

Advocate

Winner of 1996 Campus Alternative Journalism Awards in Anti-racism Journalism and Outstanding Investigative Journalism

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Higher Education Services Corporation Hires Private Company to Track Student Loan Defaulters.

- Andrea Zimmermann

New York State's Higher Education Services Corporation (HESC), which administers financial aid packages for students, has hired a private company whose specialty it is to track "deadbeats" to locate students who have defaulted on their student loans. The undisclosed private firm will conduct a world-wide search for students via their social security numbers, employment histories and tax records. Empowered by the federal government, the state through HESC's action may now legally garnish loan payments - plus interest - from the salaries of employed students who are currently in default.

What is not known at present is how the company will collect loan payments from students who are on Public Assistance or who receive Social Security Disability (SSD) and Supplemental Security Income (SSI). In the case of the latter, students who receive income support from the Social Security Administration have guaranteed protections by the federal government from financial seizures by debtors under Section 501(b) of the Social Security Act. However, the financial status of PA students is more tenuous because, as we have seen in the example of New York City which continues to tamper with the checks of welfare recipients, students have practically no federal protections against seizures at all.

According to the August 13, 1997 New York Post article, over \$8.2 billion in government backed student loans including interest, some of them dating back to the 1960s, have never been re-paid. Allison Newman, spokesperson for the Higher Education Services Corporation, explained that a newly created federal law, not specified, allows states to seize the earnings of students who reside and work in the US in order to force them to pay-off their educational debts. The federal government, however, will investigate the cases of US students working in foreign countries. "We don't care where [the company] finds them. This is another way we can go about getting the money. It's money that was borrowed [from US taxpayer's] and people promised to pay it back," said Newman.

HESC is specifically targeting students in New York State who attended public or private colleges and universities both in and out of state. In its exclusive investigation The Post estimated that in 1993 approximately twelve percent of NYS based student loans are still in default, according to data furnished by the US Department of Education. Outstanding student loans totaled over eight billion dollars in 1995-96. Within the past year alone student loan borrowing has increased by over \$1 billion - or fifteen percent over the previous year. The average student loan is \$4,000, payable in ten to thirty year terms. During the 1995-96 fiscal year, New York State was only able to collect about \$133.4 million. Precise totals on the exact number of students in default to date has not yet been tallied, but HESC believes that in monetary terms the figure is well over a million dollars.

Italian-American Group Charges CUNY Discriminates.

- Mark Petras

In 1976, CUNY Chancellor Robert J. Kibbee designated Italian-Americans as an Affirmative Action category. In 1986, Chancellor Joseph S. Murphy reaffirmed that policy. In 1990 and 1992, however, the Italian-American Legal Defense and Higher Education Fund filed complaints with the Department of Labor alleging that CUNY was discriminating against Italian-Americans. The organization filed the complaints on behalf of more than 20 individuals who charged that CUNY had discriminated against them in employment because of their Italian ethnicity.

The complaints led to a lawsuit. The Italian-American Legal Defense and Higher Education Fund teamed up with Joseph V. Scelsa, Director of CUNY's John D. Calandra Italian-American Institute, to file a federal action against CUNY in court. The federal action, titled Scelsa v. City University of New York and Reynolds, alleged that CUNY discriminated against Italian-Americans in its employment practices. A settlement in January 1994 ended the federal action when the plaintiffs and defendants agreed to arbitrate their disputes. In the settlement, CUNY agreed to continue to treat Italian-Americans as an Affirmative Action category.

But Scelsa and the Italian-American Legal Defense and Higher Education Fund recently sued CUNY again in New York State Supreme Court for allegedly failing to live up to the agreement. They claimed that CUNY has "engaged in a concerted course of conduct aimed at limiting and preventing arbitration of the subject matter of the Department of Labor complaints, and that defendants have interposed artificial obstacles to arbitration." The plaintiffs also claimed that CUNY has failed to treat Italian-Americans as an Affirmative Action category.

In its decision, the court declared that the matter should go to arbitration, because both parties previously had agreed to settle their disputes based on the original agreement. The American Arbitration Society, a private agency of professional arbiters, will handle the dispute, said Joseph Seminara, attorney for the plaintiffs.

Administrators Seek Staff Increase for Computing Service and Library.

- Mark Petras

This year the Manhattan Borough President's Office gave \$520,000 to the Graduate Center to buy 280 computers. As a result, the Graduate Center will have more computers available for faculty and student use when it moves to the B. Altman & Co. building on 5th Avenue. Not only will the library have more computers but certain floors throughout the building will have "hubs" of 10 to 16 terminals at which students and faculty can work, said Bruce Kohan, Vice President for Finance and Administration.

This increase in computers creates the need for more staff in the school's computing services, Kohan said. That is why Kohan and Provost Geoffrey Marshall have issued a proposal to the Vice-Chancellor's Office requesting a \$4 million increase in the budget to fund the creation of about 25 new staff positions in the new computer center and library.

The GSUC has been under-staffed in these areas for a long time, Marshall said. The Graduate Center's move to the larger new facility, with more computers, requires a staff increase. "I think it would be impossible to open the new building with the current staff," Marshall said. "They're already over-extended."

Marshall also said he believes that some funding - although perhaps not the entire requested amount - will be granted when the interim chancellor is appointed. Kohan said there might be a decision on the fund request by next semester. The positions that open up will be full-time and will last for at least 2 to 3 years.

Register to Vote!
Clip out Voter Registration on back page. A Public Service from The Advocate.

Anti-Sweatshop Coalition Fights Corporate Greed.

- Mark Petras

A coalition of religious, human rights, labor, womens' and students' organizations across the country recently declared October 4th a "day of conscience to end child labor and sweatshop abuses." The day marks the beginning of a three-month effort during which the coalition will try to call public attention to worker exploitation by organizing vigils, candlelight marches, leafleting campaigns, inter-denominational services, and demonstrations in cities throughout the United States. The coalition aims to make consumers aware of sweatshop abuses so they will shop with their conscience during the holiday season.

The anti-sweatshop alliance also intends to send President Clinton a petition - signed by at least one million people - that reads: "We the People believe that there is a direct link between sweatshop abuses off-shore and the growth of sweatshops in the U.S., job loss and falling wages. We believe that in our global economy, human rights protections are every bit as important as corporate rights. We do not want U.S. based multinationals pitting the U.S. worker against the poor in the developing world in a race to the bottom competing over who will accept the lowest wages and benefits and the most miserable working conditions. We need to lift human rights standards around the world, not lower them. We affirm the dignity of life over corporate greed."

Continued on page 3



EDITORIAL PAGE



ABC Has Insulted Our Intelligence.

- Mark Petras

One day I was sitting on the #9 train headed downtown. I did not have any books with me to read, so I spent my time glancing around at the people in the subway car. As my eyes wandered, they detected something that made my face crinkle up in anger. Instead of the advertisements for health-care and legal services that are usually posted above subway car windows, on this day I saw a series of advertisements that did not seem like advertisements at all. None of the ads contained pictures or graphics; each one consisted of a single sentence or phrase written in black letters on a plain yellow background.

One of the ads read, "You can talk to your wife anytime." Another said, "Scientists say people use 10% of their brains. We think that's too much." Another ad stated, "TV is good." I could not believe what I was seeing. The ads reminded me of the movie "They Live," in which aliens disguised as humans use subliminal forms of mind control to make working-class Americans toil for low wages, consume products and watch television in mental sluggishness. By brainwashing the masses in this way, the aliens in the movie maintain their control over America's wealth.

Do not misunderstand me. I am not much of a conspiracy theorist. I do not believe that ABC has any grand design of mind control behind its advertising campaign. But I do feel insulted by ABC's ads. I do not watch television to be cast into a state of mental inactivity. I watch television to see documentaries, news reports, political debates, etc. When I do watch situation comedies - namely Seinfeld and Cheers - I do so not to become mentally lethargic, but to add a humorous break to a long night of study or work.

A few weeks ago I called ABC and asked the company to send me some literature explaining the rationale behind the ad campaign. They never sent it, so I combed some newspapers and found an article discussing ABC's new advertisements. According to the article, ABC's purpose is to attract attention to their network in a funny, lighthearted way. But I could not believe that. Are people supposed to find it funny when a rich, powerful television network tells them they are dumb and should be even dumber?

A single man cannot bring down a corporation, so my boycott will be of no real significance. Nevertheless, I will not watch ABC anymore, until it apologizes to me for having insulted my intelligence.

CUNY BOT's "Committee of Five" Excludes Faculty and Students from the Chancellory Selection Process.

- Andrea Zimmermann

A dispute erupted at the August 1997 Board of Trustees (BOT) meeting at CUNY Central when attendees learned that students and faculty will not be participants in the selection process of an interim chancellor for the university. On August 25th, 1997 CUNY's BOT met to supposedly formulate a preliminary committee to review candidate applications to temporarily fill the position vacated by the departure of W. Ann Reynolds. But much to the surprise and anger of the audience was the unexpected revelation that a "Committee of Five" - the group that would review applications - excluded certain representatives from the university constituency. What was perhaps more predictable, however, was that this committee, hand picked by Board Chairwoman Paolucci, not only convened sometime prior to the official announcement of the August 25th BOT meeting, without notifying the CUNY community for the anticipated purpose, but apparently a list of likely candidates from within the system had already been circulating among committee members in advance.

Paolucci's undisguised hostility toward the presence of faculty and students in the audience, not to mention some of the members of her own board who disagreed with her machinations, is shameful. A verbal altercation arose immediately after Paolucci announced that a Committee of Five was organized, comprised chiefly of Board members, and had actively been reviewing applications during early August. In previous instances when an interim chancellor was appointed, the Committee of Five used to include one faculty member and one student. Not this time, however.

On this occasion there was neither. University Student Senate (USS) Chair Ifeakor Potts immediately raised her objections to the undemocratic nature of the arrangement. She rightly stated that since students are the consumers of what the university has to offer under its educational purview, there must be student and faculty involvement on the committee to select a chancellor. She is unequivocally correct. Ms. Potts also added that she, as USS Chair, was never informed that a committee had already been convened and reviewing candidates' applications before the announced BOT meeting. She demanded from Paolucci: "When did they meet?", "Who submitted C.V.s?", and "Where can these be obtained?" Someone else other than Paolucci answered the USS Chair's question. "The Secretary of the Board of Trustees has copies of the candidates," grumbled one annoyed Trustee. To these and other queries, Trustee Crimmins concurred with Potts's concerns and insisted a resolution be placed before the Board to include faculty and students on the Committee of Five.

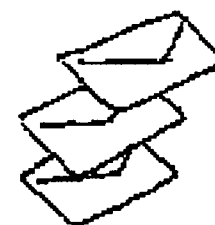
Paolucci did not care for this resolution whatsoever. In a manner that could only be charitably described as autocratic and dictatorial, Paolucci replied that she, "did not have to accept the resolution" submitted by

Trustee Crimmins because she is not "mandated" based on BOT governance guidelines to do so. Nevertheless, contrary to Paolucci's objections, a motion was submitted to expand the Committee of Five to include one student and one faculty member. One male Trustee also objected to the motion because it would "cripple operations" of the Board of Trustees if every committee issue came up for a vote concerning faculty and student representation. Another Board member complained he did not understand why it was even necessary to have students and faculty on any committee, but suggested rather begrudgingly that Paolucci vote on the resolution, to get it over with as if doing so would further waste the Board's time. A vote was taken and, behold, the resolution was defeated. So, at present, no faculty or student is represented on the Committee of Five.

What this scenario demonstrates is how insulted faculty and students are at the behind-the-scenes, closed door atmosphere of some Board of Trustees proceedings, much like the way a group of CEOs connives to illegally terminate a whistle-blowing employee. In light of Paolucci's conduct at the August 25th meeting, she smashed the foundation upon which "Robert's Rules of Order" are built. But this comes as no surprise to audiences that attend Board of Trustee meetings regularly and are familiar with Paolucci's arbitrary management style.

While it may be true that according to nebulous by-laws Paolucci is not required to seek faculty and student input in BOT matters, the choice was available to her but she unilaterally decided not to exercise that option. Why? Is Paolucci afraid she might lose control of Board members? It makes no real difference because a few of them openly dislike her anyway. Paolucci's behavior, along with the tacit complicity of a few "loyal" Trustees as is evidenced by the above comments, if continued in the same mode and vein, could develop into a totalitarian environment where the CUNY community's relevance is completely eclipsed from the daily operations of the university. Just like the way things are run at a corporation. The trend in that direction has not gone unnoticed by faculty and students. When it comes to the hiring of a new chancellor - whether interim or permanent - the most important person who will lead the university into the next century, the involvement of CUNY's constituencies is mandatory and in accordance with any legitimate participatory democracy.

Wanted!



Your opinions, essays, and articles! Please submit them in MS Word 5.1 on a Macintosh-formatted 3.5 inch disk to The Advocate, DSC Center, Room 400, 25 West 43rd St, New York, NY 10036

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Continued from page 3. Perhaps the petition will influence the work of the White House Task Force to Eliminate Sweatshop Abuses. The task force is supposed to give President Clinton a report at the end of the year that sets industry-wide human rights standards.

In discussing the October 4th day of conscience, a pamphlet printed by the National Labor Committee states that workers in Haiti who sew Disney garments earn only 6 cents for making one children's outfit that sells for \$19.99. The pamphlet goes on to say that Disney's CEO, Michael Eisner, paid himself \$189.7 million in 1996, or \$102,000 an hour. "A worker sewing Disney clothing in Haiti would have to work 156 years to earn what Michael Eisner earns in one hour," the pamphlet reports.

The coalition - composed of the National Labor Committee, the Vermont State Senate, the United Methodist Boards of Church & Society and Global Ministries, the Presbyterian Church, the Union of Needletrades, Industrial and Textile Employees, the People of Faith Network, and a number of other groups - stresses in its literature that "we need to take back our economy. We must hold corporations accountable for their human rights practices."

To show its support for the coalition, the AFL-CIO issued a resolution saying, "As governments and corporations promote policies of economic integration without protections of workers' rights, workers are being dragged into a 'race to the bottom.' In industrial countries, the effects are clear: high unemployment in Europe, stagnant wages and growing economic inequality in the United States. Even in low-wage countries where growth is occurring, it is often based on the intense exploitation of workers and their families."

For more information on the anti-sweatshop campaign, as well as copies of petitions calling on the Task Force to strengthen its standards, contact the National Labor Committee at (212) 242-3002.



**END
CHILD
LABOR
AND
SWEAT
SHOP
ABUSES**

**DAY OF CONSCIENCE
OCTOBER 4, 1997**

**HOLIDAY SEASON OF
CONSCIENCE**

Pataki to Approve CUNY "Workfare" Legislation for Students on Public Assistance.

- Andrea Zimmermann

Contrary to the expectations of CUNY students and the Central Administration, Governor George Pataki apparently will sign into law the so called "CUNY Workfare Bill". Recently passed by the New York State Assembly and Legislature, the Workfare Bill was sponsored last year by Assemblyman Roberto Ramirez (D-Bronx) and Senator John Marchi (R-Statens Island) in a bipartisan effort to allow CUNY students on Public Assistance to fulfill their "Work Experience Program" (WEP) assignments on the campuses at which they attend classes. Since the implementation of New York City's WEP in 1994-1995, there has been tremendous opposition to workfare by welfare rights' advocates and PA recipients. Most CUNY PA students would have preferred not to do workfare at all. Yet, interestingly enough, however, the establishment of the legislation was at the request of the university chancellor in collaboration with CUNY students on welfare. Together, they argued that the 20 to 30 hour per week work requirement conflicted with students' academic schedules and forced many throughout the CUNY system to drop-out.

New York City Republican Mayor Rudolph Giuliani and his Human Resources Administration (HRA), which oversees the workfare program, has gone on record as opposing the CUNY Workfare Bill. But now that it is re-election time for His Honor, it will be interesting to observe how the mayor will handle the issue during what remains of his re-election campaign. To date, Giuliani has not addressed the matter at all. Neither have Democratic mayoral challengers Ruth Messinger and the Rev Al Sharpton.



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...of upcoming events, lectures, forums, organization meetings, departmental news, awards, etc. Please call (212) 642-2852 or drop by at the Advocate office, (look for it at the end of the dark corridor in the back of the DSC center) and we will list your news in the upcoming issue if at all possible.

We Can Use Your News!

**DSC NOTES****GSUC Budget Saved.**

President Horowitz attended the first plenary of the 1997-98 Doctoral Students' Council. She informed representatives that there are no cuts in this year's budget and that she is optimistic about the absence of cuts in next year's budget as well.

She also said that the target date for moving to the B. Altman Building is still August of 1998 and that the margin of error has grown very small. If the move is delayed, however, it would occur in December 1998. In response to questions, the president noted that new hires are in the works for the information resources department both currently and once we move to the new building. Thanks to a grant from the Manhattan Borough President's Office we are getting several hundred new computers, but we also need the staff to maintain them.

DSC Party Well Attended.

The DSC beginning of the year party was held on Friday, September 19th. There was a huge turn-out and the event lasted until after midnight. President Horowitz was in attendance along with members of many student organizations.

Adjunct Update.

The first newsletter from CUNY Adjuncts Under is currently in circulation. There was a meeting of 30 adjuncts from around the CUNY system on September 19th. At that meeting it was decided to develop committees to work on the PSC-CUNY contract negotiations, getting pay for office hours, writing and distributing the newsletter, and developing an adjunct handbook. We are also going to make ourselves available to assist people in having their grievances heard. Students interested in any of the above should contact the Adjunct Project Coordinator, Eric Marshall, at (212) 642-2413.

The next CUNY-wide adjunct meeting will be Friday, October 17th at 2:30 pm in room 1854 of the North Building, 25 West 43rd Street.

Annals of Administration

CUNY's Controversial Writing Assessment Test to be Administered at All Community Colleges.

At its September 29, 1997 meeting the Board of Trustees passes a resolution which would extend the CUNY Writing Assessment Test (CWAT) to all associate degree candidates. The official policy states that: "No student shall be eligible to graduate from a community college without passing the CUNY Writing Assessment Test. Passage of this resolution achieves the Board's objective to make the CWAT a university-wide requirement that must be adhered to by all colleges awarding associate degrees." When this provision will take effect was not specified, however, implicit in this resolution is the possibility that the CWAT requirement may be extended to the senior colleges at some point in the future as well.

OBITUARIES**ERNEST SCHWARCZ**

A Queens College Philosophy and Jewish Studies Professor who pioneered innovative programs for older and other non-traditional students was fatally struck by a car as he was crossing a Fresh Meadows intersection in Queens on August 26th, 1997. Ernest Schwarcz, an Emeritus Professor of Philosophy, was killed near his home at 172nd Street and 73rd Avenue in Flushing shortly after noon. Schwarcz suffered a massive heart attack after his arrival at Mary Immaculate Hospital. He was 76. He is survived by his wife, Maria.

Schwarcz, born in Hungary and who survived the Holocaust, was a vital figure on the Queens College campus for over thirty years. Though he officially retired last year from his position as Dean of the School of General Studies, he continued to be an active presence on the campus and was scheduled to teach a course in Jewish Ethics this semester. During his tenure, Schwarcz initiated many innovative programs that distinguished Queens College. In the 1970s, Schwarcz started the Adult Collegiate Education Program, one of the nation's first degree granting programs targeting people older than 25 and serving students as old as 70. The model program was replicated at other universities throughout the US. Schwarcz founded the Center for Jewish Studies at Queens. He was also a prominent figure in Jewish communities in America and Israel. Schwarcz often served as a mediator. He organized the Queens Black and Jewish "People to People Project" in the late 1980s.

Schwarcz received his BA and PhD in Philosophy from the University of Budapest. He immigrated to the United States from Australia after World War II. First, Schwarcz held a post-doctoral fellowship at Columbia University and then became a part-time lecturer in the Education Department at Queens College in 1959.

HUGO WEISGALL

One of America's preeminent opera composers, GSUC Distinguished Professor Emeritus Hugo Weisgall, passed away over the summer. He was 85. Weisgall was a prolific composer of song cycles, sacred choral music and works for orchestra, chamber groups and solo piano. He was awarded three Guggenheim Fellowships and many honorary degrees. Among his final honors were the William Shuman Prize from Columbia University and the Gold Medal for Music from the American Academy of Arts and Letters.

Born in 1912 in Ivancice, a German speaking town in what is now the Czech Republic, Weisgall emigrated to Baltimore with his family in 1920. He studied at the Peabody Conservatory, the Curtis Institute, and privately with Roger Sessions. He also earned a PhD in German Literature from Johns Hopkins University. Besides serving on the GSUC Doctoral faculty and at the Aaron Copland School of Music, Queens College, Weisgall taught composition at the Juilliard School and was Chairman of the Faculty of the Cantors Institute of the Jewish Theological Seminary of America from 1952 to 1996.

ATTENTION GSUC STUDENTS!!

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CUNY CLIPS

New Calendar Lists Free CUNY-Wide Events Through December 1997.

A Faculty Jazz Ensemble featuring renowned bassist Ron Carter at City College on September 11th; "Blanca Snow in Puerto Rico", a multi-media installation by artist Antonio Martorell at Hostos Community College on October 1st; and an international conference on William Faulkner at the C Graduate Center on September 19th have been among the many free events listed in CUNY's new Fall 1997 Calendar of Events. Also included are performances such as "Me and My Girl" at Queensborough Community College on September 20 and 21; stars of the Kirov Ballet at Lehman College on October 5; and Mandy Patinkin in concert at Brooklyn College on October 18 are available at moderate prices. The new calendar lists a sampling of hundreds of events on CUNY campuses in all five boroughs that will open to the public through December, contributing to the enrichment of the intellectual life of the city and its diverse communities. They include performing arts, exhibitions in college art galleries, sports, special events, lectures, conferences, children's activities, and alumni events.

The calendar also lists the program schedule for CUNY's cable television station CUNY-TV/Channel 75. The new season will feature a retrospective of films by master Czech film maker Vera Chytilova on Sundays at 9:00pm at "Cinematheque", hosted by City College Professor Jerry Carlson. A new 19 week series on Friday, "Journeys to Art", will be in Arabic, one of eight foreign languages in which CUNY-TV programs are offered. Three new science series will be offered on Tuesday - "Cycles of Life: Exploring Biology"; "Psychology: The Study of Human Behavior"; and "The Doctor Is In" which is devoted to women's health, children's issues, and mental health topics. The 1997 Calendar of Events is distributed free of charge to the entire City University community.

More About the CUNY/Card.

Other universities both public and private have already or will in the future implement similar identification cards like the new CUNY/card. Florida State University, Indiana University, University of Michigan, the University of Pittsburgh and SUNY Albany have already established ID cards nearly two years ago with comparable banking, telephone and vendor services. The University of California system is working on a similar card deal to be implemented in 1998-1999.

Illustrious Translator, Gregory Rabassa, Delivered Distinguished Professor Lecture on Translating Cultures.

Gregory Rabassa, considered one of the most illustrious literary translators from Spanish and Portuguese to English, delivered the Queens College Distinguished Professors Lecture on Thursday, September 25th, 1997 at 7:30 p.m. in LeFrak Hall. His topic was "Translating Cultures: Variations on a Theme." Dr. Rabassa has translated many novels and shorter works of Nobel Prize winner Gabriel Garcia Marquez, Julio Cortazar, Miguel Angel Asturias, Mario Vargas Llosa, Jorge Amado, Octavio Paz, Jacobo Timmermann, and a long list of other Latin American authors. His fluent translations of writers from Colombia, Peru, Mexico, Brazil and Argentina have been credited with inspiring a world wide demand for Latin American writing.

For his prolific output, Rabassa has been showered with honors. He won the National Book Award; the PEN Translation Prize; the Gode Award; and the \$10,000 Wheatland Prize bestowed in Lisbon in 1988. The National Book Critics Circle Board honored him for Distinguished Service to American Letters in 1993.

Rabassa served with the U.S. Office of Strategic Services (forerunner of the CIA) in Italy and Africa during World War II. After earning his PhD at Columbia, he became riveted by the new style of writing produced in Latin America, called "nueva narrativa" such as the experimental work of Cortazar and Garcia Marquez. To Rabassa, this was a revival of the spirit of Miguel de Cervantes, as represented by "Don Quixote", written in the 1600s.

While teaching workshops in translation at Queens College, Professor Rabassa told his students that he translates "Word by word, sentence by sentence, page by page...You go after the spirit first and then you try to make the words as close as possible." He also recalled a comment made by Jorge Luis Borges, "Translate not what I say, but what I mean." Spanish, Rabassa has said, has such a strong, concise structure that grammatical mistakes can't happen. "There's no other way of saying it but the right way." The greatest compliment he ever received, Rabassa remembers, came from Garcia Marquez who said that he preferred "One Hundred Years of Solitude" in English, as translated by Rabassa, to the original, written by Marquez in Spanish.

CUNY Sponsors Voter Registration Drive.

CUNY's system wide non-partisan voter registration drive urges all eligible members of the university community to register to vote. October 10th, 1997 is the deadline for new voters to register with the New York City Board of Elections.

Among the campus events scheduled for the final registration drive are: 1) A voting machine demonstration for first time voters and a special voter registration table at Brooklyn College on October 6th, from 11:00am to 5:00 pm; 2) An all-day intensive registration effort by the Queens College Student Association and the New York Public Interest Research Group (NYPIRG) at Queens College's Campus Fest on Wednesday and Thursday September 24th and 25th from 9:00am to 5:00pm on the Quad; 3) A week long registration event sponsored by Baruch College's Hispanic Society and Caribbean Society in the lobby of the college's Library and Technology Center, from Monday September 22nd through Friday September 26th, 10:00am to 3:00pm; 4) A voter registration table on campus run by Queensborough Community College students and NYPIRG representatives every Wednesday from 1:00 to 3:00 pm through the 6th of October.

Three CUNY Colleges Win National Science Foundation Awards To Support Science, Math and Engineering Education.

Three CUNY colleges have won a total of \$600,000 from the National Science Foundation to support reform of undergraduate education focusing on improving science, mathematics and engineering education. Brooklyn College, City College and New York City Technical College were among only 19 colleges and universities in the United States to receive \$200,000 grants in the second year of NSF's Institution-Wide Reform of Undergraduate Education initiative.

Brooklyn College's award winning project is for "Quantitative Reasoning Across A Core Curriculum." Building on recent successful math/science programs for majors in teacher education and in the sciences. The goal is to develop quantitative reasoning skills among all undergraduates. Brooklyn College's nationally recognized 10 course Core Curriculum requires every student to complete four semesters of laboratory science in addition to mathematics and computer science.

Yet many students at first found it difficult to transfer quantitative concepts from disciplines as diverse as the physical sciences, linguistics and economics. The solu-

tion that Physics Professor and Department Chair Peter M. Lesser, senior author of the grant proposal, developed is an "across the curriculum" project in which quantitative concepts are systematically linked through core courses in the natural and social sciences and math. Co-authors are Dean of Graduate Studies and Research Louise Hainline and Myra Kogan, Director of the Learning Center. Faculty members have been meeting throughout the summer to develop lesson plans that use and encourage quantitative reasoning skills. Peer tutoring will provide an essential academic support network for students who need it. This Fall's class will be the first to benefit from the new initiative.

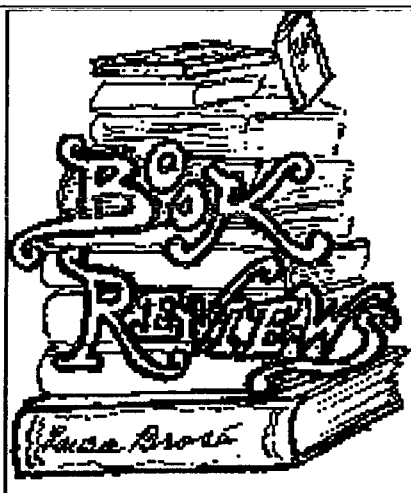
City College, which houses CUNY's only School of Engineering, won recognition for a far reaching faculty development and training effort that will strengthen the undergraduate education of science and engineering students. The program will increase support of innovative teaching, offer formal faculty training in curriculum design, assessment, uses of technology and other topics, establish a faculty-to-faculty mentoring and support system and set up cross-disciplinary curriculum development teams. Among the project's goals are to define a college wide plan for science, engineering and mathematics curriculum reform, develop an active faculty teaching caucus, establish a faculty resource center - the Center for Teaching and Learning - and to provide a model for science, engineering and mathematics education that can be replicated at other institutions.

Building on its successes as a partner in CUNY's Alliance for Minority Participation and as a principal in the New York City Urban Systemic Initiative, New York City Technical College's project will help students better understand the connections between math and science. The project team - including math, science and engineering technology faculty - will investigate ways to restructure math and science core courses to strengthen connections among these disciplines; identify more effective teaching strategies; and create a database of common concepts. Dr. Louise Squitieri, Dean of Funded Programs in Science, Mathematics and Technology, is the principal investigator for the Reform in Science, Math and Engineering Technology Education project. Other members of the team include Mathematics Professor Arna Taraporevāla, Biology Professor Dennis Bakewicz, Chemistry Professor Tony Nicolas, Physics Professor Asraf Mongroo, and Engineering Technology Professor Seymour Blank. Dr. Annette E. Schaefer, Professor of Physics and Biological Sciences at New York City Technical College, is the project director.

**Newspapers
Need Diversity**

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for the
Advocate**



Jane Healy, PhD, Endangered Minds: Why Our Children Don't Think. New York: Simon and Schuster, 1990 and Your Child's Growing Mind. New York: Simon and Schuster, 1994.

- Laura Brose

Neuropsychologists and Biology researchers have written a great deal on the learning processes of the developing human brain in recent years as the ability and motivation of the hard sciences to uncover heretofore secret cognitive functioning has greatly increased in the wake of technical innovation, accumulated knowledge and increased demand by parents, teachers, doctors, corporations and political authorities.

Jane Healy lays before the reader the current corpus of this knowledge. Much attention to medical and biological research on the subject of neurological processes makes her work nearly technical in nature and hard going for those without a working acquaintance with biochemistry and neurology. This in spite of the fact that her work is classified variously as "Education" or "Social Science". Healy's books fall neatly into both categories. In her books Healy examines and questions well received educational and social science theories on such burning socio-cultural questions of the modern age as *Why Can't Johnny Read?* *Why Can't The Most Computer Equipped Schools In the World Teach Johnny To Read?* *Why Must Johnny Learn To Read At All Anyway If Machines Will Do His Thinking For Him In A Few Years?* And, *Why Do Our Intelligentsia Become Smarter While Our Majority Population Becomes Dumber?*

Healy is in a better than average position to support her own alternative theories regarding mental processes in child learning and effective pedagogy as well as to critically examine and challenge the theories of the cultural and educational establishment. She has observed during a long and varied career as teacher, mother, grandmother, and educational psychologist the practical effects of 40 years of educational theories, children's literature and teaching methodologies in reading; as well as the march of progress and criticism in cognitive science and psychology.

In Endangered Minds: Why Our Children Don't Think, Healy goes over ground well-trodden by such well known widely-accepted and socially conservative research as the 1994 Carnegie Report. The report examines the effects of the changes in the cultural and educational climate into which the present generation of children are born. Healy says that early intellectual stimulation and attentive parenting (or the lack thereof) has an impact on early childhood neural development thereby effectively establishing connections in the "wiring" of developing brains. This in turn affects children's ability to learn certain scholastic skills requiring a type of mental discipline that is so often lacking in the early childhood environment of today's pre-school generation. An environment such as this, she states, threatens to harm children's lifelong learning ability.

Healy elaborates that language skills in addition to the natural curiosity of the infant fails to develop if the brain is left under-utilized indefinitely. The developing brain eventually atrophies. This neurological Lamarkianism has

been noted in studies of sensory deprivation and conditioning; it is not so far removed from logic to suggest that culture and social interaction can have a role in altering brain development as well. Her idea of how the infant learns language skills and how the school age child develops the ability to read more advanced material is the same as how musicians get to Carnegie Hall - by practicing. Herein lies her support for more widespread use of the Montessori Method. Incidentally, the Montessori Method originated in Italy to teach social norms to children of the slums.

In contemporary America, now facing a similar early childhood population who are at a similar economic, social, and educational disadvantage as the Italian slum children of Montessori's time, as the number of US indigent children living below the poverty level increases, (I refer to them as Generation Y, not only because most of them were conceived by accident, but because their social and intellectual future have been left to chance), it only makes sense to make similar efforts to teach poor children the practical application of academic skills in a social setting. Parents must be educated to seize "teachable moments" and turn everyday life into a skill building exercise since parents are the first teachers children encounter before they enter school.

In Your Child's Growing Mind, Healy continues this theory as applied to the development of reading skills. She advocates not a strict adherence to either "whole-language" or "phonics" teaching methods, but supplementing the school age child's primary reading with text books and a varied assortment of periodicals, fiction, newspapers, magazines, broadsheets, and other such supposedly "popular" or leisure-time reading materials that do not appear educational. Turning reading into a social norm in the household, making it relevant to everyday life and using it to spark other potentially practical and educational interests is the goal of this strategy. Healy counts as unlikely allies the often vilified comic book, the trashy novel and the tabloid newspaper.

Television rots the brain, states Healy in Endangered Minds. Healy and her supporting cast of references in advertising psychology and cognitive science prove exactly how this is accomplished. Even "educational" television shows such as Sesame Street are designed with marketability and "eye candy" as a higher priority than effective education. Her description of a small child's first scary encounter with the fast moving disassociative action on a Sesame Street segment prompts a reassessment of what was formerly thought to be a relatively benign vice of unproductive leisure as a hazard to clarity of cognition.

Why is Healy not the most written about woman in the newspapers and educational theory journals? The most talked about in educational psychology classes? Because after a career of teaching, tutoring, and studying every educational level and cognitive combination from pre-K to pre-college, Healy has slowly and reluctantly come to the conclusion that it is wrong for contemporary

American society to give adolescents a zero sum game to play with their intellectual and vocational futures. It cannot simultaneously make the diverse demands that it does upon the still developing adolescent brain without giving adolescents time, leisure and a diversity of informal learning opportunities to develop a more definite grasp of their world, in both intellectual and practical terms. Her timid "school might not be a good, healthy place for the still growing adolescent brain" is an intellectual Molotov cocktail to the Educational Establishment, which counts schooling success with adolescents not in terms of critical thinking and practical skill building, but by the length of time and degree of institutionalization achieved by the adolescent population.

It might be off putting to some that Healy does not promote any particular products, trendy methodologies, or give a single cause of the "dumbing down" of America. She does, however, cite a convergence of complex factors. Healy's skill building suggestions for educational enrichment are cost effective in terms of capital expenses but require critical thinking and attentiveness on the part of teachers and parents and a willingness on the part of youth to see real life relevance in theoretical concepts. America's Educational Establishment is quick to praise the educational achievements of Asian countries whose populations appear to have a better general education and cultural literacy than the school age population of the United States. Yet they fail to note that this "Asian miracle" of education takes place with what appears to be a dearth of textbooks and technology by US standards.

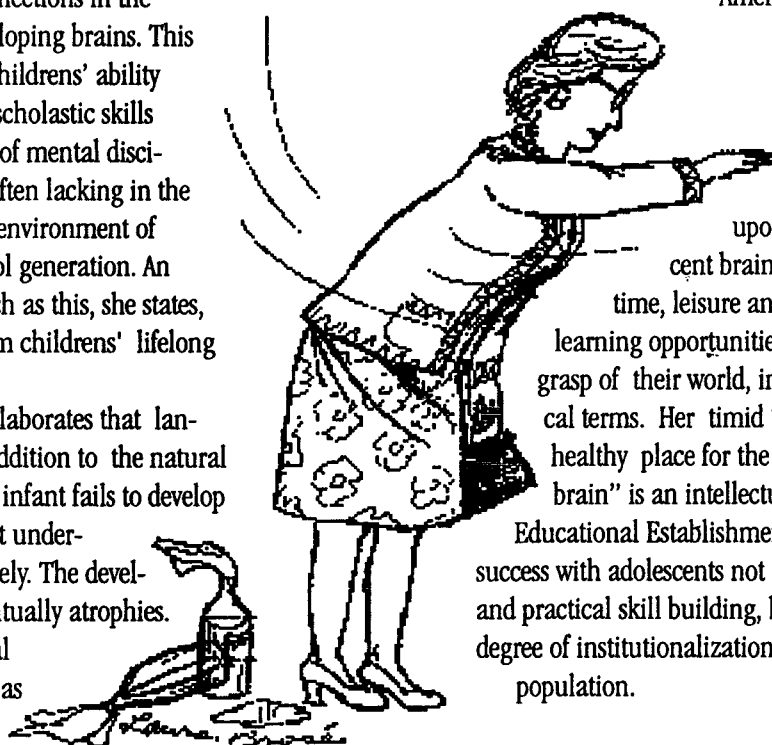
Americans are amazed that Sri Lankan children who take notes with slate and metal pencil and have never seen a computer have a better grasp of arithmetic and algebra than American children with more teachers, technology, and textbooks at their disposal. Americans shrug their shoulders and say that Asian children are inherently smarter, or that our culture is to blame for having less respect for authority in general and, by extension, less respect for educational authorities and teachers. Some do not consider that the children in both cultures may have an equal capacity for apathy, restiveness and disrespect for their elders. They do not consider that it may be because Sri Lankan children lack calculators and must work the problems out by hand or that the Japanese children must learn the spatial and practical relationships in mathematics by working on the abacus that they automatically learn processes and theories while doing elementary problems.

There is also a well-thought out examination of the learning disability du jour: Attention Deficit Hyperactivity Disorder (ADHD), revealing it to be as much of a social construction as it is a biochemical condition. Healy makes the case that modern society provides a self-fulfilling prophecy by actually inducing the symptoms of Attention Deficit in many children and adults. The experts in ADHD have never noted the absence of this disorder in developing nations where children work off their surplus energy doing chores or while engaged in active, creative play and cultural activities outside of instructional time.

Translation? These children have recess. Extra-curricular fun is the most undervalued subject in the school curriculum. It appears to be a rationale for goofing off, but the disappearance or decline of recess from the American elementary school day in favor of more time spent on formal instruction is counter-productive. It makes the restive still more restive, and does not give enough of a break from monotony to shake the introspective from their daydreams - or the apathetic from their dozing. Healy's analysis of the cultural environment conducive to the development of academic skills in the young is refreshing. One does not often see in print, in a context less histrionic than the rantings of Phyllis Schlafly, the premise that the two income family or single working parent can foil young children's attempts at natural relations with their parents in their quest for learning.

During the Blizzard of 1994, for example, the local news in the New York area reported that desperate parents were demanding the municipal authorities make it a first priority to shovel a path to the schools so that they reopen as quickly as possible. This was not because parents were concerned their children would fall behind in their lessons, but because parents' work schedules required it. Parents had no other arrangements for childcare. Parents had no idea what to do with their children. Businesses in the metropolitan area had somehow managed to open ahead of the snow blocked roads. The local news provided dramatizations of indoor play activities and tips on talking with children as a public service. Worst of all, the public appeared

Continued on next page.





to need it. As an educator, cognitive theorist, and political prescriber, Jane Healy made the same career mistake that Jesus did: confounding the authorities in their temple.

Gerald W. Gibson, *Good Start: A Guidebook for New Faculty in the Liberal Arts Colleges*. Boston, Mass.: Anker Publishing Company, 1992
-Laura Brose

One must approach all that purports to be career advice to the aspiring generation of academicians with a great deal of skepticism. After all, when the late Timothy Leary told students to "tune in, turn on and drop out," I could not help but notice that he said that from the security of a position as a tenured professor.

Gibson's advice to aspiring academicians has no such Machiavellian pre-career sabotage inherent. It does, however, have some obvious limitations. It does not purport to deal with the state of adjunct faculty or teaching assistants and breathes not a word of the prospects and limitations for the career advancement of adjunct, lecturing, TA, and other positions less senior than the assistant or associate professor. It is just assumed that with hard work, determination, and official accreditation, the gypsy profs, travelling adjuncts, and sidetracked military reservists will get to the beginning of their first full-time professorial positions.

This book is for those who have finished one race and started another. It describes the scenerios faced by many who are first hired as associate professors by means of the prototypical professorial character of Adam Newprof, the fictional Associate Professor of Chemistry. *Good Start* is not just about getting hired in academia and developing an engaging teaching style. It is also, the author points out, about "Staying Good" throughout an academic career and provides a realistic assessment about the scenerios one might face during that career, as well as a foray into the world of Administration suggesting it as a desirable career detour for the classroom weary prof. There is nothing in the book on the state of "gypsy profs" or what options are available if you find yourself facing a career as a "permanent adjunct" or what to do when the student loan officers start getting antsy.

Good Start does present optimistic statistical and demographical data for an increase in careers in the field of higher education in almost all areas. Most of the statistics come from Academe during the period between 1989-1992, when the effects of Black Tuesday and the unfavorable balance of trade were only beginning to be felt in the US economy. However, Gibson does cite the decline of economic opportunity for the children of the working class as being the indirect impetus for improved academic career prospects, and an expanded pool of students to be taught who differ significantly in personality type, learning styles, and academic preparedness from those traditionally expected to take on higher education. These new entrants to the world of higher education may find themselves in a situation of mutual misunderstanding as professors are likely to judge them too harshly, and they are likely to see their professors as emotionally distant, preoccupied, arrogant, ...and adult incarnations of the nerds they tormented in school who could be sufficiently petty as to use their positions of authority to engage in a little payback. The reason offered for this negative perception of professors is

that most people who choose academia as a career tend to be counted as introverts on the Myers-Briggs Type Indicator. It is, in fact, the type of Myers-Briggs described personality traits of certain individuals who choose academia as a career that sabotages their intentions of doing a professor's job or appearing consistently sane and employable to the college administration. The Introverted, Intuitive, Thinking, Judging personality is described as "skeptical, critical, independent, determined, and often stubborn. They tend to be serious and set high academic standards and prefer challenging teachers. They don't readily follow fads." And they do not like to be told what to do or when to do it, either. Such types might set themselves up for overwork, and fill in "green martian" in the space for "race" on a job application, thereby costing themselves a position for which they otherwise might be qualified or tell the college president what they really think. Gibson anticipates all of these problems and more. He discusses coping strategies; most of his advice sounds realistic enough; but its merits can only be truly judged when practiced in action. One of the occasional worthwhile insights into the challenges new professors encounter in "getting through" to their new students is accounted for with Gibson's observation that "Extroverts (E) accounted for only 56% of liberal arts college students in the 1960's; now they comprise about 75% of an incoming freshman class. The same percentage as is found in the general population."

Despite containing the obligatory apologia for the liberal arts, along with the historical data showing that the term "liberal arts" is a nebulous term, a shifting set of subjects with a shifting definition

and has been so for much of recorded history, *Good Start* is realistic about the mixture of roles played by faculty within the institution. There are scenerios addressing in hypothetical form the particularly bad days and stressful situations unique to the academic profession. This world looks like such a relaxing

line of work to everybody else

though it has situations which may make - or break - the delicate psyche of the extremely intelligent but thinly-spread individual.

This type of person is expected to solve a diversity of problems in a diversity of skill areas and must be "all things to all men": doing everything from repairing lab equipment, advising students when the prof could also use a little advice, to serving on the Parking Space Committee and justifying himself to the Dean. All this in addition to teaching classes and occasionally wielding the red pencil. Meanwhile the new professor must also find time for academic research. Any kind of research will do. Even if "it isn't Nobel Prize quality" it is still necessary to justify one's continuing career. In the age of tireless self-promotion and "celebrity scholarship" academically flavored and research intensive paperbacks on the "topic du jour," today's aspiring prof cannot be nearly so sanguine as Gibson in the belief that one's "academic reputation" will take care of itself.

With a few caveats, this is a book worth reading before considering an academic career. Even before beginning college if academia is your calling. *Good Start* clears up several of the mysteries concerning academic power relations that still elude graduate students and beginning academics. Intended to provide a realistic assessment of the emotional climate that new faculty must face within a large, often totally encompassing institution; it could prove useful for prospective members of a college community. Academics ought to be sure of exactly what they are getting themselves into. Some will be deterred from getting

involved at all; some will be better prepared and capable of dealing with the challenges such a social environment creates.

Good Start is particularly useful in this respect: note the section on how the data on student evaluation forms is used in evaluating a professor's performance in the classroom. Were students more aware of the specifics on this issue, they might be more careful and thoughtful when filling out the evaluation forms and would not be amazed that "we get to rate the teacher?!" Students should be more cognizant of teaching as a two-way street. They would have more awareness of the challenges faced by most beginning faculty. They would take the first step on the road to understanding and acceptance.

Restaurant Review

Escape the Daily Grind at Coffee Grounds Cafe: A Multisensory Experience.

- Laura Brose

An overly-crisp baguette, crunchy crosswise-sliced carrots and cucumbers, eggplant slices lightly browned and salted, a roasted vegetable sandwich (\$5.25) is delicious at Coffee Grounds, a small coffeehouse that opened in July 1997 in the West Village.

"We initially copied some of the menu items from Big Cup, a coffee shop further uptown," said owner Vanessa Sutter, noting that lighter fare such as muffins, bagels, and deserts were preferred in the Lower West Side neighborhood. The shop "is constantly experimenting and innovating with menu items to suit demand". Coffee Grounds has a selection of hot flavored coffees: iced espresso and cappuccino, and various bottled soft drinks. The iced cappuccinos (\$3.15), lattes, (\$3.50), Italian sodas (\$1.75), and lemonade (\$1.75) are comparable in price with similar drinks at more well-known cafes, though Coffee Grounds does not claim exotic origins for its coffees or unusual varieties like Starbucks. There is a purer, cleaner, more home made taste to the food and drinks at Coffee Grounds; with an iced cappuccino (\$3.15) and a slice of key lime pie - lime flavor incorporated into a not overly-sweet and sticky canoli-cream type filling with no obvious savor of artificial ingredients and preservatives (\$3.60) - could run you a tab of \$7.25.

There is a small outdoor cafe area on the pavement in front of the door. Two tables are set up on the threshold of the raised wooden floor where the red-painted French doors have been gatefolded open to remedy the stifling heat of this year's Indian Summer. Smokers light up there undisturbed. The conversation is quiet and well-mannered without being pretentious. Middlebrow magazines are available for perusal and the music is not so loud as to drown out conversation. Reggae, Jazz, and '80's Pop seemed to predominate. The loo is small and unisex.

A cluster of regulars were engaged in an "endless game of Scrabble". Various board games are stacked underneath a side table topped with wilting snowballs of hydrangea flowers in a globular glass vase which props up an Etch-A-Sketch displaying elaborate artwork that is changed daily.

The furnishings are eclectic. Cushy sofas and beautifully upholstered armchairs are arranged into two parlors. Scones and chandeliers are artfully fashioned from lengths of gooseneck tubing surmounted by silvery metal mesh-blossom shades with translucent aureoles for incandescent bulbs. The place is truly a public house, though no alcohol is served on the premises.

Continued on next page.

"...career academics must produce research at regular intervals even if their primary focus is teaching..."

— Ah! this explains all that half-baked research in professional journals!





New York State Voter Registration Form

You Can Use This Form To:

- register to vote in New York State
- change your name/or address, if there is a change since you last voted
- enroll in a political party or change your enrollment

To Register You Must:

- be a U.S. citizen
- be 18 years old by December 31 of the year in which you file this form (note: you must be 18 years old by the date of the general, primary or other election in which you want to vote.)
- live at your present address at least 30 days before an election
- not be in jail or on parole for a felony conviction
- not claim the right to vote elsewhere

Información en español: si le interesa obtener este formulario en español, llame al (212) VOTE-NYC, (212) 868-3692.

中文資料：如果你有興趣索取本中文資料表格，請電(212) VOTE-NYC, (212) 868-3692

To Complete This Form:

Fill in all the boxes that apply to you.

Box 3: Give your home address.

Box 4: Give your mailing address if it is different from your home address (post office box no., star route or rural no., etc.)

Box 6: The completion of this box is optional.

Box 9: If you have never voted before, write "None." If you can't remember when you last voted, put a question mark (?). If you voted before under a different name, put down that name. If not, write "Same."

Box 10: Check one box only.

Box 11: This application must be signed and dated in blue or black ink.

If you will need an application for an Absentee Ballot or would like to be an Election Day Worker, please check below.

Deadline Information:

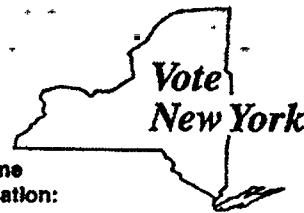
You can register in person at your county board of elections on any business day, except election day. If you want to vote in an election, you must mail or deliver this form to your county board of elections no later than 25 days before the election in which you want to vote. Your eligibility to vote will be based on the date you file this form, and your county board will notify you of your eligibility. (This form may not be faxed)

Need More Registration Forms?

You can get registration forms at most state agency offices and post offices or at any county board of elections.

Questions?

Call your county board of elections. VOTE-NYC-(212) 868-3692
Hearing impaired people with TDD may call (212) 487-5496



Please print or type in blue or black ink

☐ Yes, I need an application for an Absentee Ballot

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1 Check boxes that apply:		<input type="checkbox"/> new registration and enrollment <input type="checkbox"/> party enrollment change		<input type="checkbox"/> address change <input type="checkbox"/> name change		For Board Use Only		D
2 Last Name		First Name		Middle Initial		Suffix		
3 Address Where You Live (do not give P.O. address)				Apt. No.		City/Town/Village		Zip Code
4 Address Where You Get Your Mail (P.O. box, star no., etc.)				Post Office		Zip Code		
5 Date of Birth		6 Sex (circle one) M F		7 Home Tel. Number (optional)		8 Are you a U.S. citizen? <input type="checkbox"/> Yes <input type="checkbox"/> No		
9 The last year you voted		Your Address was (give house number, street, and city)		In county/state		Under the name (if different from your name now)		
10 Choose a Party - Check one box only				11 AFFIDAVIT: I swear or affirm that				
<input type="checkbox"/> DEMOCRATIC <input type="checkbox"/> REPUBLICAN <input type="checkbox"/> CONSERVATIVE <input type="checkbox"/> INDEPENDENCE <input type="checkbox"/> LIBERAL <input type="checkbox"/> RIGHT TO LIFE <input type="checkbox"/> FREEDOM				Please Note: In order to vote in a primary election, you must be enrolled in a party. <input type="checkbox"/> I do not wish to enroll in a party				
				Signature or mark X _____ Date _____				

Please do not write in this space

Complete the above form in ink and return as follows:

In a stamped envelope to:
Board of Elections
32 Broadway, 7th Floor
New York, N.Y. 10275-0067

OR

drop off at the
Voter Registration
Collection Areas around
your campus or the
Office of the Dean of
Students

Attention students: Job Opportunity!

CUNY BACCALAUREATE PROGRAM POSITION ANNOUNCEMENT Student Newsletter Editor

Based at the Graduate School and University Center, the CUNY Baccalaureate Program is an individualized undergraduate degree program with a current enrollment of 650 students. The Program produces two newsletters each year to communicate essential information as well as other articles of interest to the student body. An editor is sought to develop and write articles, and to lay out the Fall and Spring newsletters for production.

The editor must possess excellent writing skills, be an independent worker able to meet deadlines, and be familiar with newsletter design (IBM/Wordperfect-based, ideally; MacIntosh-based will be acceptable). The editor will report to and work closely with the Associate Director of the CUNY Baccalaureate Program. Only full-time CUNY Graduate School Students eligible for financial aid will be considered. The compensation is \$500 per issue. The position is available immediately.

To apply: Contact Beth G. Kneller, Associate Director, CUNY Baccalaureate Program, 212-642-2907. The CUNY Baccalaureate Program Office is located at 25 W. 43 St., suite 300, NY, NY 10036
September 29, 1997

Coffee Grounds Review continued

Sutter wants it that way. "While I was going to law school," she said, "I saw so many people who were tired and stressed out who needed a place where they could go not only to eat and drink, but to relax and hang out. A home away from home. I designed this place to be like a living room in a Manhattan apartment except that no Manhattan apartment could have a living room this big."

An amusing touch to the decor is the tableau of dolls posed in a miniature coffee house scene in the front window. "I plan to arrange them in the bottom of a large fish tank," she said. Mentally mapping the square footage of the cafe while making box like shapes with her arms as she walked around the room. "I just haven't figured out where to put it in the restaurant." The dolls will be coated in epoxy resin prior to immersion.

New and interesting paintings are displayed on the walls. "A few of these were painted by Professors of Art at Cooper Union. But most were painted by local artists," Sutter told me. The cafe provides artists with free gallery space, but does not label or price the work.

On the coffee tables are decorated binders and journal books where poets and artists may express themselves. Singles seeking each other can reveal more about their personalities on freely available notebook paper than in the more cramped confines of the Classifieds. Replies to Classifieds may be written in another

journal book or posted on a Bulletin Board located in the back of the cafe.

Another Bulletin Board in the front is full of business cards and performing arts notices. Next to the Fringe Festival programs, an NYPD wanted poster hangs from the bottom. Despite this last item, the owner assures me that the neighborhood is "quiet, residential and quaint." The same poster is displayed in shop windows and telephone poles throughout the area. Police are patrolling, on the lookout for a suspected serial rapist.

Will this place become the twenty-somethings' replacement for The Lion's Head? A place where writers, artists, performers and armchair philosophers find a convenient place to do their thing and inspire interest in the macrocosm of culture after experimenting with ideas in an environment conducive to creativity? You be the judge. I spent several hours monopolizing the striped couch while writing this at Coffee Grounds on an August evening.

Location: Coffee Grounds, 9th Street on 9th Avenue NYC. (212) 243-5219. Hours: Open from 6:30 am till 11pm weekdays, 7:30 am till 2am Fridays, Saturdays, and Sundays. Promotions: Coffee card offer: Buy 10 cups of coffee and have them punched off on the card they give you. A free cup of coffee is yours when the card is used up. Police Presence: Yes. A couple of cops walked in and settled down at the end of their patrol and looked comfortable. So do not try anything illegal. Friend Factor: High. Lots of CUNY and NYU students live in the area. Wheelchair Accessible: No.

Announcement: The Black Students' Association has formally inducted a new member. Congratulations to Chris Malone of the Political Science Department!