ("Self-Styled Leader Pushed Own Agenda," March '92), suggests that Weinstein "has a future as a writer of fiction" and calls the specific allegation "simply a lie."

Also disturbing is Weinstein's tendency to confuse his own opinions with those of the history students in the department. His writing is sprinkled with phrases such as "many students...would argue," "students were happy," and "the general will of the students." The implication is that his fellow students are firmly behind his statements (leadership?). This seems unlikely. I have spoken to only one history student who supported his actions (with reservations); I have spoken to many who opposed them. It is quite likely he has more than one sympathizer, but to imply a mass following is deliberately deceptive.

It is unfortunate that Weinstein chose to forfeit any serious consideration by his lack of objectivity. The qualifications of faculty accepted by the department should be the concern of all students. If Spalding were rejected on political rather than academic grounds, it is the student body which has suffered.

Spalding himself certainly believes he was rejected for political reasons. "Ideologically I am not compatible with most people in the program." He argues that politics seems the most likely culprit because his academic work is both respected and substantial. "What puzzles me is I don't know what kind of criteria they are using...I am well known in the field and I publish, even if its not what they want me to publish."

Prall, the E.O., states that "there is  
See LETTERS, page 9

## On The WAR Report: The CUNY Student Union

On December 2, 1992, the Chancellor's Advisory Committee on Academic Program Planning released a report recommending the consolidation or elimination of a wide range of programs at CUNY. This report is based on a narrowly economic and corporate conception of the university.

Although presented as a restructuring for academic purposes to "sustain the quality of our academic programs," the report actually outlines an extensive plan for further squeezing CUNY to fit into an ever-shrinking budget. If implemented, the changes recommended by the report will have a devastating impact on CUNY students.

Furthermore, the report displays a disturbing tendency toward bureaucratic elitism, in which a few administrators make the plans and frame the debate while the rest of the university community is relegated to a reactive role. If implemented, the changes recommended in the report would further divide the CUNY system into two tiers: a small, elite tier of liberal arts colleges and a large, secondary tier of narrower technical-training schools. Rather than assuring access, the report's recommendations would make CUNY still less accessible to poor and working class students.

The report was written by a committee composed of faculty members and college presidents representing eight of the seventeen CUNY campuses. This unrepresentative committee was appointed by Chancellor Reynolds and followed her instructions. According to Margaret Groarke, a co-Chair of the Doctoral Students' Council, no effort was made to include students in the process of developing a plan. A mild resolution passed by the Graduate Council last spring which requested that President Frances Degen Horowitz of the Graduate Center speak to Chancellor Reynolds about including students on the Advisory Committee was never followed up on by the President. The

Although the report neglects to present the Chancellor's instructions to the committee in full, the excerpts that are presented, together with the committee's discussion of the report's background and themes, demonstrate that this report is consistent with the chancellor's overall plan: a harsh downsizing of CUNY according to corporate imperatives of "efficiency," "competitiveness," "technical skills,"

etc., rather than priorities and needs determined by students and faculty.

The report claims that "the Committee attended to a review of academic programs, and its recommendations are based on that review and not, in any way, on budgetary considerations." (p. 9).

This is blowing smoke. In fact, just a few pages earlier, the report concedes that "the context for the Committee's work was clearly defined by the Chancellor as 'the present budget exigencies and the necessity to sustain the quality of our academic programs in an environment of increasingly scarce resources'" (p. 2).

The committee only glances at the reasons why resources for education are scarce; in general, this scarcity is accepted as a given, and the committee accommodates itself to a situation that should be resisted. Mind-numbing bureaucratic phrases such as "to achieve efficiencies in program delivery" and "to enhance University-wide collaboration, communication, and cooperation to assure student access to a full range of academic programs and services" (p. 2) are euphemisms for cuts, mergers, and inevitably, dropouts and layoffs.

The bulk of the consolidation plan comprises suggestions for "improving academic quality" and "achieving efficiencies" at CUNY by expanding programs at some colleges and cutting similar programs at other colleges. For example, currently, full baccalaureate major programs in anthropology are offered at City, Brooklyn, Staten Island, Lehman, York, Hunter, and Queens. The report suggests maintaining the programs at Hunter and Queens and cutting the programs at the other colleges. This means that any student needing to take an anthropology course above the sophomore level would have to travel to Hunter or Queens. The plan recommends cutting five out of six B.A. programs in Italian, keeping only the program at Queens. The report in program is that it is extremely difficult, if not impossible, for students to commute from campus to campus to take the courses they want or need. CUNY students are working students and could not make the commutes that would be required if the cuts suggested by the report are implemented. Clearly, CUNY students could not commute two or three days a week from Staten Island to

Brooklyn College to take a philosophy course; from City College to Queens College to take a French course; or from Brooklyn to Hunter to take a religion course. If the recommendations of this report are carried out, CUNY students wanting to receive a well-rounded education will need to be equipped with a personal helicopter.

The fact is that working students do not have the time or the money to make such commutes. Instead, students would be much less likely to take upper-level courses that are not offered at their home campus. An anthropology major living in Staten Island who does not have the time or the money to commute to Queens or Hunter would have to select another major.

If the recommendations of the consolidation plan are implemented, a student's major could be determined by where her/his family lives in the city. Most CUNY students do not have the option of moving closer to a campus offering the major they want. The consolidation plan would make it particularly difficult for working students and single parents to continue to attend CUNY. The committee's report, with its narrow consideration of statistics of enrollment and majors, neglects these human consequences.

Relatedly, such a consolidation would have the undesirable effect of making certain colleges into trade schools instead of places where students could study the liberal arts and humanities along with learning more technical job skills. Using the number of majors as a criterion to measure how important a program is at a college assumes that students outside a particular major will not or should not take courses in that discipline.

But, as one student at Staten Island notes, although there are not many philosophy majors at the college, there are many nursing students who need to take ethics courses in the philosophy department. What will happen to these students if the philosophy major is dropped? they develop their own academic community. Because their education is centered at one campus, they get to know their professors, develop bonds with other students, and participate in conferences, lectures, and other events at their college. These critical parts of being a university student would be lost if CUNY students were forced to commute from one campus to the next.

## CUNY women draft new sexual harassment policy

On June 16, 1992, the membership of the CUNY Women's Coalition (CWC), representing about 3,000 faculty and staff, drafted and approved a proposal to strengthen CUNY's current sexual harassment policy.

The Coalition submitted its proposal to the Chancellor's office, but it was only after CWC members testified at the Governor's Task Force on Sexual Harassment on September 24th, 1992 about the problem of sexual harassment at CUNY, that their policy recommendations and their requests for participation in the policy revising process were given

**JOANNA SCHARF**

Special to the Advocate

serious consideration by the Chancellor, according to Coalition member Beatrice Kachuck. The Chancellor formed a committee which met with Coalition members in December, 1992. That committee is still in deliberations.

The Coalition's proposal stresses both preventive actions and adequate procedure. While CUNY's current policy requires that all formal and informal complaints be directed to the Deans' Offices, the Coalition's proposal requires the formation of an independent, diversely staffed informal panel on each campus that would handle confidential inquiries (to encourage complainants to come forward without fear of reprisal).

Other items in the new proposal include: the development of a schedule of sanctions and penalties, required training, compensation and resources for panel members, the maintaining and publicizing of statistics on the number of incidents reported, and the responsibility of all administrators for disseminating the policy.

On January 27th, the Graduate Center Feminist Students' Organization and a few student members of the recently formed Graduate Center Sexual Harassment Panel met with Beatrice Kachuck to discuss the Coalition's proposal. Members of the FSO discussed the importance of adding language to the proposal to ensure that students and staff be included as members of the panels. The FSO is planning to meet again soon to do further work on this issue and to contact other student groups.

Copies of the proposal are available for inspection in an envelope attached to the FSO office door, Room SC009, Basement Mezzanine of the Graduate Center. For more information, contact the FSO at 642-2696.

## Open the debate for all, Acuna says, an old friend of Ann Reynolds': NOT

By Vincent J. Tirelli  
SPECIAL TO THE ADVOCATE

Chancellor Ann Reynolds' recent proposal for consolidating the City University could provoke a much needed debate about the future of higher education. The sweeping nature of the proposed changes has caused deep concern among both students and faculty, but there has been little public discussion. The city is abuzz. But it is mostly a private hum. The limited time allotted for formal public debate makes it unlikely that critics of the plan will get a fair hearing.

With these concerns in mind, I welcomed an invitation from Chris Agee to come to The Center for Constitutional Rights to meet Dr. Rodolfo Acuña, Chairperson of the Chicano Studies Department at California State University (CSU -Northridge). Accompanying Acuña was Leonard Minsky, a writer and political activist involved with issues of higher education. Acuña, who has developed the largest Chicano Studies department in the United States and is the author of *Occupied America*, a seminal text in Chicano history, was willing to discuss some of the ramifications of the plans adopted in California during Reynolds' tenure as Chancellor of CSU. It is easy to find parallels between the California experience, as told by Acuña, and the plan being proposed here at CUNY.

The CUNY consolidation proposal, and its companion, the College Preparatory Initiative (CPI), are being presented as means of balancing the mission of the university to promote equity with the goal of maintaining excellence. But critics charge that without a commitment from the State to improve staff and material resources, the stiffening of requirements under CPI will put higher education beyond

the reach of many at the bottom of the socio-economic ladder.

The consolidation proposal emphasizes cut backs in the Humanities and some Social Sciences, and greater investment in Science and Technology. The changes will mean the scaling back of some CUNY campuses and programs, and the enhancement of others.

Both CPI and the consolidation proposal must be understood in the context of the meager national commitment to educate the poor, minorities, and other disadvantaged groups. Acuña and Minsky contend that the California and New York plans are both attempts to alter the mission of the public university, and undermine the policies and programs designed to give the poor and the working class access to a college education.

Acuña took an active stand against the Chancellor's program in California. He wrote letters to The Los Angeles Times criticizing her administration for "selling out the Mexicans," and he circulated similar letters to the university community throughout the state, pointing out inconsistencies in her figures.

Acuña argues that appearances are deceptive. "She says that she is the affirmative action champion, but in reality, what a disaster.... You have to look at it statistically, because she mixes her statistics, and it's true that the number of women [faculty] jumped dramatically under her reign, but the number of Chicano faculty actually dropped. The number of black faculty remained constant. There was no upsurge. The number of Asian faculty jumped [up]. When you combine these things it looks like she's done really well with minority faculty. In California, the population of Mexicans and Latinos doubled

See ACUNA, page 10

# JUMPS

## REPORT, from page 1

While the report's introduction mentioned several other criteria for its specific recommendations, it did not investigate them for the report. These other criteria include: "centrality of [each] program to a college's specific mission," quality of programs, workforce projections, and student success upon completion of a specific degree.

The plan also suggests that program offerings could be streamlined by the use of telecommunications links between campuses: more specifically, interactive lecture simulcasts.

While a small number of majors in the humanities and social sciences was cited a consideration for the phasing out of a program, low enrollments in science, mathematics, and technology spurred the committee to recommend program strengthening efforts rather than phase-outs.

Additionally, the plan calls for an expansion of allied health practice degree programs. The proposed CUNY budget submitted to State and City budget authorities by the Chancellor's office also includes several initiatives to strengthen science, engineering and mathematics programs.

The report is somewhat unclear as to the relative balance of fiscal and academic concerns in the committee's considerations. Although, at times, the report insists that its resource concentration proposals were aimed at strengthening the respective programs, it also acknowledges that the broader impetus is fiscal. The size of the full-time faculty has dropped 10% in the last three years, while enrollment has increased 9% and will likely increase to over 240,000 students by the end of the decade.

Meanwhile, city and state support for City University has declined 17 percent and tuition has nearly doubled. Again, this fiscal year, Governor Mario Cuomo proposes cuts in education funds. The plan can be seen as much as a "triage" response to the effects of previous cuts as it can a bold initiative.

### POWER IS RELATIVE

## TOMFOOLERY, from page 2

isolation" of is all too apparent. The liberal notion was that the majority in this society, the "minority" as well as white, working class, are at least capable of developing their intellects—at least some of them. The poor—especially people of color, who are a majority or near majority at CUNY—are capable only of technical skills. They are worthy only of a hammer and some nails—not the arts and letters. The Master class, in which Reynolds obviously counts herself, have the Brains. The rest, the Toilers, are fit only to be trained monkeys.

So much for Reynolds's "vision." It stinks. What about her immediate motive? Reynolds is simply preparing the ground to help further cut CUNY down to "economy size." Her proposal will discourage many students from going to CUNY since most of their local campuses will be transformed into overpriced vocational schools anyway. And her proposal will legitimate faculty retrenchment as soon as Cuomo orders further budget cuts. Once her "apartheid for philosophers" vision is enacted and the next cuts come down, it will be far easier for the media to rationalize cutting CUNY's full-time faculty. Why deal with all the bother of transferring faculty to their respective bantustans? If we don't have the money anyway, let's just lay them off!

## COPIES, from page 1

the contract Ganter signed were not favorable ones for the school. Since the contract mandated that the DSC pay the xeroxing company \$700 per month, whether or not students used the machine, Kohan argued that this was a risk too great for the university to take.

But Ganter said that students, based on the volume of copying done at the library, would pay in excess of \$900 per month at just three cents per copy. In effect, Ganter said, the DSC would be making a profit.

Frustrated that he had not been told the DSC could not sign a contract, Ganter began negotiating with Kohan for reduced copying at the Mina Rees library. Currently, the University collects two cents on every copy made at the library. These monies, totaling approximately \$12,000 per year, go into the University's general fund, Kohan said.

"That \$12,000 won't make or break the

## LEVIN, from page 1

writings, are separable from his philosophical positions. Simply put, how does Levin, or anyone for that matter, teach an ideologically neutral class? With even a brief glance at any of Levin's articles, it is clear that he has gone to great lengths to argue his case through logic, the language of his discipline.

Moreover, the court may have defended Levin's constitutional rights, but the case did not redress the concerns of the CCNY administration, faculty, and students who have opposed him.

These people argue that Levin's position as a full professor in an established discipline and his access to professional journals and other venues provide him with the credibility and space wherein he can articulate his beliefs.

Many students think the article in the APA Newsletter is largely a not-so-veiled attack on affirmative action, with the simple assertion that Levin "grades blind". Why the editor chose to solicit the article and then publish it remains unanswered.

In the APA piece, he argues that instructors who believe in what he terms "group ability differences" are able to fairly grade the work of students from racial groups who they believe are intellectually inferior. On the other hand, Levin says, in-

This proposal is horrendous. Our response must be to come together as a university community with our surrounding minority and working class communities to stop it. We have to defend our vision of CUNY from their chainsaws: a CUNY of popular entitlement, of humanism, of subversiveness, and of struggle. We can only do that through mass organization and action. One starting point is the building of CUNY-wide alternative institutions: a newspaper, a "free university" with a curriculum of protest strategies. The other starting point is the progressive groups in your own school and the community around it.

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school," Kohan said, "but that money does pay for things for students." Kohan further said that he was not sure all students understood the benefits of the profits accumulated by library copying. Ganter requested the University give up this profit, so that students would then pay eight cents per copy.

"There is no reason students should have to pay ten cents a copy when they can get it for three," Ganter said. "In fact, if students wanted it, we could increase the student activity fee by four dollars per semester and everyone could copy for free."

Kohan conceded that copying is costly at the library. He promised to investigate a better copying deal for students in the library, and is considering accepting bids on a new xeroxing contract.

Currently the DSC is considering making its copy machine available to students during the Co-Chairs' office hours, but

instructors who believe in affirmative action are unable to grade equitably.

"[Levin] speaks to the question of whether and, if so, how an instructor's beliefs about his or her students' intellectual abilities have implications for both pedagogical effectiveness and fairness in the classroom," according to the APA editor's description of Levin's article.

According to Levin, the newsletter Professor Tziporah Kasachkoff asked him to explain "how someone who believes that blacks are intellectually inferior to whites can teach blacks." With this problem in mind, Levin admonishes "instructors who suspect that their feelings may affect even their assessment of written work and should grade blind."

For example, Levin said an instructor might make assumptions about group ability differences, such as the superior mathematical ability of Asians, given certain test indicators as IQ tests.

Similarly, Levin writes, "black students do perform systematically least well at academic tasks." All is well, however, if the instructor who believes in group ability differentials "grades blind".

Although he never clearly says so in the article, Levin nonetheless strongly suggests that affirmative action is to blame for the "grading" crisis which he believes all

## FITZGERALD, from page 2

the presence of another presidential scholar at CUNY, Arthur Schlesinger. Rather than drawing on his knowledge of Roosevelt, about whom he wrote three volumes, or of Kennedy, by whom he was employed, she drew on his other specialty, Andrew Jackson. Jackson's administration was clearly the best place to begin, for he was able to make the presidency more independent of other government branches, through the manipulation of popular support. Many scholars feel that Jackson promoted Indian wars and coercive relocations as a tactic of assuring broad electoral support.

As a bibliographer, Professor Fitzgerald did not need to pass judgement on Jackson. However, she carried the theme of American injustice to Indians via American expansion, through her other series. *Bibliographies of the States of the United States* uses a standard table of contents requiring extensive references to the indigenous population of these areas before territorial and state boundaries were set. The series is therefore a great service to Indian people and their scholars. More importantly, Carol Fitzgerald's format invites a further rethinking of the administrative divisions of the United States. The redundancy in the series title itself points to the slightly absurd existence of these fixed divisions that Americans take for granted. One gleans the capriciousness present in the

many DSC members believe offering free copying might bankrupt the DSC budget.

In addition, DSC members were frustrated that their efforts to provide a much needed student service was being foiled.

"We increased the student activity fee so we could do more for the students, and now that we try to do something, the administration blocks us," said one DSC member.

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instructors face. The instructor who supports affirmative action, for example, must compensate for "uniform race-blind criteria which unfairly disadvantage blacks and females by perpetuating the consequences of past wrongs." The pro-affirmative action instructor "believes that members of different groups should be treated differently."

When asked if he believed that affirmative action was limited to federal legislation regarding the workplace or if it extended to the classroom, Levin responded that it extended to the classroom through regulations governing academic hiring and admissions policies. He added that affirmative action "has had a real effect on higher education today."

Indeed, Levin said that, in fact, his philosophical positions are "really integral" to his racial beliefs. He added that only philosophers can make explicit "the connections between racial differences and affirmative action."

Philosophy Professor Tziporah Kasachkoff, who edits the APA newsletter, did not return numerous phone calls.

**Due to space constraints, we were unable to print a related piece on Bilal El-Amin. Watch for this article in next month's Advocate.**

creation of these "states," merely by reading the titles listed in the section on Territorial administration. The series begins with Kansas and South Dakota, two of several arbitrarily constructed rectangles set amidst the Great Plains. Nevertheless a shared political history develops for the citizens of Kansas creating very real economic consequences.

By assigning the books in the series to specialists of the respective states, Carol Fitzgerald drew upon the wealth of regional and local histories. But these like all of her bibliographies are concerned with revealing the general through the particular. It is in this regard that her standardization of regional histories will influence regional scholarship that will draw upon her state-by-state bibliographies.

Carol Fitzgerald died December 23, 1992, after a 6 month battle with cancer. She had worked up until April of last year, returning briefly in June for part-time work.

A bibliographer of history must make footnotes her lifework. Carol herself will be a footnote in historical works and a recurring name on the acknowledgements page of CUNY dissertations. But it is through the uncredited work of Carol's life that her impact will continue to be felt.



# ...AND MORE JUMPS

## LETTERS, from page 6

no written standard" for accepting or rejecting candidates. "We are looking for a record of continuous scholarship—which means a record of publishing books," Prall said. "Spalding was not a clear-cut case. We decided after a long and careful discussion. I can't reveal the details of that discussion."

Spalding's counters that, "I haven't published a book recently, but I've published substantial articles. I'm working on article number fifty right now."

It is obvious that neither Spalding nor the CUNY history faculty will ever agree on the legitimacy of his rejection. It is difficult for students, as outsiders, to know whom to

believe. Most, in my opinion, seem to accept the administration's view; but only out of faith, not out of knowledge, which, perhaps, is the problem. If there were an active and substantial student presence on these departmental committees, students would be aware of the reasons why a particular person was being accepted or rejected.

There is student representation (non-voting) on the faculty committees, but student representatives are chosen in a haphazard manner, without serious student input. It would be an improvement if multiple representatives, chosen by well-publicized student elections, were allowed to sit *and* vote on these committees. It is in their interest to

see that professors are chosen who are both academically reputable and who fulfill the needs of the department. This is the point that Weinstein could have and should have made in his article.

The problem with simply hurling unsubstantiated accusations is that it solves nothing. It is foolish to think that any department's administration can be moved by heated polemics; it is condescending to think that students can be moved by those same polemics. When Weinstein hurls labels at his opponents, he is playing the same game he accuses them of playing. Hard-right, neo-conservative, liberal, com-symp, all these seem rather tired. Could we forget the labels and simply work to improve the school?

Carl Skutsch

## LETTERS, CONTINUED Who's life is it, anyway?

The *Advocate's* first issue of the academic year features a front page article by Lisa Nakamura detailing in increasingly familiar terms the frustrations and also the superiority one feels when confronted with pro-life commandos. To be consistent in condemning violent demonstrators we might also extend our focus to the activities of Act Up and its spin-offs, but in labeling such groups "fanatics," don't we fall into the same error as they, viewing the opposing side as "the enemy?" Without condoning intimidating demonstrators of any stripe, I would like to suggest that it is worthy of us as intellectuals and feminists to come to terms with where our concerns and those of the pro-life groups might coincide. Since one seldom sees such an attempt in any respectable intellectual publication, it is all the more worth doing.

On the one hand, in vociferously defending human life, the pro-life groups are doing what in some circumstances might be regarded as quixotic but, in any case, as endearingly human. For instance, a group of Germans chaining themselves to railroad cars during the Nazi era in defense of the lives of those being transported to concentration camps (people as desperate no doubt as the pro-life zealots) would probably earn our approval. Despite the complicating factor in the debate over abortion—the life of the mother, after all! and indeed the position of women in society—one should not relegate to non-consider-

ation the issue of human life, even at such a rudimentary stage as the fetus.

In this collision of values, of lives if you like, the pro-abortion groups have gotten themselves into a position as extreme as that of certain pro-life groups, a position not unlike that of other "rightist" groups in our society. An interesting parallel presents itself with the gun lobby. Most of us who are exposed daily to grim newspaper accounts and feel uneasy about guns in our society might more readily acquiesce to this Constitutionally sanctioned right were there some kind of control on this right, say, the kind of firearm regulation or registration common in Western European countries. Perhaps the number of weapons in America has reached such epidemic proportions that there is no longer any possibility of producing sanity, and of course the career criminal knows where to buy guns illegally; but it has often struck me that the rights of more ordinary folks wouldn't be irreparably harmed by a waiting period before they buy a gun. Indeed, a waiting period would cool spirits now so ready to seize lethal weapons to solve their frustrations, with the predictable tragic consequences for innocent people. The gun lobby, however, brooks no restrictions of any sort on their rights, as if to give an inch would be to forfeit the whole game. This emphasis on the individual's absolute right to carry a weapon, besides the tragic consequences for our entire society it has produced, exemplifies a certain anti-Other vision that can probably be traced

back to Columbus.

"Rights" is a much pronounced word in the abortion debate, on both sides, and though I cannot speak for adamant pro-lifers, I think a lot of us who are in principle pro-choice would feel more comfortable if the abortion lobby would modify its absolutist stance. For instance, a waiting period might allow a woman to consider if not the rights of her partner at least any obligations she might feel toward him (the person who may wish the child and be willing and financially able to support it). After all, if the bearing of children is considered solely the purview of women, men may well feel (and many already do) that they have the right not to support their offspring. Indeed, a waiting period would bring home a point Germaine Greer has recently made, namely, that abortion is often the last in a long line of no choices for a woman (for instance, she had sex with a man who didn't care enough to use protection to shield her from pregnancy or from disease; or she may have had no choice that her spouse left her alone to support her children). And such reflections might lead us to empowerment, that is, to the exercise of control over our bodies.

Now for the hardest part of all: though a woman may arrive at the decision not to carry her pregnancy to term, a waiting period will also allow her time to reflect on the membrane so precariously attached to her uterus that represents growing human life, however unviable or deficient in

"personhood" it may be. The termination of that life (call it menstrual regulation or call it murder as the extremists do) is ultimately a situation of profound grief to many women who have already gone through it. There is a range of ways by which one's life may be ended by the agency of another—self-defense, the termination of life support, shooting an enemy soldier—and none of these is considered murder, which doesn't mean, however, that the person ending another's life doesn't feel grief. In fact, it strikes me as less than human to feel nothing about a person that would have killed you had you not acted first. It is this "nothing" that the pro-abortion forces seem to wish women to feel.

For those who resent women being faced with such conflicts, who feel that being a woman is often onerous enough, I would ask if it is really so quaint at the end of the twentieth century to recall that many men and women in the past have faced agonizing moral conflicts, have even died because of their choices, choices often made not with themselves and their rights in mind but rather the rights and lives of others, people they loved and the life that would come after them. That used to be an issue worth talking about. Along with finding a spot in the work place, receiving equal pay for equal work, and entering our works into the canon of world literature, don't we women in our struggle for emancipation owe it to ourselves to face the great challenges of life?

Elizabeth Powers

## TRUSTEES, from page 3

governed by Wall Street and financial figures whose interests are absolutely antithetical to a public institution such as CUNY. The Chairman, James Murphy, a vice-president of the powerful bank Fleet-Norstar, is a good example.

A revised Board should be comprised of 15 members: 5 students elected through a reformed USS, 5 faculty elected by the Faculty Senate, and 5 members elected from the 5 boroughs of New York City. This is what political accountability and community control of education is really about. And for the short term, Mayor Dinkins should do the following: remove the 5 mayoral appointees and replace them in consultation with the faculty and students of the City University of New York.

## KLITGAARD, from page 4

specialized education in economic administration. But Klitgaard says it must be done through workshops, not lectures. Also hands-on experience in drafting plans with World Bank officials (like himself), ministers, and their assistants. However, when these workshops and plans, well-received according to Klitgaard, fail to bring about their intended change or fail to be enacted, he claims the fault of the other government officials.

Klitgaard does not lay out a sim-

plistic charge of corruption. He itemizes known factors that lead to what he regards as a "betrayal." It is the unknown factors that he implies are the result of greed for wealth and power.

This is an annoying book. It is useful as a case document of everything that can go wrong in the transfer of large funds into the coffers of developing states. The book is intended as a popular account and is only superficially analytical. That superficiality can be overlooked because his analysis is based to a large extent on his impressions of the personalities of government officials. These he acquired as a working participant over a commendable two years. Nevertheless, Klitgaard can shake off neither his gullibility nor his ethnocentrism. A little self-reflection might have helped him overcome the assumptions common to American liberal idealism. Having killed the messenger, let me deliver the underlying message in his book. There are many, many ways to run a state. States exist to maintain order. Western democracies have a very mild-mannered way to transfer the reins of power after elections. Equatorial Guinea's mode is not mild-mannered but just as systematic. Whether it is a coup d'etat or a palace revolution, the action follows predictable patterns. President-for-Life Obiang maintains his presidency, and thus his life, by removing contenders for power. Since these seem quite often to be his own

cabinet ministers, ministries are continually having their activities reorganized. This, then, is the point of instability.

Whatever working agreements are made by foreigners with high-level bureaucrats are voided when those bureaucrats lose their positions. Similarly, a bureaucrat's close working relationship with a foreign consultant may jeopardize the bureaucrat's career. Formal agreements considered as contracts by Westerners may be seen as justifiably voided by Equatoguinean officials who did not participate in the decision or who now feel that emergency measures suspend the implementation of the contract. As the low end of a contract dyad, a patron-client relationship, the position of Equatorial Guinea, is to accept funds or materials as they are issued but not be immediately obligated to uphold Equatorial Guinea's end of the contract. Essentially, Equatorial Guinea, with great patience, waits quite a while for loans to come through. With such resignation to the realities of bureaucratic paperwork, why are the IMF and World Bank such sticklers for bureaucratic efficiency?

Those are just the sincere agreements. Others are just pure hustle: agree to anything just for the money. And in a situation of such desperate finance, a gray area emerges: agree to make changes that one has no way of enacting. Prayers for miracles are optional here.

This book certainly portends no easy solutions for agreements at the level of national politics that might bring some measure of economic relief to a struggling population. However, we may derive hope from the fact that bureaucratic inefficiency seems to be the best safeguard for an even greater asymmetry in the unequal development of countries such as Equatorial Guinea.

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# Students develop new gay and lesbian course

The recent rush of activist energies into voter registration is comparable to siphoning off of student activism into "radical" course registration. Both reflect reformist tendencies that encourage political apathy and dampen the potential for organizing. Bringing politics to the classroom is not enough. As long as we wait for faculty and administrators to decide our fate, the curriculum will not genuinely reflect student needs. At a time when our "Rock the Vote" president is hedging on his campaign promises, organizing among ourselves is key. Whether we are fighting for minority representation in classes or on syllabi or for overturning hate legislation in Colorado, we must use the classroom as a place to develop positions and strategies — strategies that will support community challenges to capitalist forms of institutionalized discrimina-

JOAN PARKIN AND JULIA RIPKIN

## Special To The Advocate

tion.

With the above agenda in mind, a group of students has organized a course for the Spring called "Topics in Lesbian and Gay Studies," which will focus on issues which are relevant to the political and academic lesbian and gay communities. The project was initially conceived as a proactive effort to increase our visibility on campus, and to heighten awareness in academic disciplines of the growing research and writings in lesbian and gay studies. While claiming our rights to study issues that are pertinent to our culture, we are in a unique position to challenge structural problems in the university. Many of us have been working together for lesbian and gay rights in various political organizations outside the University. This work has heightened our awareness to the dearth of lesbian and gay activism at the graduate center.

Our activist experiences outside of CUNY have shown us the power of working together in the fight against

MICHAUX, from page 5

theaters — and sometimes midnight shows for white audiences, who considered his films raunchy. His take could range from \$25 to \$500 for a single screening, and, in 1920, he earned \$40,000. Over six feet tall and stylishly dressed, Michaux was a successful entrepreneur, sometimes convincing theater-owners not only to pay him for the current screening but also to advance him money for the next feature.

Some of Michaux's films were sensationalist crowd-pleasers, filmed in locations like nightclubs with scantily clad chorus girls. But others dealt with contemporary social issues: *Within Our Gates* (1920) dealt with lynching; *The Brute* (1921) was about the rise of a black boxer and his mistreatment of women; *Wages of Sin* (1921) dealt with problems of urban living; and *Birthright* (1924) concerned education and the conflicts when a young man with

discrimination, but until recently, our collective experiences at CUNY have been confined to the basement mezzanine (where all of the multicultural student clubs are located). Although challenges to the curriculum have been put forth by isolated individuals in the classroom, extracurricular political and social groups have provided the only truly organized spaces for collective work. We feel that there is a potential for breaking through the University's hierarchy with the kind of unity that can be experienced in organized student groups.

There has been no sustained effort on the part of faculty to represent gay and lesbian identity throughout the curriculum. Although, for instance, Professor Duberman has offered the first course in gay and lesbian studies, it is restricted to the discipline of history. It is our contention that a multi-disciplinary approach to the study of queer culture will more adequately prepare us to address today's hard political questions. This problem is not unique to lesbian and gay studies. Though courses are more commonly offered in Latino, African-American, Cultural Studies, and Women's Studies, they are concentrated within a few departments, making them largely unavailable to students whose specialties are psychology, music, or philosophy. Students who wish to focus on interdisciplinary topics such as feminist history must often look beyond their departments. Such courses are called "electives" and regarded as extra-curricular. Though similar critiques are regularly made by many students and some faculty, structural changes have been slow. In the absence of faculty and administrative initiatives, we, as students, must take on the job ourselves.

Along with problems of disciplinary and the lack of student involvement in the planning of courses, we confronted the overwhelming task of creating a syllabus. What would a gay and lesbian syllabus look like? In a lengthy collaborative effort, we organized our syllabus around identity, hegemony, history, oppression and resistance, social movements, sex, and social constructionism

and essentialism: issues pertinent to gay and lesbian experience. We targeted significant works for a bibliography, with contributions by Maxine Wolfe, our faculty sponsor. As we selected key works in the Fall, we were confronted with problems associated with the politics of representation.

A book like Eve Kosofsky Sedgwick's *Epistemology of the Closet*, while often regarded as "core" to contemporary queer theory, is certainly not representative of all gay and lesbian experiences, nor should it be; but when studied in isolation, as are "seminal" works in all the various disciplines, it gains a certain legitimacy and authority that displaces equally important works. To cut through these problems, we chose an approach that is not only epistemological, but comparative. We have decided to study all of our works inter-textually. In a section on identity, we will examine Judith Butler's "Imitation and Gender Insubordination" along with essays from Essex Hemphill's *Brother to Brother*, and in a section on hegemony we will be studying excerpts from Gramsci's *Prison Notebooks* along with Pam Mitchell's *Pink Triangles*. These juxtapositions challenge us to rethink current trends which depoliticize lesbian and gay writings as they are appropriated institutionally.

Clearly our project is only a start in addressing larger issues of the University structure. We hope that our initiative will empower students to be equally vocal about their needs for further representation. The bottom line is that students can have decision-making power rather than token input into the available courses. Our course is now a permanent slot in Women's Studies and will be organized by a different group of students each semester. Course participants are also encouraged to attend a monthly open meeting to discuss political issues affecting the gay and lesbian community at-large. Hopefully our efforts will set a precedent for other students to turn their dissatisfaction into something concrete.

an Ivy league education attempted to start a college in his hometown.

*Body and Soul* (1924) is known as his best film. It stars Paul Robeson in a role of a man perhaps in transition between, perhaps, exposing or overcoming (depending on the cut screened) two social roles, preacher and hustler, with bourgeois aspiration or convinced of its uselessness for African-Americans.

Michaux's films today often seem rough, amateur, uneven, improbable. But they reflected the aspirations and concerns and fantasies of some African-Americans at the time in a way that Hollywood's productions never even dreamed. That the films were made at all represents a tremendous achievement of a talented and ambitious man who started making films during a period of high Klan activity and

ACUNA, from page 7

during the time she was Chancellor, while the number of [these groups on the] faculty actually dropped."

Acuña and Minsky are interesting because both are products of open access policies. Acuña explains: "I'm a product of the CSU system. When I got back from the army when I was twenty, my ex-wife was pregnant. She was sixteen years old, so where was I going to go to school? I went to the state university. It cost me \$6.50 a month. I could afford \$6.50 per month. Today, it's up to around \$900. It's going up to \$1300. When it goes up to \$1300 it's going to knock out working class kids who are not going to be able to keep up two jobs."

Minsky points out that "Between 1945 and 1955 there was a struggle in the country about democratizing higher education because it was all for the elite. In 1965 we had the Higher Education Act which established the grant and loan program designed to democratize the university, designed to take working class kids, minority kids, through school.... This meant that the rich kid still went to Harvard, but the poor kids at least got a foot on the ladder. I went to Brooklyn College. I'm a gradu-

continued after he was forced into bankruptcy by Hollywood competitors in 1928.

Michaux never stooped to Hollywood's caricatures that represented African-Americans as jesters and servants. Film historian Donald Bogle said that Michaux's greatest contribution was also his greatest shortcoming. He reflected the concerns of the black bourgeoisie of the time, the problems of "passing" and professionalism, and black solidarity. His characters were often cultured, educated, and affluent — fantasies perhaps as much as Hollywood's elite characters were for the mass of white audiences.

(Sources: *Slow Fade to Black*, Thomas Cripps, NY: Oxford Univ Press, 1977; *World Film Directors 1890-1945*, John Wakeman, ed., NY: H.W. Wilson and Co. 1987)

ate. A working class kid who got out of working class identity by going to BC."

Minsky describes what he sees as an ongoing battle over higher education. He says that in the struggles of the sixties and seventies people learned "to use the universities for the... [interests] of the working class and minorities... The corporate elites have not liked the idea that people could use the system to fight them.... So they drew the conclusion in the seventies that they had to stifle the revolutionary potential, the social change agenda for the university, and they've been doing it ever since.

"Now to add to that, in the seventies the corporations in the United States had never invested in research because they didn't think it was worthwhile, because it didn't show on the bottom line of a quarterly statement.... What they wanted to do was to use the university as a public resource. They wanted to steal this public resource, instead of investing in research themselves.... That is the technology breeding effort, the research breeding effort for corporations.

"The educational system is now involved

See ACUNA, page 11

### TOWARD THE FOUNDING OF A NEW YORK CITY PROGRESSIVE COALITION

#### Reprint Available

A 4-part feature article in the 8/12/92 *Downtown* newspaper; 6 pages. (6000 enhanced reprints have been readied as an educative organizing tool.) The article is an elaboration on the "alternative" in my 3-part "A Critique of Jesse Jackson's Strategy For Empowerment and An Alternative" in *The City Sun*, Oct 26 - Nov. 9, 1988, with local application (NYC) and significance and application for other locales and nationality.

A needed, comprehensive discussion, topics include: the Dinkins administration of capitalism; the two-party system; the nature of the needed alternative societal system (socialism or communism), locally and globally; democracy, political and economic; a critique of the union leaderships, here and around the country; sex, race, and class, independent and progressive politics; a progressive economic program; a strategy for empowerment; organization, dialogue and debate (in building relationship and organization) in the progressive working class movement.

Please enclose a SASE (29 cents) with your request; if you want to tell me something about yourself politically, make it 52 cents and I will send you relevant extras. (Please also send with your request something to cover the cost of the reprint (e.g., 25 cents) as I am unemployed and my protracted costly legal-political conflict with probably corrupt and malfasant CUNY Central, GSUC, and other City officials makes my financial situation difficult.) I will reply to all communications, including disagreements/criticisms.

Brian Guerre, 132 Thompson Street, NYC 10012; 212-228-9260.

# WAR Report has been long in the making

By G. Ganter  
OF THE ADVOCATE STAFF

The recent Chancellor's Advisory Committee Report is a document chiefly born of economic concerns. The student base at CUNY has been grown by more than ten percent in the last few years, while the budget has been shrinking at a similar rate. Although Albany has never felt CUNY's minority students deserved increased funding, over the past few years it has put exceptional pressure on CUNY to reduce its expenses.

The hiring of Ann Reynolds as Chancellor two and a half years ago shows that both Albany and the Board of Trustees wanted a financial manager rather than a generously spirited humanist to make some serious changes at CUNY. There is little doubt that Reynolds was hired exactly to implement the kinds of "consolidations" the Report advocates. It seems that the Report was in the works even before the faculty were convened to write it.

Furthermore, the fact that Governor Cuomo commends the Report in his new fiscal budget suggests that the findings of the Report translate directly to more money for CUNY.

In this regard, the Advisory Report is similar in spirit to the Chancellor's College Preparedness Initiative (CPI). Both were

actions to please Mario Cuomo and the State legislature. CPI increased graduation standards at CUNY, and by the Chancellor's own admission, will probably reduce the size of the University.

Similarly, the Advisory Report recommends the "consolidation" of programs. This will probably result in larger classes, televised instruction (for the sciences, anyway), and fewer general course offerings at each campus.

Criticisms of the Advisory Report are frequent right now, mostly because many professors realize their heads are on the table and the axe is poised. It is unfortunate that so many professors did not realize that CPI was the first step toward such consolidation (fewer remedial classes), but at least they are waking up.

One strident criticism was submitted to the Executive Committee of the Council of Executive Officers at the Graduate Center this January. The document, drafted by Professors Arthur Collins (Philosophy) and Joseph Krieger (Physics), alleges that the University supplied the committee with outdated statistics, and argue persuasively that the consolidations will "debase" the curricula of minority campuses—particularly City, Lehman and Baruch. They conclude that the proposals will not even "effect significant econo-

mies."

A foremost concern is that the consolidation of programs will strip many of the 4 year colleges of their national prestige and lock many students into vocational campuses. The notion that students will commute from campus to campus is unrealistic at best.

Concerning participation on the Report, they claimed that some distinguished faculty "contemplated 'walking out' [but] decided to continue to work with the Committee only in the hope of mitigating what would have been more harmful proposals."

Other Graduate Center faculty believe, however, that the Committee members were successful in mitigating the potential damage of the Report. The participants on the Committee, far from being naive, fought hard to qualify the language written by their 80th Street secretary, Susan Cole. They inserted a crucially important second level of review which makes all proposals contingent on recommendations at the college level.

Thus, college officials can use the CUNY mission, program quality, student demographics, and local geography to make a case to save a targeted program. At present, though, it is unclear what will happen when the college level of review contradicts 80th

street desires to phase out a program.

The greatest question, however, is whether the individual college presidents will cave in to 80th street and bloodlessly "sacrifice" targeted programs in order to gain political chips down the road with the increasingly autocratic 80th street administration. For example, Baruch may very well give up its philosophy major in exchange for favor with the Chancellor.

To be realistic, CUNY could benefit from long term changes. Its possibilities as a consortium are greatly hindered at present, and CUNY has yet to take full advantage of the possibilities for sharing the wealth of top professors we have.

But the findings of the Advisory Report are based only on superficial, outdated statistics and, unfortunately, 80th street already has too much invested in the Report's findings to let it drop. So the battle against it worthwhile, but something constructive also needs to be planned.

The real challenge is to take advantage of 80th street's admission that re-structuring needs to occur and make sensible counter-proposals that 80th street can't refuse. There is little doubt, for example, that administrative costs have risen wildly in recent years. Would not Albany be pleased if we hired the best minds of our faculty to draft long term administrative re-structuring?

## ACUNA, from page 10

in a tug of war and unfortunately those people who are outside of the system, or can't get into the system, really don't understand that the system is being stolen from us."

This tug of war underlies what the Chancellor's proposal presents as the need to "balance the tension" between excellence and equity. On the surface, balance seems a worthwhile goal, but Minsky sees it as "simply the middle class versus the working class and the excluded. That is what is meant by 'quality'.... So when [Reynolds] says there is a tension between equity and quality, she is saying that there is a tension in the democratizing function of the university and quality, namely the training that you get when you go to a prep school. Yes, damn right there's a tension."

Acuña points out that the rhetoric Reynolds uses in discussing this tension is drawn from the conservative scholar, John Bunzel, author of several books including *Challenge to American Schools: the case for standards and values* (1985). And this rhetoric serves to disguise reality: "She said she raised the quality [in California]. The tension between quality and equity was a sham. It was the worst sort of conservatism. It's coming out of ideologues from the Hoover Institute.... It's absurd to think that she took the system to a higher level. She didn't take the system to a higher level. Tuition mushroomed under her. She started that upward spiral which was excluding people."

Acuña is committed to protecting the interests of minorities at CSU, and he felt that the new policies were a threat to them. "With me, I got involved when she raised the requirements. Right away, I started

hitting away at her." He would organize leafleting at almost every forum in which she appeared. She reportedly tried to get him fired, and would have extra security follow him around at trustee meetings where she spoke. But as he put it, "I'm tenacious, but I'm not a bomb thrower. The thing is, I want to represent my community and she was fucking us over."

He explained that "the CSU system was dedicated to bringing in some high risk students. Most of CSU now doesn't have high risk students. What they do is they recruit from the catholic schools or in the white neighborhoods where you have middle class Chicanos who have moved in there."

Acuña further argues that the consolidation in CSU under Reynolds has had clear political implications. He says that "the Equal Opportunity Program [EOP] and the equity programs, in general, had been our centers of power. One of the reasons why we have a Chicano Studies department that has 21 positions now, 18 tenured positions, is because for many years, we've been able to use the equity programs, and during the first years the equity programs would just program students into our classes. They were part of the activism that came out of the 1960's and that came out of the 1970's—the EOP students, for example, that took over your campuses. Black students came in... Chicano students came in during the 70's."

"What they did under Reynolds was to restructure these equity programs and to diversify them. This served to downplay any kind of cohesion or the formation of any community. They then consolidated Mexican programs and Black programs.

Well, integration doesn't automatically lead to cooperation. What it did was to put bureaucrats into competition for available resources. It's called divide and rule, through the consolidation of the program. With the consolidation she took it to another level."

The administrative rhetoric of the Chancellor conceals a set of relations that are imbued with politics. Acuña and Minsky are concerned that the restructuring of

higher education is not geared towards a policy of excellence, but towards a politics of exclusion. Minsky goes so far as to say that "what they are trying to do is pacify CUNY."

Seen through this perspective, the scaling back of CUNY through the improvement of some campuses and the impoverishment of others looks as if it is a political hit job. Who benefits? Who pays? These issues deserve a full hearing.

# MANGIA

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## GRADUATE CENTER FORUM

# REYNOLDS' PLAN FOR CUNY: BETTER QUALITY EDUCATION? OR OBSTRUCTION OF STUDENTS' PROGRESS?

### **STAFF, FACULTY, STUDENTS WELCOME!**

PRES. HOROWITZ HAS REQUESTED A RESPONSE FROM THE GRADUATE CENTER COMMUNITY BY MARCH 1, 1993. COME DISCUSS WHAT THAT RESPONSE SHOULD BE.

The Chancellor's Advisory Committee, in its 160 pg. report dated December 2, 1992, recommends the phasing out of majors in Philosophy, Languages, Anthropology, Classics, History, Religion, and/or the Arts, among others, at various campuses including: Lehman, Baruch, City College, York, College of Staten Island & Brooklyn. The consolidation of those programs would be mainly at Hunter and Queens.

The gutting of the humanities programs would occur mostly at campuses with the highest minority student populations. At those campuses there would be an emphasis on the technical training of students in order to meet the putative demands of the New York job market.

The report suggests that faculty and students will have to travel from campus to campus if they wish to attend or teach certain courses in their chosen fields. It also recommends that in order to "conserve resources" certain courses can be taught through television transmission.

How long will we be able to retain our high quality liberal arts graduate faculty when the campuses no longer offer the undergraduate courses they were also hired to teach?

### **SPEAKERS include:**

**Prof. Anne Humpherys**, English Dept., Grad. Ctr. & Lehman; Former Dean of Humanities at Lehman

**Prof. Frank Kirkland**, Philosophy Dept., Grad. Ctr. & Hunter

**Prof. Francesca Sautman**, French Dept., Grad. Ctr. & Hunter

**Mary Valmont**, doctoral student in Env. Psych., member of Black Student Alliance

**Prof. Marx Wartofsky**, Philosophy Dept., Grad. Ctr.; Chair of Philosophy Dept. at Baruch

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