

## 50TH ANNIVERSARY FETE AT LEHMAN

# CUNY Students Query UN Leader

By Anne Perryman

Director of College Relations, Lehman College

As part of Lehman College's year-long commemoration of its historic role in the founding of the United Nations 50 years ago, the College hosted a Student Forum on Sept. 20 featuring a question-and-answer session with UN Secretary General Boutros Boutros-Ghali and 23 outstanding CUNY students. The discussion focused on the history and future of the world peacekeeping organization and took place in Lovinger Theatre, not far from the site of the Gym Building where the first Security Council meetings were held in 1946 (see sidebar).

The Student Forum was video-taped by CUNY-TV and moderated by A.M. Rosenthal, former Executive Editor and current columnist of *The New York Times* and a graduate of City College. Chancellor N. Ann Reynolds and Lehman President Ricardo R. Fernández welcomed the Forum participants and an audience of more than 400.

Boutros-Ghali reminded the audience of the past accomplishments and great potential of the UN at his critical time in its history. "We must prepare for the post-Cold War era, but the member nations have not yet decided on the new rules of the game," he said.

"In its next 50 years, the UN will be confronted by global problems related to the environment, disease, crime, ethnic and religious wars, and the impact of new technology," he observed, then cautioned that it is possible that "future wars may be related not to territory but to water." Nor do we need to look to the future for intimidating problems, he suggested: A billion people on the planet are now living in extreme poverty.

Boutros-Ghali emphasized the essential conflict between the economic forces of globalization and the political forces of fragmentation, the latter being clearly apparent in the growth of the number of UN

member nations from 51 to 185.

Asked by Baruch student Munisha Shandal about a "new direction" for the UN, the Secretary General placed strong emphasis on development. "You cannot have peace without development. You cannot have development without peace. Unfortunately, the media are more interested in confrontational aspects of peacekeeping and less in development." He believes the consensus is that "development will happen largely through a market economy. But we cannot impose methods to bring member states out of poverty."



Secretary General Boutros-Ghali (center, right) and former New York Times Executive Editor A.M. Rosenthal, flanked by Chancellor W. Ann Reynolds and Lehman President Ricardo R. Fernández.

Queried by Jennifer Disney of GSUC and Diane Paras of CSI about Women's Rights and criticism of the UN for involvement in such activities as the World Conference on Women in Beijing that focus on so-called internal domestic affairs, Boutros-Ghali responded that "peace, development, and democracy cannot occur without women's participation."

Questions about UN peacekeeping actions, their financing, and the crisis caused by US failure to pay its share came from City College student Inayath Muhammed and José Eisenberg and Celeste Sanchez of GSUC. The Secretary General noted that during the Cold War competition encouraged donor countries to pay their way, but that now less assistance was being offered. "The essential relationship between the US and UN is not easy because the US is a superpower," he granted, but added, in response to a query from Ken

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## BOARD APPROVES BUDGET REQUEST OF CHANCELLOR

At its first meeting of the academic year in September, the University's Board of Trustees approved the Chancellor's operating budget request for the 1996-97 academic year of \$1.4 billion. The request is for nearly \$100 million more than the \$622.7 million in state aid granted by Albany for the current academic year. An increase of \$15 million in City funding is also being requested. As well, the Board approved a capital budget request of \$576 million for campus building projects.

A prominent feature of the budget request is an increase in funding for the hiring of approximately 100 new senior college professors and 60 new community college professors. This, University officials believe, is vital to sustaining the excellence of CUNY's academic programs and to providing solid liberal arts, science, and technical education for the city and state's future work force.

The added funding for faculty positions is intended to address several converging trends that have occurred over the recent period of erosion of public support. One is the steady increase in CUNY enrollment. If the projection of 215,000 students for 1996-97 is realized, this will constitute a 10.3% enrollment increase in six years. The New York City public schools adding 20,000 students yearly—and greater numbers of them are motivated and prepared for college-level study with the continuing phase-in of the College Preparatory Initiative (CPI).

Past enrollment growth of some 20,000 students since the 1989-90 academic year has come at a time when state aid per FTE student declined by more than 28%. In order to maintain CUNY's programs and offer them at an affordable tuition rate, the request asks the city and state to recognize the workload associated with growth at both senior and community colleges, and the need for additional funds for student support.

Since 1989-90, there have been two retirement incentive programs (472 teachers took advantage of the most recent one earlier this year). These programs, combined with retrenchments and non-reappointments, have led inevitably to a third trend, an increased reliance on adjunct teachers. The percentage of undergraduate courses taught by adjuncts at the senior colleges has risen from 38% in 1990 to 46% in 1995; at community colleges the proportion has gone from 46% to 55%.

The requested funds would help the University to strike the right balance between its dedicated adjunct professoriate and a full-time faculty that will assure institutional stability, maintain on-going relationships with students, attract grants, perform long-term research projects, and sustain strong outreach programs in their communities.

The Board also approved the capital budget request of \$576 million for projects such as the Graduate School move to the B. Altman building and new buildings at Baruch, BMCC and Hostos, among other projects.

The budget request outlines several areas in which the University has improved its efficiency, consolidated academic programs, and generated savings. Forty-four programs have been closed at the senior colleges, and another 34 have been identified for closure or suspension. Large savings are also projected as a result of continuing consolidation of local campus computing tasks at a central location, the Computing and Information Services center on West 57th Street.

The complete budget request is accessible electronically on CUNYVM (type GOPHER; locate *CUNY Information and Resources* on the main menu) or on the CUNY home page (<http://www.cuny.edu>).

## The Hunter Grad Who Wed Edward Hopper



Returning from a trip to Mexico in 1946, Edward Hopper and his wife sojourned for 10 days in the Grand Tetons, where he produced "Jo in Wyoming." About this watercolor Gail Levin writes, in *Edward Hopper: An Intimate Biography*, "He shows her sympathetically and freely in the role [of an artist], in the spirit with which he nursed her out of her hunger strike and finally...made a stab at promoting her work." For more about the artist Jo Hopper, a Hunter College graduate, see page 3.

Courtesy of the Whitney Museum



## The Student Questioners & Faculty Facilitators

Questioners included (front, from left) Diana Paras (CSI), Dexter Alleyne (Brooklyn), Munisha Sandal (Baruch), Celeste Sánchez (GSUC), and Ken Irish-Bramble (Medgar Evers, left rear); also pictured, from left: Martha Cruz (Brooklyn), Yong Cho (Queens), Tricia Lewellyn (Lehman). Photos: page one and left, Joe Vericker

The nearly two-dozen students who interrogated Secretary General Boutros-Ghali came from all the senior colleges and the Graduate Center. They themselves constituted a miniature United Nations: 15 different countries of origin were represented, including Germany, Russia, India, Brazil, Sri Lanka, and several Caribbean nations. They were first nominated by faculty members, then chosen through applications and an essay. Their questions were developed after extensive background reading and attendance at a three-day symposium and briefing led by Prof. Benjamin Rivlin, Director of the

GSUC's Ralph Bunche Institute on the United Nations. Assisting at the briefing were Professors W. Ofuatet-Kodjoe of Queens College, Carolyn Somerville of Hunter College, and Professor Emeritus Abraham Bargman of Brooklyn College. Bob Isaacson, Director of CUNY-TV, gave the students tips on being natural on camera and collaborative in their dialogues with the Secretary General. Lehman Professor of English Robert Carling has been coordinating the UN 50th Anniversary activities at the College, which will continue through June 1996. Among them are the following exhibitions and events:

- February-May. Exhibition: The United Nations on Campus, Library Gallery
- March 25. UN Security Council Anniversary: Forum on the Future of the Council
- March 26-27. Forum on Women and the United Nations
- March 28. Lecture: Sadako Ogata, UN High Commissioner for Refugees
- April-May. Several UN Affiliate Organization events, including UN Association, Association of Former International Civil Servants, and the UN Society of Mohicans

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Irish-Bramble (Medgar Evers), "Without the United States, the United Nations would not be able to fulfill its objectives."

The UN is currently involved in 17 peacekeeping operations. Boutros-Ghali pointed to the successful Angola cease-fire and expressed satisfaction that countries like Haiti, Ghana, Angola, and Liberia had asked for UN troops. "If the political will for peace exists, the UN can keep the peace."

In the meantime the Secretary General said that he felt the UN was best at hanging public opinion, promoting beneficial ideas, and providing the means for dialogue. He summarized simply, "We're the only global village."

Joshua Baron (Lehman), who had an interesting exchange with the Secretary General on the question of keeping the UN headquarters in New York, admits that he was very nervous about participating in the drum, but found himself in the end inspired. He adds that, while "it was great to be rubbing elbows with all those important people," his favorite part was meeting other CUNY students, a group of hard-working, motivated people...I felt honored to be in that group."

The CUNY-TV videotape of the event, "Conversation with a World Leader," had its first airing on New York City's cable channel 75 on Oct. 24, which was United Nations Day and the 50th anniversary of the ratification of the UN Charter. The program is now being considered for further educational dissemination by the CBS Network.

A few days afterward, as moderators and journalists often do, A.M. Rosenthal got in his last word. In his *Times* op-ed column, he pronounced the Bronx "then as now the culinary and educational capital of America" and said he came away convinced that CUNY's student questioners and the Secretary General "were a fine match—formed, sophisticated, hopeful." ●



The first meetings of the Commission on Human Rights, headed by Eleanor Roosevelt, took place on the Bronx campus. Here she confers with diplomat Henri Laugier in her office in Gillet Hall on the Universal Declaration of Human Rights. Photo: UN archives

## Lehman: Center of the Diplomatic Universe

After drafting its charter in San Francisco, the United Nations held preliminary meetings in 1946 at the Henry Hudson Hotel in Manhattan. But this site and a few borrowed board rooms at Rockefeller Center were far too small to conduct business with any regularity. When New York City Mayor William O'Dwyer urged Hunter College to make its branch facility in the Bronx available, both the location and the timing seemed ideal. There were four large white-stone buildings on the 40-acre campus—destined a generation later to become Lehman College—but World War II had interfered with actual academic operations on the campus. The US Navy had used the facilities as a training station for WAVES, a military service for women volunteers.

By 1946, with the war over, the WAVES receded. Moreover, the bucolic tree-lined campus and broad vista over the waters of the Jerome Park Reservoir in the verdant northwest Bronx coincided with the conventional wisdom about what an ideal site for a permanent United Nations facility should look like. (Ultimately, of course, this vision of semi-rural serenity evanesced when the Rockefeller family contributed \$8.5 million to purchase land for the UN headquarters on a bank of the East River in the heart of Manhattan.)

As soon as permission was received to use the Bronx campus, a swarm of architects, carpenters, and painters began working around the clock to make the necessary alterations. In just 15 days the Gym Building was transformed into formal chambers for the Security Council and Economic and Social Council. Classrooms and faculty offices were used by delegates and UN officials.

On March 25, 1946, the campus was ready with flags of the 51 member nations raised as delegates arrived. From that day until Aug. 15, 1946, the college campus became, in the words of journalist A.M. Rosenthal, the "diplomatic center of the universe."

## Medgar Evers' Diplomat in Residence

Fifty years ago, when Ebbets Field was still standing, John Hirsch heard Franklin Delano Roosevelt campaign on the stadium floor from an open limousine in the closing days of World War II. He was also taken there by his father for the more usual pastime of rooting for the Brooklyn Dodgers.

During the 1994-95 academic year, Hirsch, an American diplomat with 28 years in the Foreign Service under his belt, found himself on the same hallowed ground (now the campus of Medgar Evers College), this time as the College's Diplomat in Residence. Though his year's tour of duty is over and he is now our Ambassador to Sierra Leone, he has not lost his desire to root for the home team. It was, he says, "an extraordinary experience."

The Diplomat in Residence program, initiated in 1992 by the State Department in alliance with Congressman Charles Rangel and MEC President Edison O. Jackson, was conceived to attract minority students to Foreign Service careers. It is part of a broad range of programs at the College that, to Hirsch's delight, "aspired to exposing the student body, mainly African-American and Caribbean, to the broad range of international issues facing our country in the post-cold war era." He notes that a College with a Provost from Nigeria and a Chief of Staff from Ghana gives it "a natural head start" in these initiatives. Among them is a Caribbean Institute that strengthens CUNY's ties with the 15-country University of the West Indies, as well as a program for training civil servants in newly independent Eritrea that is run by an Eritrean MEC faculty member.

During the year, Hirsch lectured at most of the CUNY campuses and especially fondly remembers meeting so many students whose first names "resonate to the beat of African-American and Hispanic identity—wonderful names like Akosua, Hadija, Digna, Ilianexie, and Nekeisha." He also took pleasure in the assignment because it was a homecoming: Before joining the Service he taught history at Brooklyn College.

Back in the classroom, largely populated by students from the Caribbean community, he found that many of them "possess the qualities we want in the Foreign Service: idealism, hope, intellect, and compassion." Though gratified by this talent, Hirsch nevertheless expresses concern that it will not be put to profitable use: "How many will join our ranks? I cannot say. We are in the ironic position of recruiting while downsizing, asking students to apply while not giving the Foreign Service examination in 1996. In these circumstances, I focused on the long term, establishing a faculty mentoring program to identify early on and guide students interested in a diplomatic career." But he adds, hopefully, "I completed this year optimistic about the future, given the quality and enthusiasm of the students I met. I hope the State Department will keep its eyes and ears open for City University applicants—they can only enrich our ranks." ●

# The Artist Who Wed Edward Hopper

By Gail Levin

Professor of Art History, Baruch College and the Graduate School

Until now, few have known the intriguing background of the artist Josephine Verstelle Nivison (1883-1968) before her marriage to the famous American realist painter Edward Hopper (1882-1967). Pursuing every possible lead in the course of my research for *Edward Hopper: An Intimate Biography* (Knopf), I found in the U.S. Census for 1900 that she was "at college." This prompted me to speculate that she might have attended Hunter College. My hunch was implied by Hunter archives, which yielded a trove of material. The following discussion of "Jo," as she was called by her husband, is adapted from her biography.

For a woman like Jo Nivison with no endowment but intelligence, energy, and bookishness, New York City offered an opportunity that was unavailable to Edward Hopper's sister in Nyack. The Normal College of the City of New York had been founded as a free institution to provide women with higher education and the city with trained and competent teachers. Located even then at 68th Street and Park Avenue, the College was led by President Thomas Hunter, whose name it would bear after 1914. The directors maintained strict discipline and closely monitored attendance in order to determine the "moral fitness" of the students for the work of teaching. Josephine Nivison enrolled in the fall of 1900, at age 17.

Nivison was an average student, earning grades of B and C. She must have been ill during her last two years: She had respectively 16 and 41 excused absences, receiving the Bachelor of Arts degree six months late, in December 1904.

Her course of study was rigorous and challenging, with Latin (including Cicero, Livy, and Horace) and French (with selections ranging from Montaigne and Descartes to Molière and Balzac). By the time she finished college, she had studied

Latin for five years and French for more than six. Her English literature requirements included Shakespeare, Milton, Wordsworth, and a survey of English prose. She also took Civics with an "intensive study of American History," Psychology and Principles of Education, and the History of Education. Her formal studies were thus much broader than those her future husband received in art school.

While attending college, Nivison demonstrated inventiveness, energy, and drive. In extracurricular activities, she found outlets for her creativity and forged the positive self-image as an artist that propelled her long after she received her degree. Her energies were also expressed through drama; she appeared in several productions of the Merry Makers, the school's theatrical club. A hint of her vitality appears in the quotation, from *As You Like It*, which accompanies her senior yearbook entry: "The Gods Give us Joy!"

Nivison's other creative focus was the visual arts. Her drawings appeared in the two school publications, *The Echo*, a magazine, and *The Wistarian*, the school yearbook. In November 1901, during her sophomore year, an entire page in *The Echo* was devoted to her ink drawing captioned, "At Last! Quote 1902," depicting a student in graduation cap and gown.

*The Wistarian* for 1902, listing Nivison as one of five "special artists" who contributed drawings, featured two of delicate sketches in pen and ink signed with her now characteristic signature in a vertical format: "JVN 04." One depicts a young woman in cap and gown sitting on a high stool and the other a dreamy young woman, in ordinary attire, contemplating her reflection in a mirror by candlelight, where she appears in her graduation cap and gown. The yearbook of 1903 once again listed Nivison as a "special artist" and published two of her drawings of young

women. She was also a special reporter for *The Echo* that year.

All told, Nivison's first published works reveal

the considerable charm of a young talent already stretching beyond the austere aims and methods of the limited arts pedagogy of the College, where the main intention was "to enable teachers to illustrate on the black-board with ease and facility, and cultivate the eye and hand with the view to preparing pupils for industrial pursuits." The drawing classes, taught by tutors Gertrude P. Harrington and Sarah E. Beach, under the direction of Superintendent M. Christine W. Reid, offered some instruction in modeling, perspective, and illustrating solid geometry. A photograph of the drawing classroom, with its casts of ancient sculptures such as the *Winged Victory of Samothrace*, demonstrates how conservative the teaching methods were at that time.

The alumnae of the Normal School were expected to repay society for their free education by laboring to train the children of the immigrant masses to become fit for "industrial pursuits." Nivison felt a different calling. She decided to study art. Reacting against the academic narrowness of her training, she chose the school with the most innovative and liberal reputation and the most controversial teachers. At the New York School of Art, she soon caught the attention of the most popular teacher there, Robert Henri, who asked Nivison to pose for a portrait as *The Art Student* in December 1905.

Following art school, Nivison supported



herself as a teacher in the New York Public Schools. She simultaneously pursued an acting career with the avant-garde Washington Square Players, published her drawings in magazines and newspapers, and exhibited her paintings. She married Edward Hopper in 1924, before he had established his reputation. Indeed, he owed his first professional breakthrough to an initiative of hers. The story, and those of the subsequent disparity in their fortunes as artists and the ensuing tensions in their marriage, belong to the story the biography tells. ●

## A HOPPER FEAST

Professor Levin, the world's premier Edward Hopper scholar, is also the author or editor of *Edward Hopper: A Catalogue Raisonné* (W.W. Norton, 1995), *The Poetry of Solitude: A Tribute to Edward Hopper* (Universe Books, 1995), *Hopper's Places* (Knopf, 1985), *Edward Hopper: The Art and the Artist* (W.W. Norton, 1980), *Edward Hopper as Illustrator* (W.W. Norton, 1979), and *Edward Hopper: The Complete Prints* (W.W. Norton, 1979).

## U.S. DEPARTMENT OF EDUCATION 5-YEAR GRANT

# New Educational Technology Consortium

A vast new consortium extending across 13 states, the Northeast Regional technology Consortium (NetTech) became a reality in August with the formal signing of a cooperative agreement by three major universities and several other agencies. The City University will be the lead institution for this project, which is intended to facilitate the integration of new technologies to support learning in classrooms from kindergarten through high school, in libraries, and in other educational settings.

NetTech will be one of six such regional consortia and will receive approximately \$1.7 million in each of the project's five years from

the U.S. Department of Education.

"Although we have made great strides, we need to realize the full potential of technology in supporting new visions of education," Chancellor Reynolds observed in embracing the mission of NetTech. "NetTech is designed to address the critical gaps in educational technology policy and infrastructure, while pooling the knowledge of these very accomplished participants."

The collaborators include Brown University, the University of Maryland, and such prominent research entities as the Technical Education Research Center, Educational Testing Service, and the

Education Development Center's constituent Center for Learning, Teaching, and Technology. Dr. Bonnie Brownstein of the Center for Advanced Study in Education (CARE) at the Graduate Center, and Michael Ribaud, University Dean for Instructional Technology and Information Services, will be NetTech's co-directors. A brief but intensive period of work earlier this year on the part of Dr. Alvin Halpern and his staff at the University's Research Foundation produced the successful grant proposal.

It is hoped that NetTech will help shape local and state-wide policy favorable to

educational applications of new communications technology. The consortium will offer technical assistance, create an information exchange, support demonstration sites, and make available to teachers opportunities for professional development. These activities will serve to leverage much larger investments by states and local school districts. ●

"The longer I live the more I see that I am never wrong about anything, and that all the pains I have so humbly taken to verify my notions have only wasted my time."

—George Bernard Shaw

## An Interview with Hunter's New MacArthur Fellow

**Rosalind Pollack Petchesky** is a Professor of Political Science and Women's Studies at Hunter College, where she first joined the faculty as Director of Women's Studies in 1987.

In 1992, Professor Petchesky founded the International Reproductive Rights Research Action Group (IRRRAG), a collaborative project that conducts research on the ways that women in diverse settings perceive their entitlements in the area of reproductive rights. Conducting fieldwork in seven countries around the globe, IRRRAG also works to translate its research findings into useful documentation or national and international policy makers, women's health and non-governmental organizations, and the communities where their research is conducted. This summer, Petchesky and members of the International IRRRAG team took their findings to the Fourth World Women's Conference held in Beijing.

Raised in Tulsa, Okla., Petchesky received her B.A. from Smith College and her M.A. and Ph.D. in political science from Columbia University. Before coming to Hunter, Petchesky served as Professor of Political and Social Theory at Ramapo College of New Jersey and as Katherine E. McBride Visiting Professor in Political Science at Bryn Mawr College. Her book *Abortion and Women's Choice: The State of Sexuality and Reproductive Freedom (1990)* won the Joan Kelly Memorial Prize of the American Historical Association. For her international work in women's reproductive rights, Petchesky was recently awarded a MacArthur Fellowship. I met with Petchesky in her Hunter College office in the Department of Political Science. Overflowing with books, papers, and mementos—a colorful array of photos, cards, and posters—from women around the world, Petchesky's office has a distinctly international flavor and suggests her lively commitment to women's rights. Although I caught Petchesky in the midst of a typically demanding day just an hour before teaching one of her classes, she poked unhurriedly and generously shared her dedication to her work and her passion for ideas with *CUNY Matters*.

—Marybeth McMahon

**MM:** How do your teaching and your students here at Hunter inspire your work?

**RP:** Students come here from many countries and cultural backgrounds, speaking many different languages. Hunter offered me the opportunity to bring a more global and cross-cultural perspective to my work. I was trained as a political theorist in a very European tradition, and my work had been on reproductive and sexual politics in the United States. Hunter really gave me an opportunity to expand my knowledge into a more international arena.

**MM:** Tell me about this expansion.

**RP:** It really began in Women's studies—in trying to develop programs and curriculum that would be more reflective of the world we live in. I began to look



Photo: Jonah Petchesky

more at international politics and movements and to relate these to issues of reproduction, population, and sexuality.

**MM:** One aim of the International Reproductive Rights Research Action Group (IRRRAG) is to give a voice to women who are not traditionally represented in policy-making arenas. How does the Group do this exactly?

**RP:** IRRRAG is mainly a research project, but it has a strong action and advocacy component. Until now we have mainly been doing research to inform the action. The IRRRAG studies offer a comparative analysis of reproductive and sexual decision-making among primarily low-income women from diverse countries, age groups, and ethnic and religious subcultures. There are approximately three or four research sites in seven countries participating in the study: Brazil, Egypt, Malaysia, Mexico, Nigeria, the Philippines, and the US. So far, we've talked to approximately 800 people throughout these regions. In this research, we seek to privilege women who have not participated in the mainstream women's movements in their countries or in the large international conferences. We've given these women a voice in the sense that they are now represented in our research.

**MM:** Are there issues that women in all seven countries share a concern for? And what do women in the West have in common with women in developing countries?

**RP:** I'm not sure what the construction 'West' or 'East' really means. I prefer to speak of 'Northern' and 'Southern' countries, even though these categories too are inadequate. Having said that, I can add that we were impressed with how much women had in common, how much there is 'a North within the South and a South within the North.' At a meeting we had at Hunter in 1990 of the International Interdisciplinary Congress on Women, some 45 people from about 18 countries gathered, including women who were active in women-of-color organizations in the US. The dialogue that emerged among these US women and the women of Nigeria, the Philippines, and Brazil revealed some very important resonances across so-called

North and South lines. The conditions of poor, urban or rural women in the various regions were not that different. They were suffering tremendous lack of access to basic health care and basic education; they were also similarly victimized by what we call population control programs that are

interested only in curbing births and not enhancing women's health or their choices. Many were dealing with poverty in daily survival.

The other thing that must be said about commonalities is that there is an international feminist discourse that cuts across the different regions and countries. This discourse is concerned with similar questions about, on the one hand, women having more autonomy and control over their fertility, their sexuality, their ideas, and their ability to make decisions in a self-determined way, and, on the other hand, women bearing the primary brunt of global economic trends.

**MM:** Yes, but doesn't America's advanced technology give us an edge in this regard?

**RP:** I would rather be a sick person in the US than in Nigeria or in Brazil, for that matter. At the same time, however, our health care system is undergoing a profound transformation and we're all going to experience a very sharp decline in the quality of services and in our ability to access those services.

Also, my perception is that while the US may be more advanced technologically, we're not necessarily more advanced in terms of our ability to understand and to analyze what's happening in our society. The women's movements in some of the countries we work with are far more developed and more cohesive than the women's movement is here.

**MM:** Why is that?

**RP:** Maybe it's because they've had to struggle against greater odds. They are also more effective because in many instances they've grown out of and have connections with progressive movements that are addressing the kinds of economic and macro-economic or social issues that feminists in the US tend to avoid or don't think of as feminist issues.

**MM:** What was your role in the World Women's Conference in Beijing? The actual conference seemed much more interesting than preliminary press reports led us to expect.

**RP:** I think you're absolutely right, the official conference and the NGO (non-governmental organizations) forum turned out to be far more productive, vibrant, and progressive than most of us had ever imagined possible given all the constraints.

The IRRRAG group went there with several goals. Our intention was to present the preliminary findings of our research through a big workshop and an exhibit where we distributed information packets. We also had a breakfast press briefing and disseminated a letter summarizing IRRRAG's findings to about 100 official delegates and lobbyists to highlight how we thought the findings might be used in lobbying and also to counter the Vatican offensive.

**MM:** How do IRRRAG's findings counter the

Vatican position on sexual and reproductive rights?

**RP:** The Vatican, in the months leading up to Beijing, mounted an impressive media campaign to assert that the Beijing platform document and particularly ideas such as reproductive rights and sexual rights which were coming to the fore were the products of western feminism and that somehow this was inimical to other cultures. The Vatican implied that in most societies women accepted gender difference; the main message was that women around the world embraced motherhood as their primary role and contribution.

What we found in our study was that while it's true that women in most societies identify with motherhood, whether or not they have children of their own, it's also true that many women take the position as mother and use it as a basis for validating their own decisions about fertility and sexuality. They say, "I am the one who's the mother, therefore, I am the one who should decide whether we use contraception or not" or "I am the one who gets up in the middle of the night and takes care of the children, not my husband, so it's my decision how many children we have." We thought this presented an interesting answer to the Vatican because these same women are using motherhood to validate their use of contraception, their abortions, and their rejection of unwanted sex from husbands.

Underneath all the issues raised by the Vatican about gender, it has to be said, there is a very strong homophobia, a fear not only that women will be self-determined but that families will become organized around other than the traditional heterosexual, patriarchal, monogamous family structure and that coupling of other kinds than heterosexual and monogamous kinds might be legitimized through these documents. That's what they are afraid of. It's not just the sexual and reproductive empowering of women that threatens religious fundamentalists, but also the legitimization of gay and lesbian rights.

**MM:** Did the Conference give you a chance to hear from women from countries that are in the Vatican coalition or who are from Islamic fundamentalist traditions?

**RP:** Well, since IRRRAG has research and action teams in Egypt, the Philippines, Brazil, and Malaysia, we represent groups that have worked in these contexts a great deal. Egypt presents a very dramatic case of women's groups being caught between a growing Islamicist tendency—a very menacing tendency in terms of dress codes, the revival of veiling, the stigmatization of women who reject a certain traditional pattern in their behavior and in their identity as women—and, on the other hand a very repressive government.

We had a really interesting moment in one of the sessions in Beijing, sponsored by a coalition of groups that included IRRRAG. It focused on an assessment of the Cairo Population Conference and was very well attended. I noticed that in the audience there was one very young, veiled woman, an Egyptian student from Cairo. She got up during the question period and asked, "How would we bring these ideas we had to the 'simple' women?" She meant the poor women, peasants, women who don't understand the kind of language we were speaking. She clearly didn't reject what we

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# My Education as a Teacher of Race Relations

By Stephen Steinberg

*Professor Steinberg, of the Urban Studies Department at Queens College and the Sociology Program at the GSUC, is the author of Turning Back: The Retreat from Racial Justice in American Thought and Policy, just published by Beacon Press. The study offers a critique of the nation's continuing failure to confront the legacy of slavery. CUNY Matters offers here, with the author's kind permission, excerpts from the autobiographical Prologue to Turning Back.*  
—Editor

"He has understood the system so well because he felt it first as his own contradiction."  
—Jean-Paul Sartre,  
Introduction to Memmi's  
*The Colonizer and the Colonized*

Nineteen seventy-one was the best of times and the worst of times in American higher education. Jobs were plentiful, indeed more so than at any time since. In my case, I had completed a nine-year stint in the Sociology Department at U.C. Berkeley, and decided to forsake all of the seductive pleasures of the West Coast and reclaim my Eastern roots. My California friends winced in disbelief when they heard I was moving to New York City, which was experiencing a crime wave that spilled into middle-class neighborhoods. Expatriates from New York—the survivors—would assault me with unsolicited horror stories about muggings, burglaries, and other atrocities. I remember lying awake the first night frozen with fear because the door to my new apartment was not yet fortified with a second lock and other security devices.

My office at the Graduate Center was only a block away from the infamous strip of sleazy cinemas and porno shops—a far cry from the spacious beauty of the Berkeley campus. My job involved teaching a course on race relations at the uptown City College campus, which had just emerged from two years of strife with an open admissions policy, a policy that would permanently transform the racial and ethnic make-up of the student body.

For this class I assigned *Beyond the Melting Pot*, written by Nathan Glazer and Daniel Patrick Moynihan. Originally published in 1963, the paperback had seven printings and then a second edition. The book seemed tailor-made for my students, since it dealt with the five largest minority groups in the City: blacks, Puerto Ricans, Jews, Italians, and Irish. Free of excessive jargon, the book, I believed then, would engage my students. I must confess, also, that when I first read the book in 1963 I found little to take issue with in its treatment of race and ethnicity. I can say his with certainty because I still have my 1963 copy, and it is filled with respectful highlighting and marginalia. However, the 1970 edition I have used over the last

quarter-century is littered with X's, question marks, exclamation points, and expletives reflecting everything from disbelief to outrage. What passed as unimpeachable social science in 1963 seemed tendentious drivel by the 1970s. Such are the perils of a paradigm shift!

When Glazer, Moynihan, and I reached the 137th Street subway station, we all entered a world populated almost entirely by people of color. It was with no small apprehension that I walked the metaphorical plank between the subway and the campus. This hill—with its perils, both real and imagined—was the symbolic stumbling block to the sociological imagination. To get beyond the conventional assumptions regarding race and class in *Beyond the Melting Pot*, I would clearly have to control my apprehensions. In saying this I do not mean that I had to undergo some kind of ritualistic mastery of fear. Although I made at least 60 expeditions that year to the college on the hill without incident, a colleague, also from Berkeley, had the sobering experience of being mugged at knife-point. As a street-wise New Yorker, I have learned not to engage in romantic denial of dangers lurking behind the poverty line.

No, the challenge that the hill represented was less to emotion than to intellect. What sociological inferences were to be drawn about this ghetto neighborhood: the shabby tenements, littered streets, abandoned houses and cars, groups of young men hanging out on stoops, and dealers brazenly peddling drugs? All of the props were in place for a retelling of the morality tale that pervades *Beyond the Melting Pot* and most sociological texts. The tale, that is, of civic virtue and moral principle being imperiled by an array of (literally) dark and sinister forces, with all the usual narrative variations on the Black Nemesis: the breakdown of the norms that govern middle-class society; the deviant subculture that tolerates and even sanctions criminal behavior; broken families and fragmented communities that eviscerate the social bond; and the self-perpetuating culture of poverty that, in the bald language of the 1965 Moynihan report on the black family, "is capable of perpetuating itself without assistance from the white world."

Over 20 years have passed since I taught that first class at CCNY, and I do not recall in specific detail how my students responded to *Beyond the Melting Pot*. I do remember, though, that my black students were deeply affronted by passages in the text. What they displayed was not anger so much as disbelief. Like most students, they started out with a naive faith in "higher" education, and did not expect to encounter the base distortions and misrepresenta-

tions that they had come to expect in society at large. When they encountered racism, even with an academic gloss, it left them with a feeling of bitter disappointment. Their frustration was often vented on white students, who found in the text sanction for their own prejudices, and this occasionally led to acrimonious exchanges. As the instructor, I reveled in the fact that these classes were lively, but probably was not sufficiently mindful of the hidden injuries of race and the impact that these "lively" exchanges had on minority students. One day I noticed that a student was dawdling in the corridor for the entire class. Afterwards I chided her for not coming in, whereupon she revealed that she had deliberately kept some distance from the nerve-racking tension inside the classroom.

On another occasion I was lecturing on the origins of racism. Citing Winthrop Jordan's study *White Over Black*, I observed that even before Europeans discovered Africa, a host of negative attributes were associated with the color black, including darkness, death, and the diabolical. A black hand was promptly raised in the back of the classroom, and I was informed with undisguised irony that

"we knew it was there all along." In a flash I recognized that his comment had far-reaching implications that I had not fully comprehended. If Europeans did not "discover" Africa, then how much more of the field of race

relations had been constructed from an unconsciously white perspective? Icons came crashing down. The "discovery" of America, the "conquest" of the West, the "emancipation" of slaves, the "immigrant odyssey"—indeed, all aspects of our national history—including the ideas of nation itself—needed to be reexamined taking minority perspectives into account.

I do not mean to imply that I relied on such encounters with students to develop a critical perspective on the field of race relations. Often students do not have the sophistication or the self-confidence to openly challenge a professor or the author of a hallowed text. Although some students, like the one just mentioned, did make insightful comments that influenced my own evolving perspective, a more subtle mechanism was at work. I had brought *Beyond the Melting Pot* deep into the heart of Harlem, through that impoverished neighborhood, to a class where blacks were more than a token presence. These students became the prism through which the text was refracted. I read it as I imagined they did, or, to be more precise, as I would have if I were they. In effect, I came to identify with the "other." Thus, the mere fact of having an interracial class helped me to gain a critical "distance," not only from the canon but also from my own assumptions.

In saying this, I am not advancing a racial epistemology that privileges insiders—in this case blacks—with greater knowledge of themselves than outsiders can attain. Just because my

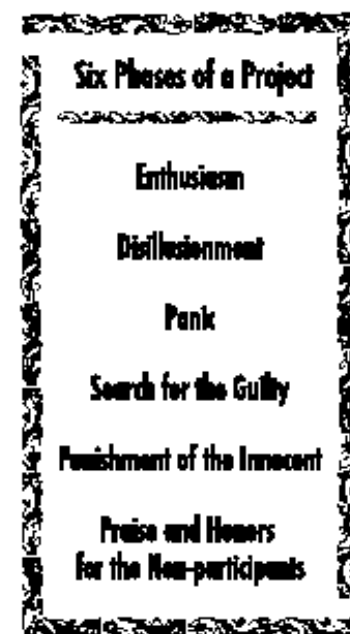
black students were offended by certain of Glazer's claims does not mean that they are right and Glazer wrong. Indeed, insiders easily develop group loyalties and sensitivities that might lead them to reject facts and interpretations that are unpleasant or compromising. Nor am I suggesting that there is a black point of view shared, more or less, by all African Americans. Nor am I unmindful that some black scholars endorse Glazer's theories of race; indeed, they are sprouting up with increasing frequency these days.

Granted, there is no equation between race and truth. The point, however, is that prior to the mid-60s, virtually no minority voices were represented within social science. In the case of *Beyond the Melting Pot*, the editors, reviewers, and audiences were predominantly white, and there were few black students in Glazer's classes who might have offered him that invaluable prism on his own ideas...

Perhaps the paramount lesson I have learned as a teacher of race relations in a polyglot university has to do with the inescapable subjectivity of ideas. There is not one truth, but many truths, and they must be balanced against each other. Like a kaleidoscope, the fragments of social "data" assume dramatically different configurations and meanings depending upon one's vantage-point.

Does this mean we are trapped in a hopeless subjectivity, that one interpretation is as good as the next? Not necessarily. In the first place, we can use this epistemological cynicism to see through the knowledge-claims that merely serve established institutions. Then, once we give up our innocence—which for me involved the recognition that Glazer and Moynihan's book was riddled with bias and error—we are free to explore alternative perspectives and interpretations. Herein lies the paradox that vitalizes the intellectual enterprise. By forsaking the idea that there is a single truth to be discovered, we overcome a major barrier to the discovery of new and unexpected truths. ●

"There is no equation between race and truth."



# The Computer & Information Services Center

by Gary Schmidgal

Somewhere in the "dark backward and abysm of time" in the history of computer telecommunications—to borrow a phrase from Shakespeare's *Titus Andronicus*—this globe-shattering conversation took place:

Josh: Hi, Hank.

Hank: Hi, Josh. What's new?

Josh: Nothing much. Now that it works, what do we do with it?

Hank: Got me.

In fact, this exchange occurred a mere 14 years ago: on May 5, 1981, at exactly 11:30 in the morning. But mention events of 1981 amid the exploding galaxy of telecommunications in the mid-1990s and you are talking about a past that seems downright Paleocene, maybe even urassic.

Josh was Josh Auerbach, a computer systems manager at Yale University; Hank was Hank Nussbacher, a CUNY systems manager. And, prosaic though their dialogue was, the exchange should rank in the annals with Stanley presuming he was meeting Mr. Livingston, Bell's "Come here" over the first telephone line, or even Neil Armstrong's "giant leap for mankind." For he "it" Auerbach referred to was the technology for communicating between telelinked computers. Theirs was the very first electronic-mail delivery.

"Little did we know," says Nussbacher wistfully of that first small step.

This was, in effect, the inception of BITNET (Because It's Time NETWORK), which began life as a single leased telephone line between Yale University and CUNY and soon grew into a vast collegiate web in the early 1980s. BITNET itself was preceded by the first major communications web, ARPANet, a US government system developed in the 1960s to ensure power to communicate after a major global cataclysm. Links between BITNET and ARPANet were established in the 1980s and

eventually evolved into today's huge cybernation called the Internet, with its ghostly population (some experts guess) of over 30 million users. And climbing very fast.

"Plastics" may have been the talismanic word in the days of "The Graduate," but the mantra of the 1990s is most emphatically "access." Access now refers principally to data on the Internet and, more specifically, to search-and-browse software systems developed over the last decade to "navigate" sea-lanes of the cyberspace (see Glossary for some of the language spoken there). The most popular of these is the World Wide Web, a collection of textual, graphic, and sound resources available internationally.

The Web was introduced as a concept in 1989 at CERN, the European Laboratory for Particle Physics near Geneva, and consisted of a body of software and a set of protocols and conventions. But it was not until the fall of 1993 that the Web became an international phenomenon.

Exploiting educational uses of the Web is clearly on the minds of one and all at CUNY's Computer Information Services center (CIS), which is located on the 16th floor of the Miesian glass box at 57th Street and Tenth Avenue in Manhattan—formerly the Ford Building. CUNY/CIS, which was established in 1974, has always enjoyed its grand views of the Hudson River and the West Side—it was, in fact, the building's first tenant (along with the Drug Enforcement Agency). A new visitor to CIS can't help casting a glance over the shoulder of one's host to catch one of the sweeping views. But, then, there are windows and there are windows.

The CUNY/CIS mainframe computer powers two principal operating systems, MVS (for Multiple Virtual Systems) and VM (for Virtual Machine). MVS keeps CUNY's house in order by driving its accounting, budget-

ing, and financial aid databases, CUNY+ (library holdings and book status information), SIMS (the Student Information Management System), and CUPS (the City University Personnel

System). VM is the operating system best known for delivering electronic mail service to thousands of CUNY users, and for providing other, albeit limited, access to Internet resources such as Gopher and hundreds of electronic discussion groups.

The latter, often called news groups, exist under the Usenet News rubric and are bunched within "hierarchies." The hierarchy concerning K-12 contains 28 separate groups, while among the CUNY discussion groups are *cuny.gen*, *cuny.biology*, and the free-for-all *cuny.talk*. By punching in *soc.culture.canada* in the Sociology hierarchy on Nov. 2, users could find 3,141 documents available on the Quebec referendum.

University Dean for Instructional Technology Michael Ribaldo explains that CIS and its predecessor, the University Computer Center (UCC) have always led a somewhat schizophrenic existence, given the rather divergent nature of its two main missions reflected in MVS and VM: "One has to do with instructional technology and administrative applications, where clarity, rigidity, order, and routine are desirable. The other has to do with information services, where—especially today—exploring, adventuring, and risk-taking can lead to extraordinary progress." Jack Chen, in charge of data systems at CIS, phrases the dichotomy slightly differently as one of "office process" versus "information access," but he agrees with Ribaldo that in recent years the line between the "administrative" and the "academic" has begun to blur, as for example, when the WWW is used to access administrative applications like student information systems and institutional data.

But it is clearly CUNY/CIS's "gateway" functions that are generating the most excitement and activity these days. Facilitating access has become a fundamental mission at 57th Street, according to Ribaldo, who explains that an enormous shift from the centripetal (converging) to the centrifugal (radiating) is now occurring in the computer universe. "We are moving very quickly from a mainframe-centric to a network-centric technological landscape," says Ribaldo. "In the old days, not that long ago, the mainframe was the center of the world. We were the keepers of the glass house, charged with tending and feeding the University's monster mainframe here." This machine drew CUNY administrators, faculty, and student clients in from all the various campuses. The obvious image for this arrangement was a hub and spokes.

Pat Reber, CIS Director of Campus Liaison Services and a veteran of almost two decades at the center, remembers the days when all CUNY computer services were delivered from the center and it was open all night for campus users: "There were often long lines and we needed a security officer. Fights sometimes erupted when a breach of the 30-minute-max rule on

individual use was perceived." Eventually, individual campuses acquired their own mainframe computers, and pressure on the University Computer Center, as it was then called, diminished.

However, with the enormous microcomputer revolution of the 1980s, Ribaldo explains, the mainframe became less and less the cyenosure of computing activity. "There has been a steady migration off the mainframe to powerful desk-top workstations at the colleges," he observes. Reber underscores this point by explaining that some of CUNY's work-stations "are now significantly more powerful than the mainframe we had here in the early years." Another example of this centrifugal movement is the recent migration of Hunter College's entire e-mail system to its own local network, a CUNY first. "We are no longer just 'the keepers' but also 'facilitators' of access," says Ribaldo. Small wonder the dean regularly spices his conversation with a synonym for access: connectivity.

Trying to visualize connectivity, I joked with Dr. Michael FitzGerald of Medgar Evers College, a frequent leader of CIS about the University community getting its Web feet. He responded, "Block that metaphor: not ducks, spiders. The image has always been one of a spider's web." Which leads me to the perfect motto for CUNY/CIS, a famous line from "A Midsummer Night's Dream" with one word deleted: "Weaving spiders, come not here."

This new net-centric emphasis was formalized in 1993, when the University Computer Center was renamed Computer and Information Services (CIS). And services are certainly needed in today's intimidatingly vast, high-velocity world of distributed information.

How to grasp this world? The old hub-and-spokes image does not quite work any more, because the "wheel rim" that it implies is no longer defined by the perimeters of CUNY's campuses. Thanks to all those communications satellites circling the globe, that "rim" is now out in cyberspace. Using "flat" wheel and hub imagery for comprehending the current state of technology is almost like talking about a flat earth. An image more radically three-dimensional and mind-boggling is called for. Contemplate, say, an exploding star.

"There has been a tremendous demand for home and worksite access" to the exploding resources of the Internet, says



CUNY home page visitors can click on the name of the college on the map to the left to gain access to its home page. The BMCC home page is to the right.





Ribaudo, and to meet this demand he and his colleagues have begun to function more and more "like reference librarians." Marsha Ra, CUNY's Director of Library Services, naturally approves of the comparison and has been rapidly expanding CUNY's digital reference resources. CUNY+, the University's familiar online public access catalog, is nearing the 4-million-records mark and is now connected via the Internet to databases of other universities.

Also online at the University are: Reader's Guide, Social Science Index, Humanities Index, General Science Index; Dissertation Abstracts ("DDIS") from 1861 to the present; Medline ("MEDL"), an index of 3,500 journals produced by the National Library of Medicine; and the Business Periodicals Index ("BPI"). Other databases online have enjoyed heavy use, notably the Book Review Digest, the Biography Index, and Education Index.

Ra has also relied on computer technology to rationalize and make cost-effective the University's periodical resources in the face of staggering inflation of subscription costs. "Especially with science journals, we have seen prices double as often as every four years," she says, noting that *Chemical Abstracts* now costs \$15,000 a year and three physics journals charge more than \$10,000. Since budget constraints have required cut-backs in subscriptions, Ra's office has instituted a program through which CUNY faculty may request "document delivery" of articles in journals to which they do not have hard-copy access. "About 2,500 articles were requested last year," Ra says.

Ra is also looking forward to the appearance on CUNY+ early next year of Current Contents, a digest of periodicals, updated weekly, produced by the Institute for Scientific Information. It will consist of six main categories: life sciences, agriculture and biology, physical sciences, clinical sciences, social and behavioral sciences, and arts and humanities.

A perfect example of how the Internet is growing—and how CUNY is contributing to this growth—is NOAH, aka New York Online Access to Health. Made possible by a \$275,000 grant from the Department of Commerce (for which Ra is the Principal Investigator), NOAH is a World Wide Web guide to local and Internet health information and resources created in collaboration

with the NY Public Library and NY Academy of Medicine. NOAH will eventually be accessible at public workstations at every branch of the Library, as well as at selected hospital libraries. Especially important for users of NOAH in the metropolitan area is its provision of documents in Spanish as well as English.

The birth and neo-natal fine-

tuning of baby NOAH was supervised by the project's Creative Director, Kirsten Dehner, who found the "support and freedom, as well as the relaxed atmosphere and expertise in current technology" at CIS ideal for her work.

Dehner has been eager to organize the information logically, mainly through broad topics like AIDS, Pregnancy, Aging, and Nutrition. Through a tool called Oracle, NOAH users will be able to establish dynamic relationships with databases, that is, retrieving and manipulating data on the Internet, thus allowing users to search by multiple topic, category, or keyword. Among the documents accessible on NOAH are all the publications of Gay Men's Health Crisis, the NY Department of Health, the March of Dimes, and the National Cancer Institute, which has chosen NOAH as a site for Spanish versions of its CancerNet Statements. Soon NOAH will be offering documents from the National Institute of Mental Health and SIECUS, the Sexuality Information and Education Council.

Only a five-month-old now, NOAH is already up on his feet and exceedingly talkative on the Internet. Dehner reports that users accessed NOAH more than 30,000 times in September, and in October the NOAH site has averaged over 1,000 "hits" a day. Dehner expects NOAH to reach full online adulthood by June 1996. NOAH's address is: <http://www.noah.cuny.edu>.

Several outreach initiatives of CUNY/CIS aimed at the University community are gathered under the umbrella of its Open Systems Center at 57th Street. The Center, which serves as a site for faculty training seminars (see sidebar), made its debut in Fall 1993. This site is a large room brimful with the most advanced machines for pursuing multimedia development and testing ways to apply emerging technology to teaching and research tasks. The 24 Apple Macintosh and IBM Pentium stations are equipped with cross-platform software, that is, applications like AuthorwarePro that have the same "look and feel" whether running under Windows or Mac. A large DEC Alpha server is currently providing the means for social science faculty to transfer their large research projects from more rigid mainframe environments to more cost-effective and flexible local, multi-user (or UNIX) workstations. Other sciences, it is expected, will be

making similar migrations.

"The Open Systems Center has been designed to represent a variety of platforms and operating systems," says Colette Wagner, CIS Director of Education and Training, "just like the real-world mix of machines found on any campus. It is a place where faculty can come to explore a new technology, think about how it might apply to their own classrooms, and exchange ideas. One major initiative of the Center in the past year has been the formation of alliances with educational publishers, who bring new products to CUNY for feedback in review sessions with students and faculty. This has given us insight into the newest progress in technology."

Work at the Open Systems Center, for example, spurred the development of the University's own new Internet identity, the CUNY home page. Access to our home page (address: <http://www.cuny.edu>) gives the Internet user information about the University and, through its touch-sensitive map, provides a gateway to the Web sites that have been mounted by CUNY colleges. Indeed, beginning with this issue, the full text of *CUNY Matters* will be accessible through the CUNY home page.

One of several Visiting Faculty Fellows at

the Open Systems Center this year has been Hunter College Professor of Curriculum and Teaching Anthony Picciano. His profound horror of chalk dust has made him one of CUNY's strongest proponents of multimedia computer pedagogy, notably through the Multimedia Courseware Development Initiative, which dates from 1990. "I like to see the gleam in a 50-year-old literature professor's eye when the resources we have available begin to emerge," says Picciano. He also enjoys working with novice developers of multimedia course applications, but always stresses the importance of integrating digital tools with the teacher's own personality, classroom style, and pedagogical goals.

Behind the scenes, making all computer activities and applications work, is a vast array of equipment and cables—all bathed in the loud 'whoosh' of a powerful air conditioning system. This vast open room at the east end of the 16th floor is known to the CIS staff as the "machine room." Specifically, among the armoire-sized modules one finds here are the mainframe (an IBM 3090 600), hundreds of gigabytes of disk space stored in DASDs (disk array

*Continued on page 1*

## Cyberspeak: A Glossary

**BIT:** A conflation of "binary digit"—a single digit number, either a 1 or a zero. This is the smallest unit of computerized data. A page of English text is about 16,000 bits. "Bandwidth" refers to how much data can be sent through a given electronic connection, measured in bits-per-second (Bps).

**BYTE:** A set of bits that represent a single character (usually 8 bits comprise a byte). Megabyte=a million bytes.

**BROWSER:** A client software program that is used to look at various kinds of Internet resources.

**CLIENT:** A software program that is used to contact and obtain data from a server software program on another computer, often at great distance. Each client program is designed to work with one or more specific kinds of server programs.

**CYBERSPACE:** Term originated by novelist William Gibson in "Neuromancer." The word now describes the whole range of resources available through computer networks.

**ETHERNET:** A common method of networking computers in a Local Area Network (see LAN). Ethernet will handle about 10 million bits-per-second of data and can be used on any kind of computer.

**GATEWAY:** Any mechanism that translates between two different network protocols, thus providing access from one system to another. America Online might be called a gateway to the Internet.

**GOPHER:** A widely successful method of making menus of information available over the Internet (now to some extent being supplanted by Hypertext, also known as World Wide Web).

**HTML:** Hypertext Markup Language—the coding language used to create hypertext documents for use on the WWW.

**HTTP:** Hypertext Transport Protocol: the protocol for moving hypertext files across the Internet. HTTP requires a client program on one end and an HTTP server program on the other; it is the most important WWW protocol.

**HYPERTEXT:** Any text that contains "links" to other documents, that is, words or phrases in the document that can be chosen by a reader and which cause another document to be retrieved and displayed.

**LAN:** Local area network—a computer network limited to the immediate area, usually the same building or floor of a building.

**NODE:** Any single computer connected to a network.

**SERVER:** See Client.

**TELNET:** The command program used to "login" from one Internet site to another. The telnet command/program gets you to the "login:" prompt of a host computer (that is, a computer with services to offer).

**UNIX:** A computer operating system, UNIX is designed to be used by many people at the same time; it is the most common operating system on the Internet.

**URL:** Uniform resource locator: the standard way to give the address of any resource on the internet that is part of the WWW. The URL for the CUNY home page is: <http://www.cuny.edu>.

*—with thanks to Internet Literacy Consultants (a more extensive glossary is at <http://www.matisse.net/files/glossary.html>)*

## Landmark Status for New Graduate School



Among architects and construction executives, “fast track” refers to projects that are completed at warp speed, amid fast-dancing sliphammers, the us-hour traffic of hard-hats, and speeding dry-wall. But mention the much-anticipated move of the Graduate School and University Center into the historic former B. Altman department store building to members of the architectural firm of Gwathmey/Siegel & Associates and they begin joking about “Beyond Fast Track.” Things are indeed moving very quickly.

Approval from Albany for the first phase of this \$154-million-plus project came late last spring in the form of an \$81.4 million appropriation. Since then, Vice Chancellor for Facilities Planning, Construction, and Management Emma Macari and her designers have stamped it “urgent.” The search for an architect, she reports, was rigorous but swift. Of the 60 firms that expressed initial interest, 43 submitted preliminary proposals. Nine on the short list were asked for more elaborate plans,

and six were interviewed.

The selection committee, which included GSUC President Frances Horowitz, Provost Geoffrey Marshall, and Facilities Director Michael Mahoney, joined by Vice Chancellor Macari and her colleagues, reached unanimous agreement that Gwathmey/Siegel of New York City was the ideal choice. “On several fronts, Gwathmey/Siegel made perfect sense,” Macari says. “We will want a state-of-the-art interior that still respects the design integrity of the wonderful 1914 detailwork and exterior, and Gwathmey/Siegel proved its diplomatic skills in this area with its expansion of the Guggenheim Museum.” The firm’s success with the East Academic Complex and Pedestrian Bridge at Hostos Community College also encouraged the choice, as did the fact that Gwathmey/Siegel is also the architect for the GSUC’s next-door neighbor on the site, the New York Public Library. The GSUC will occupy approximately two-thirds of the main nine-story structure, which takes up the entire block between Fifth and Madison Avenues at 34th-35th Streets, while the NYPL will reside in the remaining one-third that fronts on Madison Avenue. (The only other tenant, Oxford University Press, will occupy several penthouse floors that rise above the main roof-level on the Madison Avenue side.)

The fastness of the new GSUC track becomes clear when Macari reveals current plans to finish construction by December

1997 and move in early in 1998. All the haste and concern for time (one thinks of Carroll’s White Rabbit) is largely due to the eagerness of the SUNY College of Optometry to move into the current GSUC building at 33 W. 42nd St. Extension of its lease at its current midtown site being infeasible, the College must begin moving in the next few months.

The close cooperation between CUNY and SUNY in planning this double move was greeted with obvious pleasure in Albany and helped to ensure funding approval, Macari says. CUNY will relinquish about a third of the floors on 42nd Street by the end of this December to accommodate the College. This will mean identifying “swing space” for some GSUC offices and departments within a reasonable walk from the 42nd Street Building.

This interim period will doubtless cause some inconvenience, but Macari is convinced the final result will be more than worth it. She can hardly wait to “carve out a campus” from the vast former emporium: wonderful common spaces, auditoria (especially a new Proshansky Auditorium), physical education, dance, and theater facilities that will make the cramped old quarters seem like a bad dream. The move will also represent an expansion of space, which will enable the GSUC to serve 5,000 graduate students (and approximately 3,000 full-time equivalent students) by the year 2003 or 2004—a projected 8.4% increase in enrollment. ■



Elevators of the B. Altman Building, as illustrated in the booklet celebrating its 1914 opening; above left, their grillwork revealed during recent interior gutting.

## THE BUZZ AT LEHMAN COLLEGE

### Art and Culture Go Cyber

by Daniel Shure

Artists have produced hundreds of on-line works since “sites” became widely available on the Internet’s World-Wide Web, but there has been very little critical discourse about these digital creations. This is one reason why Susan Hoeltzel, Director of the Lehman College Art Gallery, has joined with the pioneer media-conceptual artist Douglas Davis to form and co-direct the Center for Long Distance Art and Culture.

Based in the Lehman Gallery in the Bronx, the Center is dedicated to promoting international arts and cultural discourse by connecting students, artists, museums, and universities internationally. The Center’s mission also includes commissioning digital artworks, developing educational programs, and posting critical writing and research on the Web.

This is not to say electronic art itself is new, cautions Robert Atkins, an art historian and former *Village Voice* arts columnist: “Electronic art has existed part from the mainstream museum art world for the past 20 years; what interests is here at the Center are the interactive characteristics of this new on-line medium.” The World Wide Web has given computer users the ability to transmit and view a combination of images, text, sound,

and color video. With a Web connection, artists can thus create their own “home page,” post their works, and interact with their “viewers.”

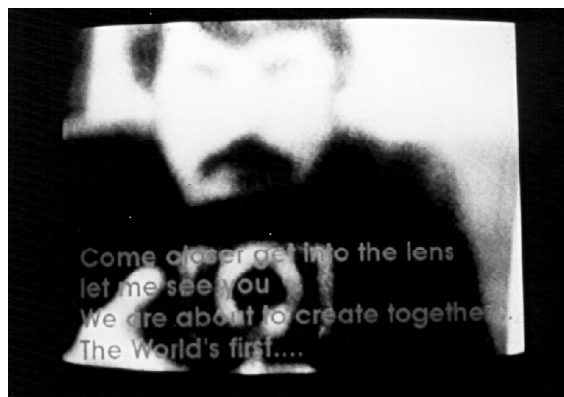
Atkins is directing and editing one of the Center’s first undertakings, *Talkback! A Forum for Critical Discourse*. A quarterly journal designed for the Web, it features *Out There*, an edgy, annotated guide to on-line art; *The Buzz*, a preview of new on-line works; and *The Beef*, a collection of provocative opinion pieces challenging the electronic status quo. It debuts in November (<http://math240.lehman.cuny.edu/talkback>).

The Center’s initial educational offering is a Global Classroom Seminar in Long-Distance Arts and Humanities conducted by Davis, who recently returned from a stint as a Fulbright Scholar at the University of Moscow. The seminar features lectures by Davis and exchanges between Davis in the Bronx and students, faculty, and artists in Warsaw, Moscow, and other world cities.

Lehman students have already benefitted from the new Center’s projects. A collaboration with the College’s Departments of Art and Mathematics gave students experience at the Guggenheim Museum, where they assisted Lehman math professor Robert Schneider in the creation of a Web site for an electronic exhibition (<http://guggenheim.lehman.cuny.edu/baselitz>).

Other students will work on a computer-based cultural exchange that links anthropologists, art historians, art students in the United States with their counterparts and a group of indigenous people in New Guinea who are creating a rain-forest preserve. The project, headed by David Gillison, a Lehman photography professor who has worked extensively in New Guinea, can be accessed at <http://math240.lehman.cuny.edu/art>.

Hoeltzel first brought Lehman’s Art Gallery on-line in 1994 when she curated *Interactions: 1965-1981*, a retrospective of Douglas Davis’s work. As part of a performance during that exhibition, Davis launched the World’s Longest Sentence—a collaborative document that is still growing as Web annotators continue contributing to



Above, the home page of conceptual artist Douglas Davis, Co-director of the Center for Long Distance Art.

it. The project caught the eye of *Newsweek*’s “Cyberscope” column and the arts press and was purchased by New York conceptual art collector Eugene Schwartz.

The noted art critic Daniel Rubey, who is also director of the Lehman College Library, wrote that Davis’s performance “deconstructed the traditional notion of performance as a sacred event. For Davis, the performance becomes the ephemeral trace, and the documentation is the central ‘event’ now globally available on the Internet.” ■



## REMEDICATION AND ESL

# How the New Resolutions Work

By Elsa Nuñez-Wormack  
University Dean for Academic Affairs

The Board Resolutions of June 1995 that address the areas of Remediation and ESL at CUNY generally include an implementation deadline of September 1996. For the University to be prepared to allocate students to campuses in March 1996, college implementation plans are needed by Dec. 31, 1995. With such a tight time line, a good part of this semester is being devoted to developing guidelines and mechanisms for implementation of these resolutions. Senior colleges need to review and strengthen their remedial and ESL curricula with the objective of moving students through remediation and ESL programs within one year. The following questions are intended to clarify key implementation issues.

### 1. How do the Board resolutions relate to CUNY admissions?

The new policy maintains CUNY's basic policy of open access, which since 1969 has guaranteed admission to a community college for any high school graduate or GED holder and to a senior college for any student meeting specified criteria. The new policy adds a new criterion for admission to baccalaureate programs. Students whose records, including skills test results, do not match the enrollment profile of a baccalaureate program to which they seek entry will be invited to indicate on application forms their choices among the six community colleges and the four senior colleges offering associate degree programs. Enrollment will be driven, as it is now, by student choice. In Fall 1996, admission to the baccalaureate programs will depend on new criteria for allocation, including performance in high school and results on the CUNY skills tests.

### 2. Which students enter through the various doors in these new plans?

Resolutions 15 and 16 set the parameters for this discussion:

15. It shall be University policy that, beginning in Fall 1996, students will be admitted to baccalaureate degree programs only if the remedial and ESL instruction they are evaluated as needing can be accomplished typically through a sequence of courses in each area that can be completed within two semesters. The Office of Academic Affairs may approve alternative criteria proposed by a college based upon a demonstrated relationship between the level of student academic preparation and student success at that institution. Colleges may offer additional basic skills or ESL instruction through their adult and continuing education programs.

16. It shall be University policy that, following a review of its mission, resources and student performance, and after consultation with college governance, a senior college president may propose as an admissions criterion that a student will be admitted to its baccalaureate degree program only if the remedial courses needed in one or more basic skills areas or ESL can be accomplished typically through one semester courses. The Chancellor may approve such a criterion after receiving the President's recommendation along with the views of the appropriate campus governance body.

For Fall 1996, only the 11 colleges offering baccalaureate degrees will be asked to provide definitions of allocation criteria based on Resolutions 15 and 16. There are several guidelines:

#### In implementing Resolution 15:

For each college the Office of Institutional Research will prepare multi-year data on how testing data conformed to specific placements of students in the college curriculum. Data will be presented to show typical one- and two-semester patterns of remediation and ESL, and to identify patterns for which students typically took more than two semesters to complete remediation. Under this resolution, the Office of Institutional Research would allocate to a particular college those students whose enrollment profile matched the two-semester pattern in the multi-year data report.

It is important to note that the two-semester limit may include up to four elements: a pre-freshman summer immersion program, a two-semester academic year sequence, and a post-freshman summer immersion program, for a total calendar time of approximately 15 months.

Colleges that wish to develop their own enrollment profiles using alternative criteria as permitted under Resolution 15 will need to present data that demonstrate a correlation between the criteria chosen and the one- or two-semester pattern of remediation and ESL. These alternative plans must be approved by the Office of Academic Affairs.

#### In implementing Resolution 16:

Using data provided by the University Application Processing Center, colleges may use the process outlined in Resolution 16 to develop enrollment profiles based on projections of students' spending only one semester in remediation. The Chancellor must approve such plans under this resolution. The one-semester pattern may include a pre-freshman summer immersion program, one semester-length remedial course, and a post-semester immersion program.

### 3. How and when will changes in skills testing administration be implemented as part of the new allocations procedures?

Board Resolution 33 addresses this issue:

33. The University should create a testing unit at the University Application Processing Center to be responsible for administering skills assessment tests system-wide. Pre-allocation testing will be carried out for students seeking to attend bachelor's degree programs. This proposal should be implemented on a phased basis during the next year. The operation of the testing unit should be self-supporting through appropriate increases in the CUNY application and students consolidated fees.

The Office of Admissions Services has developed a planning document for test administration which is being shared with campuses this fall. Since allocation for September 1996 will begin in February 1996, the new testing program will be in place by Feb. 1. Faculty will continue to



Language Immersion teacher Janine Polla-Werner makes a point to students (from left) Luis Santiago, Carlos Aguirre, and Andreina Tejada. Photo: André Beckles

## CUNY'S NEW LANGUAGE IMMERSION PROGRAM

A new Language Immersion Program has opened its doors, in the Theresa Towers in West Harlem, to incoming freshmen this fall. The Program provides an intensive language-learning opportunity to a group of English-as-a-Second Language students who have deferred enrollment at the campuses to which they were allocated. Participation in this pilot program, it is hoped, will reduce the need for additional developmental or remedial work. Furthermore, students need not use up financial aid since the program precedes actual enrollment at CUNY. Students volunteer to attend and can leave when they choose.

The first group of students comes from such diverse nations as Korea, Russia, China, Hong Kong, Japan, El Salvador, Poland, France, Bosnia, and Somalia. Some have attended high school in New York City, but most attended schools in their native countries.

The program is divided into three 10-week cycles and a shorter summer program. The length of time a student will stay in the program—one, two or three cycles—will depend upon his or her level of English proficiency at entry and progress during the year. No student will spend more than one year in the program, which will offer up to 30 hours a week in classrooms and labs.

The curriculum reflects a holistic approach to language development, emphasizing all four communication processes—reading, writing, listening, and speaking—and foreshadows the academic disciplines that students will be studying in college. In addition to regular instruction, a variety of approaches and services are available, including computer-assisted instruction, tutoring, and orientation.

Initial student response to the program has been very positive, with a general consensus that this intensive concentration on English is just what they want.

—Elsa Nuñez-Wormack

serve as readers for the Writing Assessment Test.

If the University has test scores in advance of the allocation process, they will be used as part of an indexing procedure to allocate students to the colleges.

If the University does not have the test scores in advance of the allocation process, other predictive measures, such as high school preparation, will be used as part of an indexing procedure.

### 4. What support will be available for the new designs for remediation at senior colleges?

The many changes in financial aid regulations, particularly in STAP support, require that the colleges seek new ways of funding Pre-freshman Summer Programs. Colleges may wish to redirect Coordinated Freshman Year funds to support academic year intensive institutes in ESL and Remediation.

The findings of the Study on Remediation will be disseminated, and a conference is planned on these findings. At this conference, colleges will have the opportunity to exchange information, and those campuses which have already introduced new models of remediation will have the chance to present them.

In Spring 1996, colleges will be asked to conduct self-studies as part of the University study of remediation. The results of the self-studies should be incorporated in the colleges' proposals for restructuring remedial and ESL programs.

### 5. What options will be available to a student in a baccalaureate program who twice fails to pass a required remedial course?

Such a student will be dropped from the program and will not be permitted to continue toward a bachelor's degree. The student should be counseled about continuing in an associate degree program at a community college or an appropriate senior college or on making up the needed work through an adult education program.

Senior colleges offering associate degrees may choose to create a uniform repeat policy for remedial and ESL courses for both associate and baccalaureate degree students.

### 6. What is the impact of the new policy on SEEK and College Discovery?

Senior colleges will develop admissions profiles for SEEK students as part of their restructuring proposals. These profiles must be consistent with state law, which requires that students accepted into the SEEK Program be educationally and economically disadvantaged. In the recent past, SEEK students at CUNY have generally had a high school average of less than 80 or were not in the top third of their graduating class. These criteria continue to be in effect. In addition, since the Board resolution now limits the amount of remediation a regularly admitted baccalaureate student may receive, colleges should, as a general principle, include in the SEEK Program students who fall outside of their

Continued on page 1:

FROM A NEW MEMOIR BY BELLA SPEWACK

# Brushing Up on the Lower East Side

Many of us are familiar with the musical *Kiss Me Kate*, soon to enjoy a Broadway revival, and the screen classics *Boy Meets Girl* and *My Favorite Wife*. But until now little has been known about Bella Spewack (1899-1990), the sassy and dynamic talent behind these and numerous other plays and short stories. The *eminist Press* has now published, for the first time, *er memoir of growing up on the Lower East Side*. *treet* is spiced with vivid and humorous depictions of the people and situations that molded her into an ambitious journalist (she interviewed Anna Anderson, alleged last of the Romanovs), a creative press agent (she invented, as she later confessed, "that heinous, einous thing, the Girl Scout cookie"), and finally, with her husband Sam Spewack, half of a famed Broadway and lollywood writing team. The following two excerpts (with tles added) capture the bold charm and determination that helped her to become a distinguished writer for stage, age, and screen.

—The Editor

## Library Privileges

We visited every public library in the section and far beyond when we earned that our cards were transferable. Edward Park Branch, Bond Street Branch, Livingston Street Branch, and the Second Avenue Branch saw us both, eyes aight.

It is a tradition, I suppose, among all the bookworms of 11 and 12 on the lower East Side that one public library at one time in its life is superior to the other in having particular kinds of books. For instance, the Tompkins Park Branch had all the Gypsy Breynton series; the Bond Street Branch the Hildegard books; and the Second Avenue or Ottendorfer Branch all the Patty series.

Edith and I found this out and would traipse all over the city in search of say, *The First Violin*. Sometimes one of us would be left on guard at one branch where it would be likely that *The First Violin* would be on the shelves later in the day. Most of the time we worked together. We would curve our bodies and bob our heads every which way when a girl who looked as if she might have a "good" book came to exchange it for another. Sometimes it would be the book we wanted, and then it would behoove me, as the older of the two, to step up to the astounded "teacher's" back and say, "Please, could we have that book?"

The librarians' backs would stiffen. She was by this time stamping another group of books.

"What book?" she would snap.

"The book the girl brought back—the girl with the blue ribbon."

Edith would be sibilantly whispering the name of the book to me, frantic with anxiety.

"The book's name is *The First Violin*, by 'othergil,'" I would repeated from Edith's hurried prompting...

But I grew tired of having to wait for the books we wanted from one day to another and decided to join another library so as to have a second card. Edith when she heard shook her head obstinately. No, she wouldn't do that. It was wrong.

"But how is it wrong?" I argued with her. What does a library care if you have a hundred cards, so long as you don't tear or dirty the books?"

Edith admitted the sanity of my arguments but refused to join me. So it was I alone who got the first typewritten letter we had ever seen. It had the letterhead of the New York Public Library, and it addressed me as Dear Madam. Me, Dear Madam!

Edith read the letter over. She was duly impressed by the regard the New York Public Library showed for me by its salutation, but being a little more practical than I, she immediately acquainted me with the facts.

"You can belong only to one library," she announced with the air of one who has scored a point, "it says so in this letter."

"But what's the difference?" I demanded.

"It says so in the letter," repeated Edith.

"But anyway I got out books on the second card," I could not help saying.

"Yes, but you can't do it any more," Edith gently insisted.

"They can't arrest me if I do," I hazarded boldly.

Edith was silently weighing this new angle. "How do you know?" she asked without any particular emphasis on any word.

I lapsed into silence.

Suddenly we looked at each and burst into laughter.

"Dear Madam!"

## Higher Education: A Plea

In the wet playground waited a "sister-graduate"—Celia. She was Russian, the fourth child of seven. I began to like Celia when she appeared in a new red flannel dress to take her oath of office in our system of school government. She had pranced up to the platform in the auditorium looking like some queer, long-legged bird—her blond hair, the color of an uncleaned brass faucet, standing up and around her thin, pointed face; her large round glasses catching the reflected lights of the afternoon sun; her wide pale mouth parted to show bits of greenish patchwork teeth.

Celia and I walked home together in meditating silence. We looked very grave as we ascended the stairs to the fifth floor where Celia lived, for I was to try to persuade her mother and father to let her go to high school. I was not sure of myself but I wouldn't give up the fight as easily as Celia had. I found the house in the usual state of disorder. Moishey, the youngest, was very anxious to go out on the fire escape because it was snowing and his mother was loudly assuring him that he

would catch cold and die if he did.

"Let it be with luck." She turned from her youngest to greet me in her musical Russian-Jewish dialect.

"It will have to be," I said a bit arrogantly in my broader, sharper Hungarian Yiddish.

"You are going to high school?" she asked me curiously. Celia's mother was a large woman with a very small head bristling with iron-gray curly ends.

"Yes," I answered quickly, although I was not sure, "and I have come to ask you why you won't let Celia go." The woman's opened a bit. I had raised my voice.

"Yes," I continued, my voice getting a sharp edge to it, "why shouldn't you let Celia go to high school? She's got more than I, and my mother's letting me."

"But you don't understand," Celia's mother assured me. "You are a child. Every little money that comes into the house counts. Celia must go working. We know it's hard, but what we do? There are three more that must go through public school, no? Three more need shoes and shirts and dresses and

food. There isn't enough. My husband makes but very little. He is no more a young one. Wouldn't we let Celia go if we could? Of course! Don't talk foolish!"

Celia's mother regarded me with mildly reproving eyes. A child of 13 trying to teach her something—!

But I continued. I was there to fight for Celia's chance. Celia herself sat in the very cold front room. She was too full of tears to trust herself to help me in her cause. Hadn't she talked until the spit came out at the corners of her mouth? Hadn't she got herself whipped for the things she had already said to her father on the matter? Oh, what was the use!

"But you don't understand"—I broke out exasperated—"Celia is the smartest girl in the school! She is an orator! She is a leader! All she needs is high school. What'll you get out of her if you send her to a factory or an office? You know how much. Three dollars a week, maybe four! Maybe at the end of the four years, she'll make \$10 a week. I know it's a lot, \$10, but if you let her go to high school, at the end of the four years she can be a playground teacher—a big woman! She can make \$15 a week right off. After school she can work and make a little money for the house. You must let her go to high school. She mustn't become a factory girl!"

Celia's mother shrugged her shoulders patiently. "Me, it doesn't trouble. She can go for my part. Talk to her father."

At this moment, her father, who had been asleep, emerged from the bedroom, tugging at his suspenders. "Hah? What is this about?"

He was a big, broad-boned man with a slight cast in his left eye. I regarded him speculatively. How did one tackle fathers?

I repeated my arguments to him in a small voice.

"It cannot be. Celia must go to work," he said at the end of my speech, with a finality that knew no dispute. "You're only a little girl. You don't understand."

"I don't understand?" I repeated, in what was supposed to be sarcasm, "I don't understand? Do you know that I have no father and that my mother is sending me just the same? Celia has a father."

The proof of my assertion hitched up his suspenders again and turned to his wife. "The supper is made?" he asked. I was dismissed. Celia accompanied me into the hall and down into the street.

"It's no use." The tears were beginning to fall down her gray, thin cheeks. "It's no use."

Two days later, Celia entered a sweater factory.

The opposition at Celia's house strengthened me in my resolve to get to high school and through it, whatever happened. ●

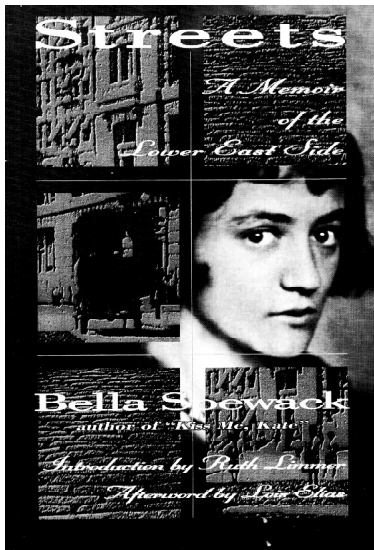
## Cancer Research Grant to Hunter Biologist

The American Cancer Society announced over the summer that Dr. Jill Bargonetti, at 32, the youngest professor in the Hunter College Department of Biology, had been awarded a two-year grant of \$200,000 to continue genetic research to study more effective approaches to cancer chemotherapy.

This research, previously funded by the US Department of Defense, focuses on gene p53 which, when healthy, acts as a tumor suppressor and prevents cells with damaged DNA from multiplying. "Many tumors contain high levels of mutant p53 protein," Bargonetti points out. "By learning how normal and mutant p53 interact with DNA, we may be able to target cancer drugs to the precise locations needed to prevent or reverse tumor cell growth."

The biologist recently found that p53 can bind to part of HIV DNA, a discovery that may eventually lead to improved AIDS treatment.

Bargonetti came to Hunter last summer, having earned her doctorate in molecular biology at NYU. Though she entered SUNY Purchase a dance major (and danced for three years with the Sounds and Motion company), she eventually took her Honors B.A. in biology. "I wanted to teach at the City University because of its large number of minority students," said Bargonetti, whose father is Italian-American and mother African-American. "I also knew Hunter was committed to helping minority students pursue advanced degrees, especially in the sciences—and that makes me feel very comfortable here."



# Lighthouse Award To CUNY Keyboard Virtuosa

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profile for regular admission; exceptions may be made when appropriate given the nature of the particular SEEK Program.

Colleges that admit students needing remedial instruction must provide that instructional support through appropriate remedial programs.

## 7. Will time spent in the Language Immersion Institute count towards the semester limit?

Because the Language Immersion Institute, established this year on a reestablishing basis, is being supported with tax levy funds, time spent there will count. Similarly, time spent in campus-based institutes supported by tax levy funds will count. However, if an institute is part of a continuing education program, any time spent there does not count towards the semester limit. Many of these determinations will be made on a case-by-case basis.

## 3. Will time spent in summer and intersession programs count toward the limit?

Yes. Time spent in summer and intersession immersion programs can supplement a remedial program organized around a two-semester sequence. Total time spent in summer and academic-year remedial activities cannot exceed 15 months. A one-course limit may include one pre-freshman immersion element and

one post-semester immersion element.

## 9. Will full-time and part-time students be treated the same regarding the two-repeats limit?

The two-semester limit is defined in terms of course registration, that is, a two-course sequence of remedial courses, regardless of whether the remedial course is part of a full- or part-time schedule. For part-time students, the chronological limit can be adjusted. ●

### Wisdom from America's Unlettered 19th-Century Philosopher, Josh Billings

*"There iz quite a difference between a luminous and a voluminous writer, altho menny authors konfound the two."*

*"The reason whi so phew people are happy in this world iz because they mistake their boddys for their souls."*

*"A poor but dishonest kuss iz about as low down az enny man can git, unless he drinks whiskee too."*

*"An Englishman correkts hiz mistakes before he makes them; a Yankee afterwards."*

*"Bizzyness and bissness are two different things, altho they pronounce out loud similar."*



Photos: André Beckles

Tarca, an eight-year-old Alsatian guide dog, relaxes off duty with Carmen Dorf, a word processor in the Office of Academic Affairs at the Central Office since 1982. Her work-site includes a Vert Plus speech synthesizer, which verbally communicates the data on her computer screen.

Last spring Ms. Dorf was among nine recipients of the Career Achievement Award that is conferred annually by The Lighthouse, the nation's foremost service organization for the visually impaired. The Award, which carries an honorarium of \$5,000, recognizes employees who have made outstanding contributions in their

career.

One career and one kind of keyboard, however, have not been enough for Ms. Dorf, whose vision has been impaired since her childhood in Spain (English is her second language). A graduate of the Juilliard School of Music, where she studied voice and piano, she performed for many years in concert, churches, and nightclubs. She was also a winner on the Arthur Godfrey Talent Scout Show. Ms. Dorf continued to play the piano and harpsichord while working in the 1960s and 1970s as a Braille proofreader for the Library of Congress and in the occupational department of the no-longer-extant Home for the Destitute Blind.



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storage devices), tape drives, routers, banks of modems, and UNIX servers. The calm of the place seems odd, considering all the heavy lifting that is transpiring behind the gleaming panels.

"Server" is a term of art around CIS meaning, simply, whatever mechanism brings the Bouillabaisse or Baked Alaska you want from the Internet menu within range of your own knife and fork...that is, your mouse and modem. The list of servers at CUNY/CIS seems endless, and their names range from the functional, like VOAH, to the colorful, like Trainyard, which serves clients in the Open Systems Center. Its name is taken from the character in the children's show, "Thomas the Tank Engine."

To open the Internet gateway even further, Victor Viggiano, Director of CIS Communications & Operations, has recently overseen the upgrading of the lines linking 57th Street to all the campuses to what is called T1 capability (the transmission of 1.54 megabytes of data per second). And the link from CIS onto the Internet has now been upgraded to T3 level (45 megabytes per second), an improvement on the information highway akin, one could say, to speeding down an Italian autostrada or German autobahn after creeping on a raffic-jammed Long Island Expressway.

To ensure the best use of these resources, a broadly consultative technology planning process has been underway for the past year on every campus. These (and many other) critical questions are being asked: Are ethical computing standards widely promoted? Do existing organiza-

## CUNY/CIS OUTREACH & SUPPORT

For help with access to, or use of, the CUNY systems and Internet, ask the CIS Support Center via telephone (212-541-0900), electronic mail (ctruc@cunyv, or at the Internet address, ctruc@cunyv.cuny.edu), or via interactive message (CTRCU). The Support Center's hours are 8 a.m. to 8 p.m., Monday through Friday.

The Opens Systems Center at CIS, which features a 20-seat classroom, schedules 2- and 3-hour workshops on a variety of computing topics, among them: Using the Internet as an Instructional Resource, Creating a Course Home Page, Basic Concepts of Multimedia Design, UNIX Script Programming, and Survival in a UNIX Environment. Registration for these can be made by e-mail (regbh@cunyv.cuny.edu) or by contacting the Open Systems Center, CUNY Office of Education, Training & Staff Development, 555 W. 57th St., 16th Floor, NY, NY 10019 (fax: 212-541-0357).

tional structures foster cooperation? Should every college have a standard of computer literacy? For staff and faculty? How extensive should computing access be?

One emphasis of these planning efforts, says Colette Wagner, is "on bringing connectivity to the desktop and enabling each computer in a college to talk to its departmental neighbors, to other campus buildings, to other campuses, and finally, through the Internet, to the world." In building this network infrastructure it is essential to identify each machine so that it "can fully participate in Web dialogue," she adds, by using TCP/IP (pronounced, one guesses, like a hiccup) software.

TCP/IP is equivalent to having a long ZIP code signifying your permanent address for mail, rather than having it held for you at a nearby post office. TCP/IP stands for Transmission Control Protocol/Internet Protocol and refers simply to the rules that define how to gain access to and travel on

the Internet. To truly be accessible to the Internet, one must install TCP/IP software, which is now available for every major kind of computer system. With the imminent connection of Medgar Evers College, TCP/IP lines will be running to all CUNY campuses. Local campus computing philosophies and budgetary constraints are by no means uniform, and this may affect the level of TCP/IP availability at each college.

CUNY/CIS, of course, remains at the center of CUNY's computing initiatives. Perhaps the most significant one in this period of serious budgetary constraints has to do with cost-effectiveness.

With the widespread emigration away from the mainframe to powerful micro-computers, says Dean Ribaldo, the mainframes installed years ago at individual campuses have become expensive to maintain and no longer efficacious to continue upgrading or replacing. CIS offers the colleges the alternative of

turning their mainframes off and performing their administrative tasks on an enhanced central processor. The University will save money "in the multiple millions of dollars" by pursuing this consolidation, he says. To date two colleges (BMCC and Hunter) have jettisoned their mainframes, and six additional schools are planning to complete their migration to CIS by June 1997. SIMS, the University's student information system, offers a good example of consolidation: Thus far, all the senior colleges have committed to migration onto the University's central SIMS system.

Using scarce resources intelligently has also been a main concern of Shelley Reed, Director of Applications Development. One way CIS has done this, she says, is to focus on acquisition of hardware that is just one generation behind the so-called cutting edge. "These machines," she says, "can fill our needs perfectly well, and the mark-down is often wonderfully steep: A computer priced at \$5 million four or five years ago may come to us for \$250,000."

The keepers of the glass house are obviously busy. In fact, a newcomer to CUNY/CIS soon begins to notice that the eyes of its denizens (CIS-tors? CIS-terns? CIS-sies?) never seem drawn to the panorama outside their windows. I had almost decided that everyone had become jaded about the cityscape when I remarked about this to Jack Chen. "Oh, it's a nice view, but you have to remember"—and here he pointed to his monitor—"we've got our windows on the world!" ●

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were saying. She wanted to know how it could be disseminated more widely. The incident reminded me of something I already knew, which is that not all women who identify with the Islamicist movements are fundamentalists; they have many different perspectives and visions, and many of them are sympathetic with feminist ideas. It's very complex...we find a wide range of politics within these countries.

**MM:** Did the site of the Women's Conference in Beijing disturb you?

**RP:** The location was a nuisance. We happened to be staying in Beijing, so we had to commute back and forth to the outskirts to the NGO forum. It ended up being quite difficult and expensive—many times we had to take taxis. It took a huge amount of time and a great toll on us. It was exhausting; some people got sick, but those kinds of things which the press focused on so very much during the conference ended up being quite secondary.

The NGO forum was enormously dynamic; it brought together women from all over the world who networked extensively and began many strategies for change. Women also held some very effective demonstrations, contrary to the wishes of the Chinese government....They just went ahead and demonstrated anyway. Lobbying at the official conference had a tremendous impact on the final document, the Beijing Platform of Action. It is far better, far stronger than we could have hoped for. It's a very good document.

**MM:** What personally drew you to the issues you are working on now? Is there a thread that runs from your experience growing up in Oklahoma through to your appointment at Hunter College?

**RP:** I originally came into my work both as a scholar and activist through the civil rights movement and the anti-Vietnam War movement. That was a time when you really thought about saving the world, making it a better place. You had all kinds of visions and dreams of transformation. You weren't supposed to think just about yourself. The women's movement injected another ethic, which was "I have to think about myself before I can think about others. I have to think about my own identity and my own needs in order to be effective and strong as a political person." In fact, I find that this is the thing I keep working on, this is the thread. It's really

about discovering the conditions under which women, including myself, begin to feel entitled to take charge of their own lives, organize, and make demands on their governments and their societies. It's the fundamental question of bodily integrity, self-determination, personhood that really interests me: how it emerges, under what social conditions, how it becomes politicized in different societies, in different cultural contexts.

**MM:** Was there anything in particular about your Tulsa childhood that sparked your curiosity about these issues?

*"The women's movements in some of the countries we work with are far more developed and more cohesive than the women's movement here."*

**RP:** I do have these memories of myself growing up in Tulsa that seem to suggest a kind of subconscious motivation behind my work in this field. I went to a big public high school, Tulsa Central High. If you were with a boy, you weren't supposed to have sex and go all the way; you could only go so far. There was

this place where teenagers would go to park their cars and neck—this will really date me! It's like a thousand years ago! It makes me laugh. This place was on the outskirts of town. In order to go out there, you had to pass by what I think was called the Frances Willard Home for Girls, and we all knew what it was. It looked like a haunted house; it was so scary. It always had the windows closed and appeared deserted. Well, that was the place where young girls went if they got pregnant. We knew that if we got pregnant, we would have to go there. It was like a warning, a sign that said, "Beware or you will end up here—isolated, cut off from your family and friends, ostracized, and forever branded as 'bad.'"

The other thing I remember was coming home for vacation from college when I was a young woman and thinking I had missed my period. I was absolutely frozen, literally paralyzed, with fear that I was pregnant. I couldn't move from the terror that gripped me when I considered what I would do if I were pregnant, what would happen to me. I guess the memories of the Willard School were still with me! It turned out I wasn't pregnant, but that kind of fear impressed me. It was inhibiting, really crippling.

In college I got hold of some literature from the Margaret Sanger Center about contraception and felt I had the most powerful tool in the world. Actually, at that time, contraception, not just abortion, was still illegal in this country. It wasn't until

## STAMP OF APPROVAL FOR SATCHMO

No one knew how to draw a crowd better than Louis "Satchmo" Armstrong. Small wonder, then, that Satchmo The Stamp—unveiled by the U.S. Postal Service on Sept. 7 at his former home in Corona, Queens—has drawn an enormous crowd of philatelists and jazz-lovers. The Post Office reports that Armstrong has been the most-requested male subject for commemoration and has planned an initial print-run of 150 million stamps.

Standing next to the special Armstrong postmark he designed is 11-year-old **Rafael Hernandez**, a fifth-grade pupil at PS 143; he is joined by Flushing Postmaster **William Rogers**, left, and his colleague **Robert Twombly**. The Armstrong House on 107th Street in Corona, now both a National and City Historic Landmark, was home for Satchmo from 1943 until his death in 1971; his wife Lucille lived there until she died in 1983.

Queens College oversees the House in conjunction with the Louis Armstrong Archives, which are housed in a technically advanced center at the Rosenthal Library on campus. Among its holdings are 1,600 vinyl recordings, 650 reel-to-reel tapes, 84 scrapbooks, 5,000 photographs, 270 sets of manuscript band parts, a large collection of letters and personal papers, and, of course, five of Satchmo's trumpets. Queens College plans to open the Armstrong House to the public as a museum in 1997.

Ironically, the quintessential American jazz great got his nickname in England. When he disembarked there on his first visit in 1932, a playful Englishman asked him, "How are you doing, satchel-mouth?" Presumably because of a stiff upper lip, it came out sounding like "satchmo." "Say what?" Armstrong asked. He liked the translation so much it became his nom de blare.



Photo: Nancy Bareis

the Supreme Court ruled in *Griswold v. Connecticut* in 1965 that contraception for married couples became protected by the Constitution. I remember just seizing this information and running back to my college dorm and thinking that I've got this information that will just liberate everybody. I felt like I was really somebody important. It's so funny! Now after having written a book about these issues, written many, many articles about them, and thought about them for many years, I see how I was then going through a change of consciousness not so different from that experienced by women a hundred years ago or by some of the women participating in our study today.

At IRRRAG we try to move from the notion of need to the notion of entitlement. Women are entitled to make a decision about their bodies, their lives. Then we

advance to the notion of rights, which takes us into a more public arena where we can stake our claims on the whole society.

**MM:** The title of your work-in-progress, *My Body Is My Own*, seems to suggest just this sense of entitlement.

**RP:** The phrase actually comes from a young French 16th-century Protestant woman who was brought before the elders in Geneva on a charge of having had relations with her fiancé before marriage. (The story comes from research done by Natalie Davis, a feminist historian at Princeton.) She replied to the elders, "Mon corps est à moi." The dominion belongs to the king, and my body belongs to me; it is my realm. That notion interested me very much. It has a long history; it emerges in various countries and cultures, not only in the 'West,' and it continues to fascinate me. ●

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Letters or suggestions for future articles on topics of general interest to the CUNY community should be addressed to **CUNY Matters**, 535 East 80th Street, 4th Floor, New York, NY 10021.

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