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The Christopher Columbus Carillon Dedication and Conference: The Image of Columbus in an Evolving American Culture

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GOVERNORS STATE UNIVERSITY

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QUINCENTENARY COMMEMORATION

November 13, 1992

9:30 a.m. - 6 p.m.

**THE IMAGE OF
COLUMBUS IN
AN EVOLVING
AMERICAN CULTURE**



**Governors
State
University**

BOARD OF GOVERNORS UNIVERSITIES

CONVOCATION

9:30 a.m. - 10:30 a.m.

DEDICATION OF COLUMBUS CARILLON

10:30 a.m. - 11 a.m.

CONFERENCE

1 p.m. - 6 p.m.



**MESSAGE
FROM
THE
PRESIDENT**

Columbus' first journey took just thirty-three days, but it was to change the outlook of the world forever. His explorations in 1492 led mankind on a path of discovery that has never ceased to challenge and surprise us. As a result of this man's great courage and determination, ideas and people have passed between the Old World and the New for half a millennium.

The Christopher Columbus Quincentenary Jubilee Commission has been busy for more than four years now, devising a plan to honor the memory of this great navigator. It is actively coordinating with fellow Commissions in Italy, Spain, the Bahamas, and more than thirty other countries around the world, to ensure that this commemoration will have the significant global impact that such a milestone deserves.

Christopher Columbus not only opened the door to a New World, but also set an example for us all by showing what monumental feats can be accomplished through perseverance and faith. I strongly encourage every American to support the Quincentenary, and to discover the significance that this milestone in history has in his or her own life.

God bless you.

George W. Bush



STATE OF ILLINOIS
OFFICE OF THE GOVERNOR
SPRINGFIELD 62706

JIM EDGAR
GOVERNOR

November 13, 1992

Greetings:

As Governor of the state of Illinois, it is my pleasure to welcome you to Governors State University for the Columbus Quincentenary Convocation, Conference, and Carillon dedication.

I applaud your respect for history and your realization of the importance of examining and understanding our past in order to build a better future. The efforts of your program to reach out to include representatives from all walks of life and academic disciplines is directly reflective of the university's role as a forum for free expression.

The Columbus Carillon will stand as a symbol and reminder of the challenges that accompany change and the interaction of cultures. This structure will mirror the opportunities of discovery which universities also provide us.

On behalf of the citizens of Illinois, please accept my best wishes for a successful and enjoyable event.

Best Regards,

A handwritten signature in black ink that reads "Jim Edgar". The signature is written in a cursive style with a large, prominent "J" and "E".

Jim Edgar
Governor

DAIS

PAULA WOLFF
President, Governors State University

JOAQUIN MA DE ARISTEGUI
Consul General, Spain

ALBERTO BEMPORAD
Honorary Degree Recipient

DOMINICK J. BUFALINO
Member, Board of Governors Universities

DOMINIC CANDELORO
Executive Secretary
Columbus Carillon Committee

CAROLYN CONRAD
Acting Provost & Vice President of Academic Affairs
Governors State University

ALDO DE ANGELIS
Senator, State of Illinois

DOMINIC DI FRISCO
President, Joint Civic Committee of Italian Americans

WILLIAM H. DODD
Vice President, Development and Public Affairs
Governors State University

LUCIANO FARINA
Translator
Professor of Linguistics, Department of French and Italian
Ohio State University

LEO GOODMAN-MALAMUTH
President Emeritus
Governors State University

MACK W. HOLLOWELL, M.D.
Member, Board of Governors Universities

THOMAS D. LAYZELL
Chancellor, Board of Governors Universities

MARY LOU LOUDERBACK
Executive Assistant to the Governor

VARGHESE MATHEW
Student Member, Board of Governors Universities

STEFANO CACCIGUERRA RANGHIERI
Consul General, Italy

SAM KEAHNA SAMSON
Director, American Indian Center

PAOLO EMILIO TAVIANI
Honorary Degree Recipient

PAMELA H. WOODWARD
President, Governors State University Alumni Association

PROGRAM

PROCESSIONAL
Bloom Township High School Band
Director, Roland Rose

National Anthem

WELCOME AND INTRODUCTION OF GUESTS
Paula Wolff, President

REMARKS
Virginio L. Piucci, Vice President

GREETINGS FROM THE HONORABLE JIM EDGAR
GOVERNOR OF ILLINOIS
Mary Lou Louderback
Executive Assistant to the Governor

GREETINGS FROM THE BOARD OF GOVERNORS UNIVERSITIES
Dominick J. Bufalino
Member, Board of Governors Universities

PRESENTATION OF COLUMBUS FELLOWS
William H. Dodd
Vice President, Development and Public Affairs

COLUMBUS FELLOWS:
Wade and Jeanine Abels
Robert and Marilyn Brack
William E. and Peggy Brazley
Laurence Capriotti
Marchigiani Society of Chicago Heights
(Represented by Richard Felicetti)
Joseph L. Planera
Virginio L. and Elizabeth L. Piucci

PRESENTATION OF HONORARY DEGREE CANDIDATES
Virginio L. Piucci

Conferring of Honorary Degree—Paula Wolff
Recipient, Doctor of Humane Letters—Alberto Bemporad
Address—Professor Alberto Bemporad

Conferring of Honorary Degree—Paula Wolff
Recipient, Doctor of Humane Letters—Paolo Emilio Taviani
Address—Senator Paolo Emilio Taviani

Translator—Luciano Farina, Professor
Ohio State University

A TRIBUTE
Leo Goodman-Malamuth
President Emeritus
Governors State University

CONCLUDING REMARKS
Paula Wolff

RECESSIONAL
Bloom Township High School

The audience is requested to rise and remain standing
during the recessional.

DEDICATION OF THE CARILLON

REPRESENTATIVES FROM DISTINGUISHED COLLEGES AND UNIVERSITIES

- UNIVERSITÀ DEGLI STUDI DI NAPOLI, 1224
Vincenzo Piucci, Alumnus
- UNIVERSITÀ DEGLI STUDI DI ROMA, LA SAPIENZA, 1303
Alfonso DiBenedetto, Alumnus
- UNIVERSITÀ DEGLI STUDI DI FIRENZE, 1349
Stefano Maria Cacciaguerra Ranghieri, Alumnus
- UNIVERSITÀ DEGLI STUDI DI CATANIA, 1444
Dominick J. Bufalino, Alumnus
- GREGORIAN UNIVERSITY—ROME, 1552
Reverend Gino Dalpiaz C.S., Alumnus
- YALE UNIVERSITY, 1701
William C. Wilkinson, Alumnus
- UNIVERSITY OF NEW BRUNSWICK—CANADA, 1785
Joseph Addison, Alumnus
- GEORGETOWN UNIVERSITY, 1789
Anthony Scariano
- RENSSLAER POLYTECHNIC INSTITUTE, 1824
Zafar Malik, Alumnus
- UNIVERSITY OF TORONTO, 1827
Addison Woodward, Alumnus
- NEW YORK UNIVERSITY, 1831
Richard Sylla,
Henry Kaufman Professor of History of
Financial Institutions and Markets
- KNOX COLLEGE, 1837
Aldo DeAngelis, Alumnus
- VIRGINIA COMMONWEALTH UNIVERSITY, 1837
Henry Lowenstein, Alumnus
- UNIVERSITY OF MISSOURI, 1839
James Massey, Alumnus
- FORDHAM UNIVERSITY, 1841
Dominic DiFrisco, Alumnus
- UNIVERSITY OF NOTRE DAME, 1842
Angelo A. Ciambrone, Alumnus
Lawrence Panozzo, Alumnus
- ST. XAVIER UNIVERSITY, 1847
William S. Peters, Professor of
Education
- MICHIGAN STATE UNIVERSITY, 1855
Marsha Katz, Alumna
- VALPARAISO UNIVERSITY, 1859
SCHOOL OF LAW
Roberta Buoscio, Alumna
- STATE UNIVERSITY OF NEW YORK AT OSWEGO, 1861
Hazel Hewitt, Professor Emeritus
- NORTH CENTRAL COLLEGE, 1861
Janice Schultz, Alumna
- UNIVERSITY OF WASHINGTON, 1861
Richard Venneri, Alumnus
- KANSAS STATE UNIVERSITY, 1863
Wade Abels, Alumnus
- CHICAGO STATE UNIVERSITY, 1867
Chernoh M. Sesay, Provost/Vice
President Academic Affairs
- STATE UNIVERSITY OF NEW YORK AT CORTLAND, 1868
Eugene Nacci, Vice President Emeritus
- UNIVERSITY OF CALIFORNIA—BERKELEY, 1868
Esthel B. Allen, Alumna
- WAYNE STATE UNIVERSITY, 1868
Sotirios Beicos, Alumnus
- UNIVERSITY OF NEBRASKA—LINCOLN, 1869
Lawrence D. Freeman, Alumnus
- SYRACUSE UNIVERSITY, 1870
Reino Hakala, Alumnus
- OHIO STATE UNIVERSITY, 1870
Luciano Farina, Professor
- HEBREW UNION COLLEGE JEWISH INSTITUTE OF RELIGION, 1875
Rabbi Minard Klein, Alumnus
- NORTH CAROLINA STATE UNIVERSITY, 1887
Edith Dudley Sylla, Professor, History of
Science
- ILLINOIS INSTITUTE OF TECHNOLOGY, 1892
Anthony Sorrentino, Alumnus
Hassan Nagib
- NORTHERN ILLINOIS UNIVERSITY, 1895
August Anzelmo, Alumnus
- UNIVERSITY OF CHICAGO, 1896
Emil Venuti, Alumnus
- UNIVERSITY OF ILLINOIS-CHICAGO, 1896
Bruce Calder, Associate Professor of
History
Roslyn Hoffman, Associate Vice
Chancellor for Administration
Robert Remini, Professor Emeritus of
History
- DE PAUL UNIVERSITY, 1898
John L. Cifelli, Alumnus
Anthony Fornelli, Alumnus
Ron Onesti
- JOHN MARSHALL LAW SCHOOL, 1899
Richard R. Della Croce, Alumnus
Henry X. Dietch, Alumnus
- UNIVERSITY OF MASSACHUSETTS AT DARTMOUTH, 1899
Harvey Varnet, Alumnus
- JOLIET JUNIOR COLLEGE, 1901
Robert P. Hauwiller, Director
Institutional Research/Planning
- UNIVERSITÀ COMMERCIALE LUIGI BOCCONI, 1902
Anna Marie Lelli, Alumna
Gian Paolo Borgna, Alumnus
- VANDERCOOK COLLEGE OF MUSIC, 1909
Doug Lindt, Alumnus
- UNIVERSITY OF THESSALONIKI, 1928
Jordan Tsolakides, Alumnus
- LEWIS UNIVERSITY COLLEGE OF LAW, 1932
Luciano Panici, Alumnus
- PORTLAND STATE UNIVERSITY, 1946
Karen D'Arcy, Alumna
- UNIVERSITY OF SOUTH FLORIDA, 1956
Gary Ross Mormino, Professor of
History
- PRAIRIE STATE COLLEGE, 1957
William I. Littleton, Vice President
Student Affairs
- SOUTHERN ILLINOIS UNIVERSITY—EDWARDSVILLE, 1957
Cameron Meredith, Professor Emeritus
- UNIVERSITY OF MISSOURI--ST. LOUIS, 1963
Shailendra Kumar
- UNION INSTITUTE, 1964
William H. Dodd, Alumnus
- CITY COLLEGES OF CHICAGO, 1975
Edward Mazur, Distinguished Professor
of Social Sciences
- ST. JOSEPH COLLEGE OF NURSING, 1988
Mary Louise Brown, Dean of Academic
Affairs
- FAR EASTERN UNIVERSITY, MANILA
Ana Kong, Alumna

**REPRESENTATIVES FROM
OTHER ORGANIZATIONS**

ALITALIA
Gian Paolo, Borgna

AMASENO LODGE
Luciano Panici

AMERICAN INDIAN CENTER
Sam Keahna Samson, Director

COLUMBIAN NATIONAL COMMITTEE,
ITALY
Andrea Paladini

FOURTH DEGREE, KNIGHTS OF
COLUMBUS
Sterling Bosco

THE GREGORIAN ASSOCIATION OF
ITALIAN AMERICAN EDUCATORS
Margaret Caltagirone-Jesuit

MARCHIGIANI SOCIETY
Richard Felicetti

THE ORDER OF SONS OF ITALY
CHICAGO HEIGHTS LODGE
Giorgio Pellati

SMITHSONIAN INSTITUTION
Craig A. Reynolds, Writer/Editor

UNITED STATES IMMIGRATION
AND NATURALIZATION SERVICE
A. D. Moyer, Director
Mabel Platt, Consular Liaison

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NATIONS**

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Consul General

DOMINICAN REPUBLIC
Ramon Rojas
Honorary Vice Consul

GERMANY
Renate Freidemann
Counselor of Cultural & Commercial
Affairs

LIBERIA
Alexander P. Gbayee
Honorary Consul General

ITALY
Stefano Cacciguerra Ranghieri
Consul General

PHILIPPINES
Jamie Bautista
Consul General

POLAND Michal Grocholski
Consul General

SPAIN
Joaquin Ma de Aristegui
Consul General

REFLECTIONS ON 1492 AND CHRISTOPHER COLUMBUS

Arthur P. Bourgeois, Ph.D.

Christopher Columbus' explorations were but one guidepost in humankind's awareness of a larger world. With his announcement of new resources, including unknown peoples and unfamiliar plant life, unrelenting waves of explorers, adventurers, and settlers would follow. We know Columbus was not the first outsider to set foot in the Western hemisphere, neither were his voyages the most daring, high-minded, nor enlightened. Even to his death he was blindly convinced that he had reached a portion of Asia. As others have suggested, his true "discoveries" were in opening the best westward and eastward sea passages, dependent upon wind energy, coupled with his ability to return to lands found accidentally. Ultimate consequences of his deeds, both good and bad, were deep. Separate worlds were linked and made one; the ethnic composition of three continents changed; the world's diet was revolutionized; and the global environment forever altered. Eventually, the peoples, animals, plants, and diseases of Europe, Africa, and the Americas were exchanged. Undoubtedly, the restlessness, curiosity, and persistent intrusiveness of Western civilization, personified in this instance by Christopher Columbus and his associates, lent intercontinental contact a certain inevitability.

At the time of Columbus' venture, native societies in both the New World and Africa were hardly new. Their individual units descended from cultures with their own centralizing episodes and high accomplishments, as well as periods of isolation and stagnation. Distinct spiritualities, rituals, literatures, styles of art and architecture, crafts, music, and, in general, their ways of living continue as sources of inspiration as they are studied. Yet, in spite of remarkable achievement, horrific habits persisted, like endemic warfare, torture, and human sacrifice together with rigid class distinctions, frequent famine, and ecological abuse. A certain degree of savagery seems endemic to the human species world over.

Illinois prehistory circa 1492 A.D. saw the decline and abandonment of the great Mississippian centers that had flourished in southern Illinois since 900 A.D. Fortified civic-ceremonial towns ruling provinces of hamlet farmsteads had, up to then, become characteristic. Their demise resulted from climatic fluctuations and subsequent crop failure and disease rather than any European disruption. In northern Illinois, what is archaeologically known as the Huber and Fisher phases flourished in the Chicago area with inhabitants living within palisaded semipermanent summer villages made up of multifamily bark-covered lodges. Gardens of corn, beans, and

squash surrounded these communities. Excavated burials reveal grave offerings of medicine bags, disk pipes, and local and Gulf Coast shell gorgets. Copper snake effigies, weeping-eye masks, together with effigy and painted water bottles, indicate contacts to the south. One of the best known in our locale is the Anker Site on the north side of the Little Calumet River. Yet we are otherwise unaware of the identity of societal histories of these peoples. Between 1673 and 1833, the original inhabitants of Illinois are reported as being the Miami, Illinois, Sauk-Fox, Kickapoo, Mascouten, and Potawatomi. Certainly one or more of these hunting-gathering, as well as horticultural peoples, were their descendants. By this late date, their proclivity was toward profit and survival amid the changing economy and alliances associated with the North American fur trade.

It is difficult to imagine how insular and fragmentary was the past without a worldwide cultural awareness that we as scholars emulate, if not always follow in practice. Columbus from this perspective can signify humankind's vision and efforts to expand the benefits of interaction. Exchanges never thought of before awaken imagination and creativity, yet they come with the caution and lesson from the past that we must both guard against and relive resultant oppression, suffering, and humiliation.



THE IMAGE OF COLUMBUS AND THE CHALLENGE TO HISTORY

by Dominic Candeloro, Ph.D



The Columbus voyages of discovery challenge our concept of history. On the one hand, we have the clichés about “1492... Columbus sailed the ocean blue” and on the other we have the hypercritical revisionist interpretation of Columbus as a perpetrator of genocide. In between is the full range of facts, questions, and interpretations that make history the

fascinating discipline that it is.

First of all, Columbus was a man. Like all of us, like all the great heroines and heroes, he was an imperfect mortal. Though rightfully characterized as a visionary, Columbus was a man of his own times. Deeply religious, his missionary spirit reflected the trends in Europe that triggered both the Reformation and the Inquisition. Imbued with the new learning of the Renaissance, his exploits depended on the science of the day.

Most perfectly, Columbus embodied the spirit of enterprise and capitalism then emerging in Europe. His aggressive search for material well being, his economic exploitation of human and natural resources, and his persistence make him a perfect representative of Western European culture—in all its imperfections. In short, his strengths and weaknesses were those of the culture he represented.

Columbus' unique nautical expertise made it possible for him to reach the Americas and to return to tell the “world” about it. After his triumphal return human history would never be the same. The new world that was created was the global entity where no group could for long remain isolated. It's the kind of world we know today which has been repeatedly made smaller by such inventions as the internal combustion engine, telegraph, telephone, radio, TV, computers, and satellites.

Consideration of Columbus and his image remind us that history depends on focus. History is everything, but no one can know about every fact, every event, every person, every change, everywhere. The body of history becomes rather a dialog between our ancestors' preservation of the information they wish to pass on and ourselves who want to ask questions and seek historical

information about the issues relevant to our times. Each generation revises the readings of history of previous generations. History doesn't change—it's happened, it's gone. But our view of what in the past was important, noble, reprehensible, stylish, attractive, etc., does. Times change, and the political, military, and biographical approach to history that seemed so complete to us has in this century shifted to a more sociological paradigm that focuses on the people, all the people—men, women, families, workers, and class and racial groups, and this approach to history will no doubt give way, in time, to other schools of history.

History gives identity. Whether it be the narrative of our family, tribe, city, state, nation, race, gender, or class, it supplies us with the information and the inspiration we need to define ourselves as individuals and groups.

Thus, the image of Columbus at different times has been used to promote a sense of American exceptionalism and American individualism. The four hundredth anniversary was the occasion for a World's Fair in Chicago. Immigrant Italian Americans latched on to the image of Columbus as a vehicle for presenting their claims for respectful treatment in their new land. Catholic men have used his image to inspire the works of the Knights of Columbus, and African-Americans and Native Americans, on the other hand, have often seen Columbus as a symbol of the maltreatment of their groups by the European Christian Capitalist culture. We can, we should, disagree about our interpretation of the past. There are no easy answers. Debate will sharpen our analytical skills and sensitize us in dealing with the problems of the future in a free marketplace of ideas.

Some lessons of history which we can learn from Columbus' experience reaffirm the power of Capitalism, the effectiveness of the national state, the worth of individual persistence, and of technical expertise. We also can learn from the experience that developments often have unintended consequences, that excesses of faith and power have ugly results for all, and that cultural isolation is impossible.

We also learn that natural, biological, and ecological forces can have just as great consequences as man-made political, religious, and economic forces.

Despite his flawed record as an administrator, businessman, and diplomat, Columbus' achievements brought together two continents to create a new world - our world. Let us use his glories and tragedies to guide us into the future.

NURSING DURING THE DAYS OF COLUMBUS—(1451-1506)

by Maria Connolly, DNSc.,CCRN

Early emigration to the New World by discoverers and colonists brought Old World customs with it. These customs included those related to the care of the sick. The earliest evidence of nursing, however, in the Western hemisphere was among the preliterate peoples who inhabited North, Central, and South America. Even before the Jesuit Fathers of France had pioneered in medicine and the Catholic Sisters had established mission hospitals, the Indians of the Americas had practiced crude methods of medicine and could care for their sick without knowledge of medical science.

The explorers and settlers were often impressed by the native "medicine men" who served in the role of doctors, and the "herbwoman" who assumed the role of the nurse. For example, the medicine of the Aztecs was very highly developed. This tribe had hospices for the care of the sick, used minerals as drugs (over 3,000 plants), and had midwives for prenatal and postpartum care for mothers and babies. The Incas were not as advanced. They used purging, bloodletting, trephining, amputation, and potions made from a single plant.

Crude conditions on the boats that sailed to the New World often led to deadly outbreaks of scurvy (a vitamin C deficiency due to lack of ascorbic acid found in citrus fruits and vegetables). During long voyages, sailors rarely had fresh fruits and vegetables. They lived on salt beef and hardtack (dry biscuits) for weeks at a time. Columbus on his second trip to the New World (which he continued to believe was India) was careful to bring with him a physician. However, it wasn't until the 1700s that lime juice (a rich source of ascorbic acid) was provided as a daily drink for British sailors, and, thus, the nickname "limeys" evolved.

Nursing during the exploration of the New World was clearly a function of the religious. In addition to protecting public health, the religious explored and converted pagans to Christianity. However, in those colonies settled by Protestant countries, such as England, nursing was done by persons hired at low wages or supplied by inmates of houses of correction. Similarly, physicians in the colonies did not need a degree; the educated men among the colonists (clergymen, governors, or school teachers) were thought to be well-equipped to act as doctors. Consequently, early treatments for disease were largely of prayer intermingled with superstitious medical practices. For example, brandy and whiskey became favorite remedies for febrile illnesses.

Serious health problems were brought to the

New World with the migrants who left Europe. Scarlet fever, diphtheria, influenza, typhoid typhus, tuberculosis, and yellow fever produced epidemics that devastated colonies. One in five colonists were afflicted with smallpox. However, it is important to remember that at this period of colonization in the New World, European medicine, even when practiced by physicians, was effective only in exceptional cases. Nursing, like medicine, did not develop until the late eighteen hundreds. Simple sanitation practices revolutionized the science of medicine and nursing.



Reference:

Donahue, M.P. *Nursing, the Finest Art (An Illustrated History)*. The C.V. Mosby Company, St. Louis: 1985, p.256-277.

THE COLUMBUS LEGACY

by Lowell W. Culver, Ph.D.



One hundred years ago, Christopher Columbus was nearly universally acclaimed for his role in opening up the New World. There was a festive World's Fair in Chicago, a series of commemorative stamps, and a special day on the calendar (celebrated since 1792 in the United States). How differently we are viewing the 500th anniversary of Co-

lumbus' achievement. There are the commemorative stamps (coins in some countries) and several fairs, the largest of which was held in Seville, in the country from which Columbus sailed in 1492. But, now with a greater voice in the hands of those whose forebearers suffered from the exploitation and epidemics which followed the discovery, a far different, more complex, picture of the explorer has emerged. His human frailties have become part of the equation.

Is Columbus to be remembered for his vision, determination, and courage or for his greed and the evils which were instituted under his abbreviated colonial administration. On the other hand, is Alfred Nobel to be remembered for the destructive forces unleashed by his invention of dynamite, or for the Nobel prizes named after him? Is Werner von Braun to be remembered for the V-2 rockets which rained death and destruction on London toward the end of the Second World War, or for the efforts which enabled this country to place a man on the moon?

One thing is certain. Had Columbus not led the expedition which found a continent unknown to Europeans, someone else—a Spaniard, a Portuguese, a Frenchman, Englishman, or Dutchman—would have in later decades. The New World was there, waiting to be found by some adventurous person. It just happened to be Columbus. Would history have been much different had explorers from a different country reached the New World first? It is nice to think so. But Englishmen, Frenchmen, and Portuguese all held slaves, and Americans, much as the Spanish before them, exterminated thousands of native peoples in their settlement of the North American landmass. Moreover, the diseases which the Spanish brought

with them probably would have been spread by other nationalities in their contacts with native Americans.

We are now obtaining a more balanced view of a man whose persistence so influenced the course of world history. Others appear to have reached the American continent before Columbus. But it was his voyage, not theirs, which opened up the new lands to European settlement. This achievement cannot be erased from history.

Although his actions occasioned the death of many native Americans, they were not an aberration in a period so dominated by the darker impulses of man. Without dismissing his human imperfections, it still should be possible to recognize Columbus as an agent of momentous change which continues to influence the lives of all of us today. The New World opened up avenues of expression not possible in the more restricted environment of Europe. America was a release valve for Europe's economic problems, as well as the Old World's inability to cope with new concepts of political and religious freedom. The religious, political, and social experiments in what became the original thirteen states formed the basis of the institutions under which we presently operate. One wonders whether our institutions, or those of other countries, might not have developed quite differently had the Americas become known to Europeans fifty, one-hundred, or even one-hundred and fifty years later, rather than through the efforts of a Genoa navigator known as Christopher Columbus in 1492.

COLUMBUS AS A SYMBOL

by Paul Green, Ph.D.

In 1991, I saw the wondrous "Circa 1492" exhibition at the National Art Gallery in Washington, D.C. The exhibits depicted art and lifestyles of four continents: Europe, North America, Africa, and Asia at the time Christopher Columbus sailed off to find the New World. To my mind, the most spectacular single item in the whole exhibition was a map similar to the one Columbus used on his first voyage. The map showed clearly that the ocean simply ended if you sailed west from Europe. As an example of courage and skill, few other events in recorded history equal the daring of Columbus in 1492.

The current discussion and controversy of what Columbus did, once finding the New World, and the long-term impact of his accomplishments are both healthy and necessary. However, rewriting or reinterpreting history without balance, logic, or common sense is wrong, no matter how morally convinced one is of his or her beliefs. Moreover, sensitizing public opinion to an overlooked aspect of our history, the plight of the American Indian, is laudable and overdue. But, at the same time, serious-minded critics also must understand the heroic role Christopher Columbus plays in the minds of Italian-Americans. To many of these Americans, Columbus keys their sense of belonging in their adopted country.

Whether we like it or not, the world changed in 1492. A little less than 300 years following Columbus' first voyage, a remarkable new nation emerged in North America based on the rule of law and democracy. The United States promised much to all and through its ensuing and often painful 200-year history has maintained the most culturally, racially, ethnically, and religiously integrated society in human history. And that too is the legacy of Christopher Columbus.

One should never dismiss wrongs or mistakes under the guise of patriotism or nationalistic history. Serious damage was done to existing peoples living in the New World and over the years, prevailing opinion has been ignorant of their plight or insensitive of their feelings. But, dwelling on the past will resolve little, and demeaning Columbus merely creates more insensitivity and bitterness.

On the 500th anniversary of Columbus' landing in the New World, all Americans should rededicate themselves to the goals and ideals of the American dream. This dream should not limit itself to an unrealistic notion that the continent could have remained a pristine agricultural frontier society, but to the dream that gives descendants of Indians, Europeans, Africans, and Asians living in this country today the hope of a

better life than anyone could have imagined five centuries ago.

I congratulate GSU and Vice President Virginio L. Piucci for recognizing Columbus not only for his courage, but as a symbol for past and countless generations who made some terrible blunders in dealing with their fellow Americans, but who also gave the world its greatest democracy. We are still the New World, and though we should never forget the past that often found us divided, we must also prepare for a better future that unites us in self-government, fairness, and respect for all.



ON CHRISTOPHER COLUMBUS AND THE 500TH ANNIVERSARY OF ENCOUNTERING THE NEW WORLD

by Edward H. Mazur, Ph.D.

Distinguished professor of social sciences in the City Colleges of Chicago and director of the Intergovernmental Executive Development Program of the City of Chicago/City Colleges of Chicago.



As a child growing up in the Humboldt Park neighborhood of Chicago, I could always rely on having October 12 as a school holiday. Since my birthday is October 13, I sometimes delighted in having two simultaneous days of holiday! My initial awareness of Columbus is probably attributable to the Palumbo family who

resided on the second floor of the three-story apartment building in which I was raised for the first thirteen years of my life. Victor Palumbo, son of Peter and Mary, was my closest friend for the first seven or eight years of my life. Together we roamed Humboldt Park, attended LaFayette Grammar School, Scouts at St. Marks Catholic Church, and played softball on "our corner" using the street sewers as the bases.

Usually, early in October, Mrs. Palumbo and my mother would take us on the streetcar to downtown Chicago. At the southeast corner of State and Washington Streets was located the Columbus building. A very large statue of Christopher Columbus graced the entrance to this building. Upon entering the building, Mrs. Palumbo would tell us about how wonderful it was that Columbus had "discovered" America and about how wonderful life in the United States was for immigrants like our parents.

Today, as we celebrate the 500th anniversary of Columbus and the "discovery/encounter" of the Americas, each of us, scholar and non-scholar, butcher, baker, and candlestick maker, computer programmer, nurse, doctor, waiter, and waitress, among others, cannot avoid giving thought to the impact of Columbus and his fellow explorers on the world of the last decade of the twentieth century.

As a social scientist and a student of history, I recognize that the predominant theme in world history between the eleventh century and the present is the rise, progress, and triumph of Western Civilization. Between 1000 and 1600 A.D., European civilization became the dominant intellectual, economic, and political force in world

history. The landmark movements that structurally undergird our modern society, from the sea voyages and explorations of Columbus and later explorers to our conquest of outer space, from the religious upheavals, including the Protestant Reformation and the Inquisitions that originated in Spain, from the origins of the scientific method to the Industrial Revolution and its effects on production and the ways in which we order human lives and livings, are all segments of the legacy of Columbus and his discoveries. In fact, we can ascribe the majority of the technological changes that affect the ways in which we lead our daily lives to the ingenuity and wanderlust of Columbus and the other intrepid explorers that resulted in West European cultures interacting with each and every country on the planet Earth.

Columbus, and those who followed in his wake, ultimately represent the successful application of new knowledge to problem-solving and the conquering of nature. Fairness demands that we recognize that frequently much of the success was based on luck and circumstance and not necessarily skill.

In fact, one can argue that the development of nascent capitalism that occurred in Europe and not elsewhere is the result of Italian merchants in the fourteenth century devising the essential principles of modern accounting and other liberating financial devices. Religion and philosophy prevented long-standing alliances between banking and Catholicism. However, Protestant reformers and Jewish merchants innovatively prepared for the emergence of capitalism and, thus, irrevocably changed the course of world history, including the recent triumphs of capitalism over totalitarian Communism.

Certainly, the impact of Columbus and his followers on a variety of nations also produced greed, arrogance, religious intolerance, every variety of human atrocity, and ecological despoilation. However, since the voyages of Columbus, it is primarily Western Europe and North America, for good or evil, that have provided the moving forces that characterize civilization as we understand it.

The explorers enriched their sponsors and the countries whose flags they represented. The consequences of the explorations were highly disastrous for the indigenous peoples of Africa and the Americas. Although African slavery preceded the Age of Exploration, European and colonial need for manual labor exponentially

increased, as the transatlantic colonies grew in importance. Perhaps as many as ten to twelve million Africans were imported against their wills to the New World.

Native Americans were victimized by the destruction of their civilization and the importation of diseases like smallpox, which their immune systems could not handle. Significant indigenous cultures in Mexico, Central, and South America were ruthlessly suppressed.

Cultures are living organisms. They rise and fall as do the visions of the men and women who sustain them. The important legacy of Columbus is the provision of a foundation and framework that has directly affected humankind for centuries. The progress set off by Columbus and his successors until recently advanced slowly and determinedly. At times, the historical record is bereft of

examples of progress and instead reveals examples of retrogression. The progress, wealth, and salvation that Columbus sought have become molded into a philosophy of "careers open to talent" and never-ending change in which we experience more consequential change in our daily lives than any previous people, culture, or society. Technology, of a variety and degree unimaginable to Columbus, presents us with the opportunity to change for the betterment of all or even to terminate existing and future civilizations.

Thus, the ultimate legacy of Columbus, and of the Palumbo family, is participation in the fascinating, complex, and frustrating twentieth century in which we have witnessed more changes of a technological, social, economic, religious, and racial nature, than any humans in the previous two millenia.

THE SPIRIT OF COLUMBUS AS WE APPROACH THE TWENTY-FIRST CENTURY

Sandra Valle-Lazo Whitaker, Ph.D., NCSP



The image of Christopher Columbus has been surrounded by controversy. In dispute are his ethnicity, his origins, his education, his character, his motives, his goals and even his accomplishments. We know that he was an Italian, a descendant of wool weavers. We believe that he was a Catholic, but many raise the question of his being a Jew

converted to Christianity for his own protection. It's believed that he was primarily self-taught, but he was an avid reader consumed with the idea of sailing west to reach China. He is described in both highly positive and negative terms by historians. He is perceived as benevolent, a good father, curious, energetic, highly motivated with great confidence and courage, a good speaker, a dreamer and yet a practical man; at the same time he is described as a vain, arrogant, dishonest man who only cared for power and manipulated others to achieve his dreams. He is portrayed as self-serving and blamed for introducing imperialism and racism in the New World.

In all this heated discussion we often fail to see the man as a product of his culture. We lose sight of the leader, and we fail to separate the explorer from his accomplishments. There is no doubt that Columbus had the personality traits of a leader. He knew where he was going and was able to persuade others to go with him. After failing to gain support of his plans from the monarch of Portugal, he spent seven years struggling to gain the backing of the "Catholic Kings," Ferdinand and Isabella of Spain. He fought these battles under the shadow of the Spanish Inquisition when life was not valued and social injustice was prevalent. It must have taken great faith and courage to confront the Spanish monarchs, particularly, when considering that Columbus was not by origin a nobleman. Disregarding any other personal motives, it seems apparent that his tenacity could only be born from an obsession to find a new way to China.

This preoccupation to find new ways, to explore the unknown, has been shared by many who sought to expand the frontiers of human knowledge, such as Sigmund Freud. Like Columbus,

Freud endured the criticisms of those who concentrate on the negative consequences of a discovery while failing to give credit for positive contributions. While Freud has been accused of slowing down the progress of psychiatry, Columbus has been portrayed as slowing down the progress of humanity. Columbus was seen as initiating racism while Freud was seen as perpetuating sexism. Positive contributions in both cases have been downplayed.

As we approach the twenty-first century, we are confronted by serious social, environmental, economic, and medical problems. We will need to charter new waters and to find new frontiers. While we don't know with certainty who Columbus really was, we will need the faith, the courage, and the leadership characteristics displayed by this explorer. We need to use caution in anticipating possible evils that our own discoveries may bring, but we cannot stop the search for solutions if we are to survive.

As educators we would be failing our mission if we were to concentrate on only teaching facts without encouraging the curiosity and the possible obsession to find new ways. We need to reward intrinsic motivation, to teach ethics, and to develop human sensitivity in an effort to minimize destroying our environment and tearing the fabric of society. We need to greet the twenty-first century with the enthusiasm of the missionary and to conquer the mysteries of space, of the sea, of nature around us, and our own bodies. In this effort, we celebrate the spirit of Columbus, the voyager, who was the embodiment of Cervantes two characters: Don Quixote de la Mancha, the dreamer, and Sancho Panza, the practical man.

CONFERENCE PROGRAM

- 12:30 p.m. Registration
- 1 p.m. Senator Paolo Emilio Taviani—The Columbus Saga
- 1:30 p.m. Professor Edith Dudley Sylla—Columbus and the History of Science
- 2 p.m. Professor Richard Sylla—The Economic Impact on the World
- 2:30 p.m. Professor Robert Remini—Reading History - The Challenge of Biography
- 3 p.m. Break
- 3:15 p.m. Break-Out Sessions (5)
- 4:15 p.m. The Image and Some Peoples
 Professor Bruce Calder, Latin Americans
 Mr. Sam Keahna Samson, Native Americans
 Professor Gary Mormino, Italian Americans
 Dr. Craig Reynolds, African Americans
- 5:30 p.m. The Latest Evocation of the Columbus Image—Dr. Alberto Bemporad and
 Dr. Virginio L. Piucci
- 6 p.m. Reception

ABOUT THE SPEAKERS:

Paolo Emilio Taviani was named Italian "Senator for Life." He has had a distinguished career in both the political world and the academic world. Senator Taviani was a leader in the anti-fascist Partisan movement. In 1947 he was among the founding fathers of the constitution of the new Italian Republic. He subsequently served as Minister of Finance, Minister of Treasury and Minister of Interior. Senator Taviani served as professor of history and economics at the University of Genoa from 1945-1983. He is the author of a dozen books, including *Cristoforo Colombo, la genesi della grande Scoperta* (1974) and *I Viaggi di Colombo* (1984) which has recently been published in English as *The Voyages of Columbus*.

Edith Dudley Sylla is professor of the history of science at North Carolina State University. She served as National Science Foundation visiting professor at Rutgers University. Her magnum opus is a 745-page book, *The Oxford Calculators and the Mathematics of Motion, 1320-1350* (1991). Her remarks focus on placing Columbus in the context of the history of science.

Richard Sylla is the Henry Kaufman professor of the history of financial institutions and markets and professor of economics at the Stern School of Business of New York University. He also is a research associate of the National Bureau of Economic Research. He received the Ph.D. from Harvard University and is the author of *The American Capital Market, 1846-1914* (1975), coauthor of *The Evolution of the American Economy* (1980) and *A History of Interest Rates*, third edition (1991). He is a former editor of *The Journal of Economic History* and is a native of Chicago Heights.

Robert Remini is professor emeritus of history at the University of Illinois at Chicago. A distinguished biographer, his work on Andrew Jackson merited the American Book Award. His biography of Henry Clay has been described by reviewers as "magisterial." Cited many times for his outstanding teaching, Remini was honored with an invitation to the White House from President Bush to lecture. He also holds an honorary doctorate degree from Governors State University.

Bruce Calder is associate professor of history at the University of Illinois at Chicago. He has won awards and fellowships from the National Endowment for the Humanities, The McArthur Foundation, and the Fulbright Commission to pursue his studies of Latin America. He is a specialist on the role of the Catholic Church in Central American Society.

Sam Keahna Samson is director of the American Indian Center which sponsors counseling and social service on the north side of Chicago. He was among the delegation of Native Americans which recently participated in an exchange with the Region of Sicily. He is a frequent guest lecturer.

Gary Ross Mormino is professor of history at the University of Southern Florida. He is the author of *Immigrants on the Hill: Italian Americans in St. Louis* (1986) and wrote with George Pozzetta *Immigrants World of Ybor City* (1987) and *Spanish Pathways in Florida, 1492-1992* (1991).

Craig A. Reynolds has been a writer-editor with the Smithsonian Institution since 1988. For the past two years, he has worked with the Museum of Natural History's Columbus Quincentenary Exhibition. Reynolds was a member of the team that edited *Seeds of Change*, a publication produced as a result of the quincentenary exhibition. He also contributed to the research and editing of the exhibition script. He has lectured on such notables as Joel Barlow and Langston Hughes. A published poet, Reynolds holds a doctorate from the University of Maryland (College Park).

Alberto Bemporad was the commissioner general of the Genoa Exposition in 1992. Among the leaders of the partisans in World War II, Bemporad later served as a deputy in the Italian parliament.

Virginio L. Piucci is vice president for Administration and Planning at Governors State. He led the campaign to build the Columbus Carillon which will be dedicated on the day of the conference. Dr. Piucci is the international chairperson of the American Association of University Administrators and recently received a Distinguished Service Award from that association. After more than 20 years at Governors State University, he plans to retire at the end of 1992.

COLUMBUS CARILLON COMMITTEE**Honorary chairs:**

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Italian Consul General;
Joaquin Ma de Aristegui
Consul General of Spain;
Aldo DeAngelis, Senator; and
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THE MACE

The Governors Mace, carried by the Marshal who leads the academic procession, is a symbol of the authority of the university as a degree-granting institution. The legal authority of the university is grounded in the intellectual authority of the distinguished faculty who follow in the procession.

In antiquity, the Mace was a weapon used to establish the "authority" of the physically strong. Its transformation into a symbol of intellectual authority is both a tribute to and a reminder of the civilizing force of a university's teaching, research, and community service functions.

Engraved on the four side-panels of the Governors Mace, which was designed by Dr. Virginio L. Piucci, are (1) the seal of the state of Illinois; (2) a cardinal, the state bird; (3) the seal of the Illinois Board of Governors Universities; and (4) an inscription which reads "The Governors Mace, a symbol of tradition and authority of Governors State University, dedicated to the search for excellence in the pursuit of truth, knowledge, and the love of learning. Presented by Peter Levin, friend of the university, June 2, 1979."

Atop the Mace is a silver rendition of the university logo. The three sides of the "triangle" symbolize the university's teaching, research, and community service functions. The three lines visually suggest the shape of a rocket, reminding us both that the university was founded two days after Neil Armstrong set foot on the moon and that the university is a hope-filled, pioneering community, committed to a better future for all men and women. The circle symbolizes the fact that the university is, indeed, a community. Finally, the fact that the tips of the triangle reach beyond the circle indicates the university's outreach into the region, state, and nation and its commitment to teaching, research, and community service.

UNIVERSITY MARSHAL

JANE WELLS, Professor, College of Arts and Sciences

MARSHALS

EFRAIM GIL, Professor, College of Business and Public Administration

LEON ZALEWSKI, Dean, College of Education



