In a step hailed by the college as opening a new chapter in its history, LaGuardia has gained final approval for the $17 million purchase of the five-story Equitable Bag Company building located adjacent to the current main building.

The action came October 22nd when the university’s trustees voted unanimous approval of the acquisition. It marks the formal beginning of a new capital development program for the college expected to total $52 million by the time the facility is completely renovated.

At its November meeting, the board also approved the selection of Warner Burns Toan Lunde, which will work in association with John C. Harris, Associates, as the architects for the project. Under the terms of the purchase agreement, the building will be vacated by January 1987. During the intervening two years, however, the architects will complete plans to convert the facility’s 315,000 square feet of manufacturing space for use as classrooms, administrative offices, and other purposes. Renovation will begin shortly thereafter with occupancy expected by late 1989.

"The successful completion of these negotiations represents a significant milestone," President Shenker declared in a memorandum to the college community on October 25th. "The facility will allow us to consolidate our campus and provide for critical needs. More than that, however, the acquisition symbolizes the opening of a new chapter in the college’s development."

Negotiations for the purchase have been underway for more than a year. In a press release issued the day the purchase agreement was announced, the company’s chairman, Leonard E. Canno, indicated that "the decision to sell the building was predicated on the fact that a great deal of space is not being efficiently used because of its multi-level construction."

The building, located at the corner of Thomson Avenue and Van Dam Street, was constructed in 1948 and enlarged in 1957. Shifts in the company’s manufacturing needs, however, have caused the building to be used now primarily as a warehouse. Mr. Canno said he expects to spend the next two years seeking a continued on page ten

LaGuardia Community College / CUNY / Winter 1984
$225,000 Ford grant targets transfer students

The college has won a first-of-its-kind $225,000 grant from The Ford Foundation to implement a program designed to encourage two-year minority college graduates to continue their education toward a four-year college degree.

The grant, which will fund activities over a three-year period, is part of a new $1 million initiative at the foundation to identify and support those institutions with the potential to develop model transfer programs which can be adapted by other community colleges across the country.

LaGuardia was among five colleges funded nationally. The award was the result of a rigorous selection process in which an initial group of 71 colleges was invited to submit proposals under Ford’s Transfer Opportunity Program.

The announcement on October 22nd, according to a Ford spokesperson, represents “the foundation’s most comprehensive effort to date on behalf of urban community colleges and the mostly low-income and minority students they serve."

Under the LaGuardia plan, the transfer advisory process will begin before students enter LaGuardia, with outreach programs in high schools, and will continue after graduation, through alumni support groups in the workplace and through follow-up services at the senior colleges where they transfer.

“Our primary aim is to increase the numbers of our students who transfer,” explained Dr. Janet Lieberman, co-project director. “But the real impact will come as we build a model program which can be replicated at other community colleges which share our desire to see more students complete a four-year degree.”

In the first phase of the program, the college will focus its academic, counseling, and work/study internship programs toward the goal of stimulating all students to consider transferring after they graduate.

Instructional materials will also be developed which will take the student, step-by-step, through all the considerations required to make a successful transfer — including requirements, timing, and financing of further education in the context of the student’s career plan.

What’s more, the college will also establish a transfer information center where a wide variety of materials on various transfer options will be available.

In another phase of the program, the college will strengthen ties with public and private four-year colleges to broaden students’ range of transfer possibilities.

The college is already working with Vassar College to establish course credit standards and other agreements which will facilitate the transfer of graduates.

“The aim of this project is two-fold,” said Project Co-Director, Dean Sheila Gordon. “One is to align our course offerings with those at four-year colleges. The second is to ensure a smooth and successful transition, through the establishment of personal and instructional support systems at the senior colleges.”

The college will also involve private corporations and public high schools in the process. At the corporate level, the college will work with 16 companies in the transfer project. For example, alumni support groups within companies employing significant numbers of LaGuardia graduates will be established. One aim is to get alumni to consider returning to school for a four-year degree.

At the high school level, the program will seek to identify potential college students who could benefit from LaGuardia’s efforts to facilitate transfer.

The first round of the competition for the Ford grant opened last October when the foundation invited 71 colleges from a field of 360 potential urban community colleges to submit proposals which could be used as a basis for a full-scale program.

From that initial group, LaGuardia was selected along with 24 other colleges to receive a $25,000 grant for that purpose. From those proposals, in June, nine colleges were selected to compete for the major, three-year grant. It was from that group that the five winners announced in October were chosen.

$50,000 Ford award for LaGuardia Archives

The Ford Foundation has awarded the college’s LaGuardia Archives and Museum a $50,000 grant to prepare the personal and public papers of Mayor LaGuardia, now housed in a variety of repositories, to be permanently preserved on microfilm for the archives’ own collection.

“The grant will fund the first year of a two-year project which intends to simplify the task of conducting research on the Mayor,” said Archives Director Richard K. Lieberman. “With this complete set of LaGuardia papers, the archives will become the major center for research on the LaGuardia years.”

The foundation grant will cover the costs of a junior archivist, a research assistant, and two clerical assistants. They will examine various repositories where personal correspondence and official documents have been collected and begin the work of organizing, indexing and preparing them to be microfilmed.

The city’s Municipal Archives has the largest collection of LaGuardia’s public mayoralty papers. The New York Public Library houses papers from LaGuardia’s years as a Congressman, but its collection also includes records from his years as mayor.

The college’s archives holds personal papers donated by the Mayor’s widow, the late Mrs. Marie LaGuardia, in 1982 on the 100th anniversary of her husband’s birth. Among these family items is a full collection of his writings, including the manuscript of his published autobiography, unpublished novels and plays, along with speeches and recordings of his radio addresses, as well as 4,000 photographs and other personal memorabilia.

“I now understand why so little research has been published on LaGuardia,” he said. “While there is tremendous interest in the Mayor and the period of the 1930s, the physical records of the period are widely scattered and poorly organized. This will all change with the completion of the project.”
Mayor Fiorello LaGuardia's love of aviation and his successful campaign to bring the air age to New York City are the themes of the college's seventh annual history calendar.

Characterizing the mayor as both "dreamer and doer," the calendar uses a combination of text, historical photographs, and official documents to trace LaGuardia's interest in flight, which he considered the single most important technological advance of his time.

The project was prepared by the LaGuardia Archives and Museum and supported by Borough President Donald Manes, the New York City Department of Cultural Affairs, and the Queens Division of Consolidated Edison.

"The aviation theme represents a lifelong involvement for Mayor LaGuardia," said President Shenker. "Beginning before World War I and continuing until the end of his life, he loved flying, studied airplane design, and avidly followed the exploits of the heroic pilots of his time. The span of his life coincided with the remarkable development in American aviation in both war and peace."

The calendar follows Mayor LaGuardia's interest in aviation from 1915, when he took his first flying lessons; through World War I when, as a congressman, he enlisted as a pilot in the Army Air Service; to his subsequent congressional career, when he supported legislation on a variety of issues affecting aviation; to his years as mayor, when he saw his dream of a commercial airport in the city become a reality; and finally, to his use of the airplane during the time he served as director general of the United Nations Relief and Rehabilitation Administration (UNRRA).

The calendar also includes a special section commemorating the late Mrs. Marie LaGuardia, the mayor's widow, who died September 22nd. (See story, page one) The photo essay depicts a woman who, according to Archives Director, Dr. Richard K. Lieberman, "transcended New York City" in her roles as political aide, wife, mother, first lady, and volunteer.

"She fulfilled her roles," according to the calendar essay, "with grace and with an uncompromising integrity."

"The calendar's overall theme of Mayor LaGuardia as 'dreamer and doer,'" explained Dr. Lieberman, "applies specifically to aviation but also to the general way he transformed the city. He had dreams and put them into place in such projects as the Triborough Bridge, the 1939 World's Fair, the Whitestone Bridge, and the Midtown Tunnel."

His most significant boost to aviation, however, came during his years as mayor, when his dream of building the city's first commercial airport began to take shape.

"The calendar depicts a man of tremendous vision," concluded Dr. Lieberman, "who was capable of seeing the future of the city and the role aviation would play in it and who had the creativity and ability to implement those ideas. To learn about LaGuardia and his interest in flight is to learn about the greatest urban booster in American history."

Mayor LaGuardia as a 1917 Army Air Service pilot, as the subject of a newspaper cartoon feature in 1939, and speaking in support of the war effort in the 1940s.
Interns' eyes are smilin' on Ireland co-op tour

The college for the first time has sent two students abroad on a work/study internship in a foreign corporation through its expanding international student exchange program.

Data processing majors, Jackie Alvarado and David Rocker, embarked on a six-month internship to Dublin, Ireland, where they will be working as computer programmers.

The program, which for the past three years has accepted exchange students from Germany, France, and Ireland who wish to work in American corporations, also expects to send several LaGuardia students to Paris in January.

In addition to exposing its own students to this experience, the LaGuardia connection has been extended to students attending other units of City University. A Lehman College student, for example, was on an internship in Germany, and this fall, a City College student will also be traveling to Germany.

"The program is attracting more and more of our students who are interested in this cultural and work experience," said Helen Perry, the international student exchange advisor.

The program began in 1981 when the college welcomed its first German students from the Fachhochschule fur Wirts­
catt in Pforzheim, West Germany. The University of Paris joined the program in 1983, and last summer, the first Irish students from the National Institute of Higher Education in Dublin were placed on internships here. All three of these European colleges are career-oriented institutions with a work/study philosophy similar to LaGuardia's.

The first LaGuardia students to participate in this exchange look upon the internship experience as a rare work and cultural experience.

"I see it as encompassing two types of experiences," said Mr. Rocker. "This program provides me with a superb opportunity to learn about my chosen field and to see another part of the world and its people."

The German and French students studying here, however, enter their American experience with a desire to strengthen their command of English.

"In the German business world, English is a must," said Jorge Mueller, a West German marketing major who was placed by LaGuardia at Ambac Municipal Bond Insurance Company. "I hope to return to my country with a better grasp of this international business language."

"While many students come to America to improve their English," said Ms. Perry, "the program's strongest lure is the chance to gain a perspective of the American business operation."

"It has always been my dream to come to America to study business," Mr. Mueller said. "To learn the American way is my aim."

"The internship gave me a taste of the American corporation and the real business world," said Brendan Byrne, an Irish accounting student who was placed in Associated Factoring Corporation. "American businesses are the world's largest and best, and to work in such a company is a wonderful experience," he added.

Ms. Perry noted that the American work experience which the European students come away with makes them highly marketable when they are ready to enter the job market.

One German student, for example, capitalized on his internship at the Bank of Boston by contacting a German representative when he returned to his country and was able to successfully secure a position with one of its German affiliates.

The internship of another German student at the Bank of Boston prompted him to reevaluate his career plans. After interning for several months, Berkhardt Straub, a banking and international finance major, decided to turn down a job awaiting him in Germany, and instead, to go on for his master's in business administration at an American university.

"On the internship I decided that I wished to broaden my knowledge of the American corporate system and international trade," Mr. Straub said.

With that educational direction, the German student has applied to the international business programs at the University of South Carolina and Indiana University.

"When I complete my degree I plan to return to Europe and pursue a career in international business," Mr. Straub said. "The exposure to and the knowledge of the American business system that I received on my internship helped in making that decision."

Dean Dorrie Williams and Ireland co-op intern, David Rocker
Day camp program lets kids really hang out

The Division of Continuing Education's Outreach Program developed its first free day camp program in Corona last Summer for "hotel children" and youngsters of low-income families.

For many of these children, whose parents cannot afford the high price of private day camps, Summers are usually spent congregating at the local schoolyard, staying at home, or participating in other unorganized activities. The college's day camp was established to change that.

"We wanted to develop a summer program which would give these children an alternative to hanging out," said Camp Coordinator Kim McGillicuddy. "A camp seemed the logical choice."

"If I did not go to camp," said 10-year-old camper Shawn Kydd, "I would have stayed in the house and watched television. Instead, I went swimming, roller-skating, and took trips to The Bronx Zoo and Bear Mountain."

Shawn was one of 135 children who chose to attend the structured camp program each day at the Florence E. Smith Community Center.

"The camp," said Ms. McGillicuddy, "was a well-rounded program that provided a mixture of academic, cultural, and recreational activities."

Aware that Summer is a time when many children would rather be involved in physical activities than reading, the coordinator noted that the college incorporated a reading section into the schedule. Two mornings a week the children attended regular reading classes and frequent visits were made to the local library, where the younger children listened to a librarian read a story and the older children browsed through the shelves and selected books.

The cultural portion of the program covered art, dance, and dramatics. Swimming and an assortment of athletic activities made up the recreational side of the program, as well as field trips to the beach, Flushing Meadow Park, The Bronx Zoo, and Bear Mountain.

Aside from offering organized activities, the camp provided the youngsters with a new environment.

"Being able to escape to a different setting is important for these children," said Ms. McGillicuddy, "especially the hotel kids who live in cramped rooms with their parents and siblings."

The camp, the director continued, was prompted by the college's success in integrating hotel children into the College for Children program. Project funding came from the New York Summer Grantmakers—a funding resource that is made up of the Rockefeller's Brothers Fund, Manufacturers Hanover Trust Company, New York City Youth Bureau—along with the Foundation for Child Development and the New York Community Trust.

"Having established a program within the College for Children, which reached out to this special population," said Ms. McGillicuddy, "we wanted to take it one step further by providing a neighborhood program that would be easily accessible to hotel children as well as other children who reside in Corona."

Corona day camp coordinator, Kim McGillicuddy, with several of the students attending the program

Judith McGaughey named dean

President Shenker announced the appointment of Acting Dean Judy McGaughey as Dean of Adult and Continuing Education effective September 1.

Dean McGaughey, who has been acting dean of the division since last June while Dean Augusta Kappner was on leave to assume an acting deanship at the University, was appointed to the office following Dean Kappner's permanent appointment to her post.

Dean McGaughey has been with the college for seven years, serving in the division as the assistant dean, associate dean, and acting dean.

President Shenker praised Dean McGaughey's record, stating that "during this period, she has exhibited a clear understanding of the mission of LaGuardia and the vital function that Continuing Education plays within this context. The college is indeed fortunate to have a person of such high calibre and experience to fill this critical position."
In November, 1981, she participated in the college’s tenth anniversary celebration, joining Mayor Edward Koch and President Shenker at ceremonies officially dedicating the college’s main building. (See photo below, right.) In addition, at the time of her death, she was serving as honorary co-chairperson of a major fundraising effort set for February.

Her most enduring contribution to the college, however, may well be her gift in Fall, 1982, of an extensive, personal collection that she and her husband had accumulated, primarily during the years he served as mayor. The collection, which included thousands of documents, photographs, and other historical records, established the LaGuardia Archives and Museum at the college.

Those records provide unique insights into the LaGuardia years in New York City, as well as the life she shared with her husband.

The former Marie Fischer first met LaGuardia in 1914 when, at the age of 18, she became his secretary during the time he worked in the law firm of Weil, LaGuardia, and Espen.

According to LaGuardia biographer Arthur Mann, the new secretary was overwhelmed at first by the energy and quick-temper of her 31-year-old boss. She quickly learned, however, what was expected of her. It was the beginning of a professional relationship which spanned 15 years.

"According to all of the oral histories I have listened to," said LaGuardia Archives Director Richard Lieberman, "Marie, at that time, basically structured his career, from labor lawyer to congressman. She was with him through all the good and bad political times."

Her role as political aide ended in 1929, however, when, in a simple ceremony in LaGuardia’s Washington, D.C., apartment, she became his second wife.

His first marriage, to Thea Almerigotti in 1919, ended after two years when Thea and their daughter, Fiorello, who was born a year after their marriage, both died of tuberculosis.

Commenting on the change in their relationship brought on by his marriage to Marie, LaGuardia quipped: "I've lost a good secretary and gained a bum cook." In fact, both were known for their culinary skills.

Marie LaGuardia 1895-1984
A gentle and humble woman

For the new Mrs. LaGuardia, the marriage meant an end to her public and political life. She took up instead the roles of wife and, eventually, mother to the couple's two children. In 1933 they adopted a six-year-old girl, Jean. The year following they adopted a boy, Eric.

LaGuardia was elected the city's mayor in 1933, an office he held for the next 12 years. During his third term, he and his family became the first occupants of the new residence established for New York's mayors, Gracie Mansion. The mayor left office at the end of 1945. He died 21 months later and on the same September weekend which, 37 years afterward, Marie herself died.

During the nearly four decades of her widowhood, however, Marie LaGuardia emerged once again to take up a vigorous public life.

Former New York Supreme Court Justice Eugene R. Canudo, who succeeded Mrs. LaGuardia as her husband's secretary, recalled: "When they got married, they both decided to keep her life as private as possible. After his death, though, she just seemed to blossom, and I think it was because she wanted to help keep his memory alive."

Mrs. LaGuardia supported Newbold Morris' failed mayoral campaign, Nelson Rockefeller's bid for the governorship, and Mr. Lindsay's drive to become mayor. She endorsed Mayor Koch in 1981.

Her energies were directed toward philanthropic endeavors, becoming an active volunteer for the March of Dimes, the Muscular Dystrophy Association, and agencies that dealt with fertility. She was also a participant in a variety of activities at the college and elsewhere in 1982 during the city-wide celebration of the 100th anniversary of her husband's birth.

"Mrs. LaGuardia's was a life lived both in and out of the spotlight," commented Archives Director Lieberman. "Her life must remind us of the significant, but hidden, role women have played in the history of New York City."

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MAYOR LINDSAY
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The crippling rubella epidemic of 1963-65, which resulted in deafness for hundreds of infants born in the metropolitan area, is again the focus of concern this year as the first wave of these students begins emerging from high school to seek a college education.

The number of deaf youths graduated this year has jumped nearly 70 percent from 1982, according to the Office of Assessment and Demographic Studies at Gallaudet College in Washington, D.C. They are greeted by a higher education system, however, which is almost totally unprepared to train them. It is a national problem, but nowhere is the need more critical than in the New York metropolitan area.

This is the situation they face: for deaf New Yorkers seeking the specialized support services required to make a full range of college study accessible, LaGuardia is the only college in this city available to them.

The college’s deaf program, which this year celebrates its tenth anniversary, currently enrolls 160 students, which makes it the largest on any campus in New York. To meet the demands of these new enrollments, however, the college has been forced to expand its capabilities in a variety of areas. Some approaches are traditional. Others, however, represent pioneering efforts which are available almost nowhere else in the country.

“Often these students arrive with a need to improve their English language skills,” said Program Director Fern Khan. “Then once in class, an interpreter must be provided for every student in every course.”

The cost to the college, however, is high.

“Serving deaf students is the single most expensive program and the hardest to get funding for,” President Shenker explained to a New York Times reporter in a feature on the program published September 17th.

Providing a single student an in-class interpreter for one academic year, for example, costs $8,000. To cover the costs of expected increased enrollments, the college has launched a fundraising campaign to help assure that the services continue to be provided.

One effort has already received funding from the Job Training Program Partnership Act. The pilot program prepares students for careers and eases the problems deaf students face in making the transition from school to work.

The program, which runs seven months, provides training in word processing, office skills, and food service. Coupled with the training sequences are academic classes which focus on reading, writing, and technical vocabulary, along with on-the-job internships, career counseling, and job placement services.

The college’s Guided Independent Study (GIS) program is a noncredit avenue for deaf students to prepare to enter full-time degree programs. One special population it assists, for example, is the non-English speaking deaf student who also needs to learn American Sign Language.

“These students need a great deal of help,” she said, “because they are required to learn two new languages at the same time.”

The GIS program, however, has proven to be a unique and highly successful program to help deaf people advance toward a college degree. Typically, more than half of the college’s deaf students in degree programs began in this program.

The college has also instituted a pilot program to remedy the single most important deficiency deaf people face: vocabulary development.

To counter this problem, Ms. Khan explained, the college has developed an individualized reading tutorial class that adopted the same techniques used to teach English to non-impaired foreign language students.

The technique has proved successful with nine out of the ten students involved in the experimental program passing the university’s standardized reading test.

“When they pass this reading program,” said Ms. Khan, “we found that the students have acquired the vocabulary and language skills needed to succeed in college and they have done very well in non-basic skills courses.”

Looking at the college’s diverse deaf program, Ms. Khan said: “The program focuses on satisfying students’ needs, whether they are career or academically oriented, by moving them up the ladder from noncredit into credit programs or noncredit into the world of work. Whatever the students want, the program is there to guide them.”

Word processing instructor, Bill Cifarvy with student, Roselyn Guyan
High schools, colleges get their tracks together

In the past decade a growing number of high schools and colleges throughout the country have crossed the line dividing secondary and higher education and have established partnerships to develop educational programs.

This national trend, which is viewed by many educators as an alternative to traditional approaches, was the focus of a recent college conference, entitled, "Articulation Today: Learning from Collaborative Models," co-sponsored by the New York Times education reporter, Gene Maeroff. Included in the group were three grand award winners in the Council for Advancement and Support of Education's high school/college partnership competition. The participating recipient institutions were: Georgetown University, Middle College High School, and the college's Council of Articulated Programs.

Over 100 high school and college educators attended the October 19th conference to hear representatives of high school/college articulation programs and high-ranking administrators speak on successful programs and the feasibility of replicating these models.

According to Dr. Janet Lieberman, founder of Middle College High School and conference coordinator, the number of collaborative efforts between high schools and colleges has jumped from 30 to close to 300 in the past 10 years.

In her keynote speech, Dr. Lieberman explained that those existing programs have approached articulation in one of three ways.

The most popular involves either granting high-achieving high school students early admission to college or strengthening the skills of under-prepared students.

"The accelerated programs," she said, "are easy to initiate and support. In many cases, they serve both colleges and high schools well without any major structural change or substantial financial involvement.

"But when the efforts are toward remediation," she continued, "the results are less effective."

The second pattern is cooperation between faculties. In these instances high school teachers work with college faculty to improve teacher training and to stimulate professional growth.

The third type involves a collaboration between a high school and a college which actually results in a new institution.

"It is a high risk model," she said, "but it can work."

To show how these approaches are implemented, representatives from seven of the nation's most successful articulation models described their programs in a panel discussion moderated by New York Times education reporter, Gene Maeroff. Included in the group were three grand award winners in the Council for Advancement and Support of Education's high school/college partnership competition. The participating recipient institutions were: Georgetown University, Middle College High School, and Yale University. The other participants were from Kenyon College, which was a CASE exceptional achievement award winner, The New School for Social Research, Simon's Rock and Syracuse University, which was a CASE special merit award winner.

Kenyon College has designed an accelerated program for academically able high school students. The effort permits seniors from public and private high schools to take college-level liberal arts classes for credit.

Georgetown has developed a program with District of Columbia schools to improve the teaching of reading and writing in local schools. Under this arrangement, teachers from different disciplines and grade levels promote critical literacy.

Yale and the New Haven Public Schools founded the Yale-New Haven Teachers Institute to improve teaching and learning in the schools.

Syracuse University's program combines both approaches. Involving over 80 high schools, its Project Advance provides college courses for high school seniors and offers in-service training for teachers and professors.

Middle College High School, the collaborative effort between the Board of Education and LaGuardia, helps "high risk students" work on personal and career development. Simon's Rock and The New School work with high achieving students.

On the issue of whether a model can and should be replicated, Chancellor T. Edward Hollander, of the New Jersey Board of Higher Education, explained that collaboration has its limitation. "It is extremely difficult to achieve and comes only as a result of great effort. But it is greatly important to the students," he said.

Deputy Chancellor Charles I. Schonhaut, of the New York City Board of Education, warned those educators who plan on replicating existing models.

Citing a number of successful articulation programs, the deputy chancellor noted that they were all "unique" programs tailored for a specific purpose.

"They grew, not from the idea of 'let's have a collaborative effort,' " he said, "but instead, both institutions said, 'what do we need and how can we meet these needs together?'"

New Jersey Schools Chancellor, Dr. T. Edward Hollander, (l.), with President Shenker at the articulation conference
Promotions for 13 faculty, staff

President Shenker has announced the promotions of 13 faculty members and the title changes of eight administrative staff members effective for the 1984-85 academic year.

The faculty members who were promoted to professor were: Daniel Lynch, English; John Chaffee, Humanities; Roberta Doutlick, Natural and Applied Sciences; Eleanor Gittens, Cooperative Education; and Leonard Vogt, English.

The title of associate professor went to: Pierina Andritsi, Student Services; Alan Berman, English; John Chaffee, Humanities; Roberta Doutlick, Natural and Applied Sciences; Eleanor Gittens, Cooperative Education; and Leonard Vogt, English.

Those who received the title of assistant professor were: Cecilia Macheski, English; Ted Theodorou, Cooperative Education; and Robert Weidemann, Data Processing.

Faculty members who were promoted to Senior College Lab Technician were: Berton Eisenstadt, English; and Patrick Wharton, Accounting/Managerial Studies.

All faculty promotions were effective September 1, 1984.

Members of the administrative staff who became Higher Education Assistants were: Edward Goetz, External Affairs; and Teddy Witryk, Office of Dean of Faculty.

The title of Assistant to Higher Education Officer went to: Migdalia Bouchard-Reyes, Cooperative Education; Alicia Colon, Computer Services; Nina Ken-sharper, Office of Dean of Faculty; Virginia Noonan, Office of Dean of Faculty; Norman Perlman, Computer Services; and Eneida Rivas, Personnel.

The administrative title changes were effective July 1, 1984.

New lit magazine a real ‘Brainstorm’

The college’s first literary magazine comprising students’ creative writing has been founded.

“Brainstorm,” which made its debut last Summer, is a semi-annual publication that contains students’ original short stories and poetry, along with black and white photography.

“The creation of the magazine,” said English Professor Thomas Fink, who is the magazine’s faculty advisor, “is an ideal way of displaying to the college community the creative works of our students.”

“Creative writing is an important facet of the college’s English program which deserves more attention,” said Norma Earle, a magazine staff member and prolific student poet.

Professor Fink, who nurtured the idea of such a literary magazine since 1983, publishes “Brainstorm” with six students who help make up the editorial staff. The publication is supported by the Office of the Dean of Faculty, the English Department, and the Student Activities Department. Aside from funding, Student Activities also supplies computer equipment and people to aid in production. Tanya Corona, for example, aided in the preparation of the manuscript for the first issue.

The magazine, according to Professor Fink, is a vehicle through which the contributing writers can explore the many available creative avenues.

“The magazine encourages the students to experiment with different creative styles and invites them to involve themselves in formal invention,” he said.

In poetry writing, for example, Professor Fink explained that the students are encouraged to abandon simple rhyme patterns and to tackle more challenging styles of poetic expression. Throughout the magazine are examples of lyric poems, free verse, and sestina—a complicated poetic form created by repeating particular words in varying orders in successive stanzas.

“The students have the freedom to write on any subject they wish,” said Ishmeal Cooper, the editor-in-chief. “We do not believe in limiting the magazine to a certain theme because it would only place restrictive creative boundaries on the magazine’s contributing writers.”

New building opening set for late 1989

Continued from page 1

smaller facility in the Long Island City area, where the operation can be consolidated and which can also serve as the corporation’s national headquarters.

The first major development in the process which resulted in the current purchase agreement came in September 1982, when University Chancellor Joseph Murphy placed the proposed new LaGuardia building at the top of CUNY’s capital budget request filed with the city. Two months later the city responded in a September 1, 1982, letter to the state’s budget director endorsing the proposal, pledging to match a state appropriation for the purchase and design of a then unspecified building "adjacent to the college.”

When Governor Cuomo issued his budget proposal in February 1983, however, the funding for the building was not included. That setback prompted a new round of negotiations. On March 2, 1983, those efforts were rewarded; and the Governor made the college’s acquisition part of his budget amendments.

Commenting on the success of the acquisition process, President Shenker said: “While it will take some time before the building becomes available, I think we can all look forward with great anticipation to the new opportunities it will make possible.”
New gym floor is ready for feet or flood

A new gym floor has been installed to replace the surface that was recently destroyed by flooding.

The floor, which is a wood and fiberglass composite, has replaced the college's traditional hardwood floor that was virtually destroyed when the record-breaking rainfall of June 30th-July 1st left several inches of water covering the surface.

Although the flood made it imperative to install a new floor, Director of Recreation Andrew Saluga indicated that the college was planning to replace the badly scarred floor which had suffered such excessive wear that it was no longer repairable.

Faculty and staff notes

This column includes activities completed by faculty and staff since the previous issue, which appeared in April.

Max Rodriguez presented a paper on the use of microcomputers in foreign language education at a conference at the CUNY Graduate Center in May. He co-led a workshop on microcomputers in June sponsored by the NJ Department of Higher Education at Jersey City State College. He also received an alumni achievement award from Montclair State College in May.

Alan Berman published a critical edition of Greene's Tu Quoque in the Renaissance Imagination series from Garland Publishing in June. He also participated in a post-doctoral seminar at Harvard University in June on transferring graduate academic skills to other careers.

Sharon Armstrong addressed the Assn of Records, Managers and Administrators, Inc., on cooperative education in May.

Elizabeth Spicer spoke on "Careers in Mathematics" at the National Council of Teachers of Mathematics meeting in San Francisco in April.

Lenore Beaky was awarded a Community Humanities Fellowship in Poverty and Society this Fall from The Community Colleges Project at the CUNY Graduate Center.


Thomas Fink delivered "Stanley Fish's Metacritical Beliefs" at the CUNY English Forum in April and "Should the Literary Canon be Fixed?: The Theoretical Challenge of Terry Eagleton" at the NY College English Assn conference in May.

Brian Gallagher co-authored "Word Processing: A Catalyst for the Basic Writing Student" in Microcomputers and Basic Skills in College published by CUNY Instructional Resource Center. He also delivered: "Chaplin: The Comic Body and Filmic Tension" at Conference on American Comedy at Penn State in April, "Fellowships and Levels of Intellectual Engagement" at a conference on Teaching the Humanities at Two-Year Colleges at the CUNY Graduate Center in April, and "What Is Literary Text?" at the NY College English Assn conference in May.

He was also a panelist on "The Use of Microcomputers with Word Processing Software in the Teaching of Disabled Students" at a conference on microcomputers and basic skills in April.

George Groman moderated a panel on "Outside the Stream: Foreign Poets in New York" sponsored by the Queens Council on the Arts at the college in May.

Margaret Heath Johnson delivered "Harlem and the Whitmanesque in Melvin B. Tolson" at the NY College English Assn conference in May.

Arline Ladden presented a paper on Merlin's Gnosticism at the Medieval Forum in Plymouth, NH, in April.

The gym, of course, will continue to cater to the college's recreational needs. Marked out on the floor is an official basketball court, two short basketball courts, along with paddle ball courts, and an official volleyball court.

The floor will also permit the department to host college and community events. In the past the gym was the site of the 10-K race buffets, a Middle College graduation, registration testing, and a cat show.

The director noted that the college may purchase floor coverings that would protect the surface and enable the department to host an array of non-athletic events. For example, Mr. Saluga has spoken to the Student Activities Department about the possibility of holding a college dance in the gym.

"We will be working with all the different areas of the college to make the gym more accessible to the entire college community," he said.

Daniel Lynch delivered: "The Use of Computers in the Teaching of English" at a conference on the instructional uses of computers at the CUNY Graduate Center in May, "The Place of Philip Larkin in 20th Century Poetry" at the NY College English Assn conference in May, "The Use of Microcomputers with Word Processing Software to Teach Basic Writing" at a conference sponsored by CUNY Instructional Resource Center in April, and "Using Computers to Teach the Learning Disabled" at a CUNY/Long Island University conference in April.

Eleanor Tignor published "American Literature: From the Late 19th Century to the 1970s" in Reconstructing American Literature: Courses, Syllabi Issues. She also delivered "Rudolph Fisher: Father of Afro-American Detective Fiction" at the NY College English Assn in May.

Donald Davidson moderated a panel on "Computers in Instruction at CUNY" at a conference on computers in the classroom in May.

Harry Heinemann was elected Vice President for Financial Affairs of the Cooperative Education Assn for a two-year term which began in April.

Bruce Brooks and Susan Gardner exhibited works at Webb & Parsons Gallery September 15-October 6.
Ford head calls LaGuardia 'new generation' college

Ford Foundation President Franklin A. Thomas, in a rare college graduation address, hailed the college as "the model of a new generation of urban community colleges" at the 12th annual Commencement exercises.

President Thomas, who frequently refuses graduation speaking engagements, made an exception to address an audience of some 400 graduates and their guests at the September 16th ceremonies at Queens College's Colden Auditorium.

In his speech President Thomas focused on the comparison between the role of community colleges and Mayor Fiorello LaGuardia's devotion to public service.

"It is important to remember LaGuardia's legacy today because a life devoted to public service is one of the highest goals to which we can aspire," he said. "In a real sense, community colleges are an institutional embodiment of that goal, serving their communities as public providers of higher and continuing education and serving all those who want to improve their education and quality of their lives."

According to President Thomas, one goal that the foundation is stressing is the need to increase the number of community college graduates who go on for four-year degrees.

To aid colleges in this cause, the foundation has awarded LaGuardia and four other urban community colleges each a $225,000, first-of-its-kind grant to develop a model transfer program which can be adapted by other community colleges throughout the country. (See story on page 2.)

"In many ways, LaGuardia has become the model of a new generation of urban community colleges," he said. "The grant will help your college initiate new ways of enhancing transfer opportunities to complete baccalaureate degrees."

Speaking to the graduates, President Thomas concluded: "Ford's work with community colleges is dedicated to making sure that you have the chance to go as far as your commitment, talents, and capacity can take you. I am certain that we share this vision with the faculty, staff, and students of this extraordinary institution."

The program's traditional awards ceremony honored Bank of Boston, Chemical Bank and Manufacturer's Hanover Trust for their participation in the college's internship program.

The LaGuardia Memorial Association Award—the most prestigious award bestowed upon a student—went to 69-year-old Lucia Moreno. The award, which is accompanied by a $500 check, is presented to a student who has demonstrated academic excellence and who has been involved in community service.

The President's Medal was awarded to the LaGuardia Memorial Association. According to President Shenker, the association was honored for the support it has given the college in the form of scholarships and other forms of support, as well as its effort to preserve the memory and ideals of the college's namesake. Members, many of whom were Mayor LaGuardia's close working associates and personal friends, have donated their personal papers and oral histories to the LaGuardia Museum and Archives.

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