The college has been named by the Ford Foundation to receive a first-of-its-kind $25,000 grant to design a program to encourage community college graduates to continue their education at four-year institutions.

The grant, which runs for nine months beginning October 1st, represents a major new initiative for the foundation, which has traditionally not funded community colleges. At the end of the funding period, the program will be evaluated, and the college could become eligible to draft a proposal which would be funded for up to $250,000 over three years.

LaGuardia was among 24 community colleges from 19 cities selected to develop academic programs and support services aimed at encouraging increased study beyond the associate degree.

"A trend has developed in higher education," said President Shenker, "whereby financially needy students—blacks, whites, Hispanics—tend to go to community colleges, while those persons with greater financial resources are able to attend four-year colleges."

"Through the use of this foundation grant," he added, "it is hoped that we will be able to make significant strides toward creating a true blend in the higher education structure, which does not now exist."

Under the proposal developed by the college, the problem would be attacked through three strategies:

First, the college will use its relationships with prominent co-op employers to explore the role these corporations might play in furthering the goals of the project; second, the college will design an articulation program with a prestigious four-year institution, Vassar College, as a way of expanding transfer options to select private schools; and third, LaGuardia will develop a model under which important transfer information can reach students who have the potential for continued study.

When the college initially drafted its proposal to the foundation, the President said, the question of what prevents LaGuardia students from seeking advanced degrees was investigated.

"One of the critical factors impeding the flow of LaGuardia students to four-year institutions," he said, "is the enormous financial burden which they carry to support themselves and their families, thus necessitating immediate entry into the labor market."

LaGuardia, with its unique relationship to the workplace, has a special opportunity to address the needs of graduates who face this kind of pressure.

"For minority students who have no option but to seek employment after graduation," explained Associate Dean Sheila Gordon, the primary writer of the proposal and one of the project's directors, "the employer can play a central role in supporting students' aspirations for further education through such methods as tuition reimbursement and incentives for promotions."

Continued on page 6

Chancellor Alvarado speaks

New York City Public Schools Chancellor Anthony J. Alvarado (pictured here with Middle College High School honor student Linda Yee) was this year's Commencement speaker at ceremonies held September 18th at Colden Auditorium.

The exercises included special recognition awards to three cooperative education employers: Con Edison, IBM and Pfizer. Middle College High School also presented awards to two honor students.

In addition to Ms. Yee, Walter Mayorga was also cited. The LaGuardia Memorial Association, which annually honors LaGuardia's top graduate, presented its award to Rose Caro.

With 1,200 members, the Class of '83 was one of the college's largest.

The 41-year-old chancellor attended Fordham University, where he received a Bachelor of Arts in English in 1964 and a Master of Arts in English in 1965. During the time that he was completing his master's, Chancellor Alvarado was taking education courses at Hunter College.

The chancellor began his career in the public school system in 1966 as an English teacher at Junior High School 38 in the Bronx. He left the teaching profession in 1968 and went into administration. Until 1973 when he accepted the position as superintendent, Chancellor Alvarado held various positions within the New York City Board of Education, along with a year stint at both New York University and the City University of New York.
The New York City's Taxi and Limousine Commission has contracted with the college to establish the nation's first training program aimed at fostering higher standards of professionalism among its new drivers.

The program, to be called the New York Taxi Institute, was developed for the commission jointly by the college's Division of Continuing Education and the Federation Employment and Guidance Service (FEGS), a non-profit agency which provides vocational training.

Working together, the college and FEGS will offer training to all new drivers employed by the city's taxi industry for a two-year period beginning in January. Enrollment is expected to range between 4,000 and 8,000 annually.

"Developing the skills of the city's taxi drivers is critical, not only to ensure that the riding public receives safe, efficient service, but also to promote the economic vitality of New York City through drivers who function with a high level of professionalism," said President Shenker when the institute was announced last month.

Each new driver will complete a 20-hour course of instruction covering, driver-passenger relations, geography, language and signs, traffic regulations, defensive driving skills, personal safety, and vehicle maintenance as a requirement of the licensing process.

Under the joint arrangement, drivers will attend class either at the college's Long Island City campus or at FEGS' lower Manhattan site. Initial scheduling at the college is planned for three consecutive Saturdays or Sundays. Instruction at FEGS will be conducted during five weekday evenings.

The college will pool the talents of several groups to teach the course's individual modules. Instructional staff will include LaGuardia personnel, as well as members of the taxi industry, fleets and other representative groups. Senior experienced taxi drivers will also be involved in the planning and delivery of this new curriculum.

"We are especially pleased to be able to call upon veteran drivers who have years of experience which they can bring to the project to develop the most effective and motivating program possible," commented Assistant Dean Dennis Berry, who is developing the program on behalf of the division. Course material will be taught through a variety of instructional methods including role play and video tape analysis, in modules structured for optimum student-instructor exchange and individual learning styles.

The training program was spurred by the findings and recommendations of the Smith Commission, a panel appointed by Mayor Koch to examine a wide range of issues affecting the city's taxi industry. The commission issued a report in 1982 recommending the creation of the school.

Dean Armiger, Prof. Hamilton take new posts

The President has announced two important administrative changes that became effective July 1, 1983.

The appointment of William Hamilton as Acting Dean of Students was announced in a President's memorandum circulated to the college community last May. The new acting dean will take over the post for one year while Dean Jeffrey Kleinberg pursues post-doctoral study at the Post Graduate Center for Mental Health. The leave of absence began September 1.

Dean Hamilton is returning to a position he occupied from 1971 until 1978, when he opted to resign the post and return of the classroom.

A second administrative shift was prompted by the retirement of Associate Dean Mary Ryan. As a result, the President, in a June memo, announced the merger of two administrative branches of the President's Office—the Office of the Associate Dean of the College and the Office of the Associate Dean of Personnel and Labor Relations. Heading the new unit, which is known as the Division of External Affairs, Labor Relations, and Personnel, is Susan Armiger, who will serve as the acting dean.

Two other administrative changes resulted from the establishment of the new division. The President named Allyson Lavalle as the Acting Director of External Affairs, Labor Relations and Personnel and appointed Yvette Urquhart as Executive Assistant to the President.
Chinatown gets its first college program: ours

The college has established a new center in Chinatown which for the first time ever makes college credit courses available to a long overlooked population: recent immigrants and working adults who live in this ethnic neighborhood of 80,000 Chinese and Chinese Americans.

"This group holds a strong regard for higher education," said Project Coordinator Doris Koo. "They recognize that education can break down the barriers to success they face."

The thought of furthering their education, however, is thwarted because of a limited command of the English language and because job demands prevent them from traveling outside the community to attend classes, she said.

Recognizing these two stumbling blocks, the college designed a credit program based in the neighborhood.

"By planting the program in the heart of this ethnic community," said Ms. Koo, "the college is providing an educational opportunity to a population that would otherwise be unable to pursue a college education."

With rented classroom space at P.S. 124 at Confucius Plaza, the Chinatown program kicked off last Spring with 58 students ready to begin their college education. Allowing the students ample travel time between work and school, classes begin at 5:30 pm.

"The only reason many of the students are able to attend the program is because traveling time between the workplace and school is minimized," said Ms. Koo, "and because classes are held in the evening, which permits the students to hold jobs while attending college."

The curriculum consists of English as a second language along with specially designed introductory college-level courses that are taught in the bilingual mode.

"ESL is basically what they need," Ms. Koo said, "however, we added academic courses to permit the students to get a taste of what college classes are like."

Language skills are sharpened four days a week with ESL instruction totaling 14 hours per week. Two days a week the program is spiced with an enriched academic class. Students first entering the program take an advanced math course in algebra or precalculus.

"The typical situation with Chinese students," said Ms. Koo, "is that their English is poor, but their math ability is high."

Math classes, Ms. Koo said, serve as a means of boosting the confidence of the students whose success in the math classes balances the early frustrations they experience while learning English.

The academic program this Fall has been expanded to include social science and introduction to business courses, since the majority of the students plan to major in accounting, business management, or data processing.

Under the program students will attend the off-campus site for a maximum of four quarters. "Within that time," Ms. Koo said, "the college is hopeful that each student will have acquired the skills and the confidence to mainstream to LaGuardia or any other college."

Already 12 students feel they have acquired the language skills and the confidence needed to enter LaGuardia this Fall.

The transfer decision is made by both student and teacher.

Once at LaGuardia the student will continue taking ESL classes along with his or her required courses.

Lillian Lai-Lai Leung is one of the 12 transfers. The restaurant cashier came to the United States three years ago from China, "I knew very little English," she said, "but the program helped me learn the language."

Mark Wai Bong, another student who transferred this Fall, is not sure whether he will also major in data processing or concentrate on accounting. Mr. Bong, who left China three years ago, said he hopes to take courses in both areas and then decide where his true interests lie.

"With 12 students already at LaGuardia, the program is on the right track," Ms. Koo said.

The fledgling program expanded its enrollment last Summer by admitting 30 more students, and this Fall an additional 30 students entered the program establishing the total enrollment at approximately 100. Feeling comfortable with that figure, Ms. Koo said that the program each quarter will admit 30 new students who will occupy the seats of students who are expected to be mainstreamed.

Looking at the early success of the program, Ms. Koo said: "We are very pleased that the response to the program has been so favorable, and we will continue to provide these special students with the skills and confidence they need to further their education and fulfill their career goals."

Photo: Project Coordinator Doris Koo with Chinatown Center applicant, Ngai Pak Wo.
Two new health care-related degree programs—nutrition care services and nursing—will be operational by next year.

The nutrition care services program was opened to students this Fall. The nursing program will admit its first class next Fall.

"These two new programs mark a new period of growth for the Department of Natural and Applied Sciences," said Dr. George Hamada, the department’s chairperson. "Combined with our other programs in occupational therapy, dietetic technician, animal health technician, and mortuary science, the college has become a major source of training in the applied health field within City University."

The new programs were established in response to both student demand and the findings of a community needs survey conducted in Western Queens last year, according to Roberta Doutlick, director of the department’s dietetic technician program.

She said students have consistently expressed an interest in a nutrition component in the existing dietetic tech program. In addition, the community survey uncovered a great need for qualified nutrition care practitioners in the communities surrounding the college.

"A graduate of the nutritional care program," explained Ms. Doutlick, "works in hospitals, nursing homes or nutrition-related businesses and is responsible for assessing the patient/client situation, planning and implementing the method of care, and evaluating the services provided."

"The purpose of the nursing program," Dr. Hamada said, "is to meet the needs of Queens and the New York City area by providing a new pool of trained nursing personnel who have been educated locally and who will be more likely to remain practitioners here."

When LaGuardia begins its program in 1984, it will be the only associate degree nursing program serving the communities of Western Queens. At present, the only diploma program in Queens is at Flushing Hospital and Medical Center. Queensborough Community College has the only other associate degree nursing program in the borough. In addition, the Catholic Medical Center in Jamaica opened a hospital-based associate degree program for 40 students this September. LaGuardia expects to enroll 25 students in its first class.

Several unique advantages will set the program apart from others.

The program, by virtue of the college’s quarter system, will have a scheduling pattern unlike any other nursing program in New York. As a result, while other programs take two-and-a-half years to complete, the college’s program will permit the student to graduate in seven quarters.

In those seven quarters, the student is required to take two pre-nursing quarters under a CUNY mandate which states that all students wishing to go on into a nursing program must first pass certain courses with at least a 2.5 index before admission into the nursing program. At LaGuardia, students will be required to take English Composition I, Human Biology I, General Psychology, and Biological Chemistry.

In addition, the program will accept students in the Spring as well as in the Fall.

In lieu of the usual cooperative education internship program, nursing students will participate in clinical work taught at a hospital site by a clinical instructor who is a LaGuardia faculty member.

The program prepares the student for licensure as a Registered Nurse, which is acquired upon successfully passing the New York State Board of Nursing Examination. Subsequent to passing the exam, the graduate can seek employment or transfer to a senior college to receive a baccalaureate degree in nursing.

With the reality of the nursing program just a year away, the department is already looking at the prospect of additional academic programs. Being considered are programs in physical therapy assisting and emergency medical technology.

"The Department of Natural and Applied Sciences has grown steadily over the years through the addition of various new programs," said Dr. Hamada, who noted that departmental majors comprise approximately 10 percent of the freshman class. "The department hopes that its new programs will be as successful as those now existent."

Photo: Natural and Applied Sciences Department Chairman George Hamada and Dietetic Technician Program Director Roberta Doutlick.
Five freshmen receive new ‘community scholarships’

The college’s newly-established community scholarship program has awarded grants to five freshmen for their outstanding work with community organizations.

The program was set up for individuals who have been recognized by their communities as having devoted time, energy, and outstanding services to enhance community causes and who are interested in pursing full-time college education.

“The program gives our community and the college a chance to bring attention to the volunteer services of our city’s youth,” said Robert O’Pray, chairperson of the scholarship committee. “And it gives the college the opportunity to award these individuals by financially assisting them in their college education.”

To qualify for the $500 scholarship, the applicant had to be sponsored by a community organization, wish to attend LaGuardia as a full-time student, and satisfy the academic requirements. Recent high school graduates had to have had at least a 75 percent average in all high school major subjects and applicants out of high school for more than one year had to have a high school diploma or equivalency.

“The five scholarship winners satisfied all the requirements,” said Eileen Mentone, a committee judge, “but the one factor that impressed the committee was the students’ outstanding community service.”

Jane Achan, an honor student from Franklin Lane High School in Brooklyn, was selected because of her service as a nursing volunteer at Baptist Medical Center of New York.

Ruth Joyner, who is the only recipient who is not a recent graduate, completed high school in 1959. She was chosen for her work as a volunteer for the Protestant Service Organization for Creedmoor Psychiatric Center. Ms. Joyner will enter the human services department where she will devote her interest to the field of mental health.

Geralyn Lanfilisi, a graduate of Grover Cleveland High School in Ridgewood was selected because of her work as a teacher’s aide at the Lexington School for the Deaf. Ms. Lanfilisi wishes to pursue a career in special education.

Julio Otero was selected because of his volunteer work with the Simpson Street Development Association, an organization that encourages young adults to continue their education. Mr. Otero was a volunteer in the homework assistance program for seven to 12-year olds and was a youth counselor in the summer project. The graduate from Samuel Gompers High School in the Bronx will enter LaGuardia’s data processing program.

Linda Yee, who is a Middle College High School student, was selected as a scholarship recipient because of her work with the Office of the Principal at P.S. 150 and because of her desire to pursue a career in office techniques and management. At LaGuardia, Ms. Yee has enrolled as a data processing major.

The five scholarship winners were honored at a special reception on September 22. As friends and sponsors looked on, President Shenker presented each student with a check for $250, the first installment of the $500 scholarship. The second increment will be received at the start of the second quarter.

To remain eligible for the scholarship the students must maintain a minimum 2.25 grade point average after the first quarter.

To ensure that the students make the grade, the college’s Phi Theta Kappa Honor Society has established a big brother/big sister program to assist with the students’ transition to college.

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**Phi Theta Kappa chapter inducts 35**

The college has established a chapter of the prestigious Phi Theta Kappa Honor Society and inducted 35 students who had achieved academic excellence as its first members.

Phi Theta Kappa, which was founded in 1918 as the National Honor Society of community colleges, extends its membership to those student scholars who have attained at least 20 credits and a cumulative grade point average of 3.75 or higher.

The purpose of the society is to nurture academic excellence, to provide the opportunity for leadership training, to promote an intellectual climate for interchange of ideas and ideals, and to install the desire for continuing education of student scholars.

The 35 students were inducted at a formal ceremony last June. They are: Theodore Atkinson, Data Processing; Elizabeth Benchick, Animal Health Technology; Miriam Bines, Business Management; Evelyn Brown, Human Services; Rose Caro, Bilingual Education; Randi Carlson, Occupational Therapy; Migdalia Carrillo, Business Administration; Carol Chapin, Occupational Therapy; Alice Comperiati, Human Services.

Also Richard Cooper, Liberal Arts; Marian DelGrossi, Liberal Arts; Michael Douglas, Business Administration; Anna Fedus, Human Services; Elise Gad, Liberal Arts; Douglas Guzman, Data Processing; Normandie Hodes, Liberal Arts; Jairo Inswasty, Liberal Arts; Charles Kelly, Liberal Arts; Yoonduk Kim, Business Administration; Hsing-Chio Lee, Data Processing; Mary Lennon, School Food Service Management; Marie Marmora, School Food Service Management; Catalin Mitu, Data Processing; Hilda Navarro, Bilingual Education.

Also Jacqueline O’Meara, Business Administration; Jyotika Patel, Data Processing; Valerie Prokopiak, Data Processing; Mary Raggio, Human Services; Frances Sanfilippo, School Food Service Management; Anthony Scalsie, Accounting; Katherine Schiller, Accounting; Jacqueline Sibbiles, Liberal Arts; Mahmudul Siddique, Liberal Arts; Marion Sperazza, Animal Health Technology; and Marie-Anne Thomas, Human Services.
The college's publications program has been honored in the past several months in a series of national design competitions, including one grand award citing the overall program as the best at any two-year college in the United States.

The top prize came from CASE, The Council for Advancement and Support of Education, as part of its annual Recognition Program. The competition judged copy, photography, printing quality and cost, as well as graphic design.

In the same competition, the college's NewsPoster, a poster/brochure used by the Admissions Office as a primary recruitment tool, was also awarded a top prize in the category judging student recruitment materials.

Two posters also received merit awards in the 62nd annual competition sponsored by the New York Art Directors Club, the oldest and most prestigious advertising graphic arts competition in the United States. The pencil poster, used as a recruitment tool by the Admissions Office, and a poster urging women to get a Pap Test, designed for the college's Health Center, were chosen from among 15,000 entries from all across the country.

The posters will be published in the club's annual and an exhibition of winning entries will travel to major cities in this country, Europe and Japan during the coming year.

The pencil poster also won honors in the school and college publications contest sponsored by the National School Public Relations Association.

The pencil poster was also one of three college publications honored in a national competition sponsored by the University and College Designers Association. The other two publications were the "We Need A Space in Time" brochure, which explained the college's need for funds for a new building, and the poster used with the pencil poster in the college's subway informational campaign, which illustrated the location of the college.

The publications program was also featured in an article in the February issue of "Community and Junior College Journal," which is also preparing another article on the program for the Fall. The October issue of CASE Currents, the monthly magazine published by CASE, will also present the program in an article featuring publications programs at American colleges.
Faculty and staff notes

The activities reported here have been completed by college faculty and staff since the publications of the last issue of *Perspective* in April.

Bruce Brooks was awarded a PSC/CUNY research grant to explore his work in large scale painted constructions. He plans to have one ready for his showing at the OK Harris Gallery in New York which runs from Oct. 15 through November 5.

Joan Roude was named the recipient of the David Picker Award of $600 by Baruch College in May.

Doris Koo, Leo Newball and Robert Rosa presented “Adult Evening Involvement in Academic Campus Planning; A Model for Increasing Evening Student Participation” April 22 at the CUNY Student Personnel conference.

Peter Brown has received a CAPS fellowship to support his work in sculpture.


Hannalyn Wilkins spoke on “Writing and Summarizing” at a seminar on reading and writing at the Intercollegiate Reading and Summarizing Seminar on “The Victorian Frame of Mind.”

Sara Barber has been appointed by the University Faculty Senate to serve on the university committee for the CUNY Baccalaureate Program.

Lenore Beaky is serving on the program committee for the 1984 NEVSA conference on “The Victorian Frame of Mind.” She also served as the educational specialist on an accrediting team of the National Assn of Trade and Technical Schools.

Edna Boris published “Classroom Minutes: A Valuable Teaching Device” in the Spring Improving College and University Teaching.

Tom Fink delivered “Composition as Desedimentation: Reading Siang, Marginal Commentary, and Re-Writing” at the CAWS conference; and “Rationality within Absurdity in Asberry’s Poetry” at the College English Assn conference, both in April.

Three members of the English Language Center faculty presented papers May 7th at a conference on “Perspectives on Listening” at the college: Jim Lydon, “Getting at Writing Through Listening;” and Nancy Gross and Carolyn Sterling, who co-authored “Listening Comprehension in Beginning ESL: Making Input Comprehensible.”

Brian Gallagher has received two fellowships: a Mellon fellowship in American Civilization, CUNY Graduate Center, in the Spring; and an NEH Summer fellowship in “Literature as a Social Institution” at Princeton. He also published “Explorations of Black Identity from The New Negro to Invisible Man” in the June Perspectives on Contemporary Literature.

Arlene Ladden presented these papers in April: “The Mimetic Approach to Teaching Writing for Basic Skills,” Brooklyn College in April; and “Merlin and the Grail,” Medieval Forum in Plymouth, N.H. where she also moderated a panel on “Arthurian Literature.” In May she conducted a workshop on “The Structural Use of Literary Models in the Writing Classroom for Non-Remedial Levels” at the CAWS conference. She also coordinated the college’s International Dance Festival in May as well as a program of highlights from the festival at the Queens Tricentennial celebration in Flushing Meadow Park in June.

Eleanor Tignor delivered the presidential address, “The College Language Assn and the Profession of Languages and Literature,” at the CLA convention in April. It was published in the Summer CLA Journal.

Anthony Giangrasso, Michael Hoban and Barbara Muir have co-authored Basic Mathematics: A Problem-Solving Approach, published by Kendall/Hunt.

President Shenker has announced promotions for 10 administrative staff members and college lab technicians, effective July 1st.

Administrative staff who received the title of Higher Education Associate were: Allyson Lavelle and William Freeland, Division of External Affairs, Labor Relations and Personnel.

The title of Assistant to Higher Education Officer went to: Deborah Hairston, Division of Student Services; Alexandra Ruiz and Susan Williams, Division of External Affairs, Labor Relations and Personnel; and Teddy Witryk, Office of the Dean of Faculty.

Faculty members who were promoted to Senior College Lab Technician were: Catherine Lisanti, Secretarial Science; Irma Lynch, Communication Skills; Rosemary Scalfani, Secretarial Science; and Byron Stork, Natural and Applied Sciences.
A collection of lithographs has been donated to the college and is on permanent display in the administrative areas of the main building.

The works, entitled "The Romeo and Juliet Suite," and "1980 Suite," are by Hungary's leading graphic artist, Adam Wurtz. The college received one set of the hundred copies of each etching that the artist made.

"The Romeo and Juliet Suite," which was printed in 1979-1980, illustrates specific passages from the Shakespearean play. Considered by the artistic world to be the culmination of Mr. Wurtz' illustrative period, the 14 color etchings have received a number of international awards and appear in the collections of such major museums as the Hermitage, the Pushkin Museum, and the Gutenberg Museum. They have also been exhibited at the New York Public Library and at several prominent American corporations and universities. This suite can be viewed on the fourth floor.

"1980 Suite," which was a project inspired by Mr. Wurtz' first trip to the United States, has been recognized as an important milestone in the artist's development. The five copper etchings are executed in three individual color states and entitled: "Serenade," "The Big Game," "Pieta," "Queen of Spades," and "The Magician." The five plates are on display on the second, third, and fourth floors.

The collection was donated to the college last May by Michael W. Shimkin of New York City.

Mr. Wurtz, who was born in the village of Tamasi in 1927, possesses a style that is strikingly different from the artistic technique that characterized works produced in post-war Hungary. Influenced by the rich folklore of his village, Mr. Wurtz developed a style that was delicate, mystical, and threaded with fantasy. He began his career as an illustrator of children's books and subsequently expanded into painting and printmaking.

Perspective is a quarterly publication of LaGuardia Community College/CUNY which is designed and edited by the Office of Communications, Bill Freeland, director. Information on news and features stories should be addressed to the office in room M413. Faculty and staff news items should be sent to Dr. Roberta Matthews, Associate Dean of Faculty, room M202.

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