Potential Unleashed!

James Marrero on Alumni

Chanita Williams on Hip Hop

Anna Ramos on Overcoming with Success

Ayaka Sato on contemporary art

President Bowen on Community

Club News Poetry Scholarship Listings
FEATURES

James Marrero reports on a couple of LaGuardia’s finest alumni facing the world and leading us to new heights.

David Brown overcomes obstacles and blazes trails. Soon he will be joining our finest alumni—story by Anna Ramos.

Rudy Burgos had a brainstorm. “Putting the Community back in Community College.” President Bowen expands on our mantra and comments.

Editor’s Note

Janina Perez breaks it down, the history of Open Admissions and a tough question.

There are Myths and there are Facts, once those are cleared up we can progress to some concrete proposals. LaGuardia’s English Professor Lenore Beaky and the CUNY Community College Conference explain.

How many healthplans cost $20 per year? Would you like one? Got your attention? Associate Health Director Vincent Banrey has worked hard to get a referendum on the ballot, now it’s up to you!

Scholarship Listings

WordCraft

LGCC Sports

LaGuardia Students bring college to 6 graders, you can too.

The History and harmony of Martial Arts by Seop Song.

Chanita Williams analyzes the impact of HipHop culture from its beginnings in dreams to its absorption into the mainstream.

Rocky Road

Clubbing

Meet our Students

By the way, around the way there happen to be several wonderful art spaces Ayako Sato reports on P.S. 1.

Winner of December’s “Bridge” Logo contest and very honorable mentions

More contemporary art at Long Island City’s Phun Phactory. Patterns like Pollack and Picasso. Figures that echo Lichtenstein and De kooning on a Modriani background. (Those art classes come in handy! Thanks Prof. Chris.)
The Bronx. It's not Park Avenue but I have hopes and an American dream. Wheeler Ave. is cold and quiet. I have to go to the store, my job as a video tape vendor does not give me much time for shopping. As I approach my front door, a car comes stealthily down the block. The car stops behind me and four men get out, someone yells out authoritatively "Stop, police!"

I turn around with my keys still in hand. I see a gun pointed at me. Holding that gun is a screaming white male in casual clothing. I see a flash. The pain begins as 19 bullets pierce my body, pinning me to the door. The pain continues as I fall and realize that the red stuff is my blood....
LaGuardia’s Alumni: Community Leaders by James Marrero

The pain of this poor, unfortunate man stopped when his life ended at the hands of the police. Imagine being in this situation. If we do not contribute to law, health, and education it creates problems. Fortunately there are those who do contribute. These individuals fight everyday in their own ways to prevent these types of situations. These people understand what it is like to come from humble beginnings.

Today we are revering the LaGuardia Community College Alumni. These alumni represent the community values of LaGuardia Community College. We begin with the success story of Ruben Diaz Jr. He is the youngest Democratic Assemblyman of the Bronx, now serving his second term. He represents the 75th Assembly District in the South Bronx. He is also a member of the Assembly standing Committee on Aging, Children and Families, Cities, Corrections, Education and Government operations, as well as a member of the Assembly/Senate Puerto Rican and Hispanic Task Force. He is presently a part of LaGuardia Community College’s Class of 1997 Liberal Arts Alumni.

He started his career as a community service activist, striving to enhance the Bronx community. At age 15, Ruben helped senior citizens by bringing food to the Senior Centers. In later years he joined the Christian Community in Action, where he made sure special services were given to the disabled and elderly.

In 1992, Ruben Diaz Jr. became a messenger and a central staff supervisor for the New York City Council, where he learned the dynamics of politics by joining the meetings among the politicians. In 1996, Ruben decided to run for State Assemblyman because his father lost his bid for New York State Senator. His father influenced him to become a politician.

Ruben lost his first election after receiving 23% of the votes. Despite the obstacles, Ruben won two more terms in office because he recruited an outstanding staff and constructed great campaigns. As Michael Jordan says, “If you put in the work, results will come.”

Ruben Diaz Jr. works with his staff to improve education, economic development, civil rights, housing, and the environment. He says, “My staff and I work with the YMCA, the Police Department and many other organizations to weed out the bad seeds of the city and help rising flowers succeed.” Assemblyman Diaz has recently gone on a media campaign against police brutality. In the wake of the Abner Louima attack and the Amadou Diallo shooting, Ruben Diaz has risen as one of the leading voices against police brutality. “We also provide a safe haven for youths to stay out of trouble. We give state funding to the schools for computers, after-school programs, mentorship, recreation activities, trips, and theater presentations for the young people.”

Assemblyman Diaz has helped pass a bill that will eliminate taxes on college textbooks, has debated against a TAP and PELL decrease, and has advocated for state grants in order to increase funding for a variety of education programs like College Discovery.

Ruben Diaz Jr. improves the economy conducting a Strategic Training Alliance Program which prepares employees for the jobs of the next millennium. He has a 100% rating by the New York Civil Liberties Union on the issues of Civil Rights. Some of the issues he votes on concern hospital discrimination and multilingual tax forms. He also helps people find housing and protects people with evictions by finding attorneys for them. He helps families who make less than $20,000 annually who need an apartment. He also makes sure that apartments are correctly made to fit the needs of the elderly and the disabled.

When asked about his feelings on our college, Ruben responded, “LaGuardia Community College is important to me because I can educate myself about different cultures by meeting students who have many different cultural backgrounds. It is also affordable. For a family man like myself, this is certainly a benefit. We can also learn not to pass judgement on cultures that we are not knowlegable of. However, the college's weakness is the lack of communication that students have with the administration.”

Another successful alumus of LaGuardia Community College is Andrew J. Saluga. He is an education graduate of 1976. He started his career as an activist and a sheet metal constructor for number of years. Then a co-worker said to him, “Do you really want to be like me?” From that moment, he decided to change his life. He enrolls in LaGuardia Community College and now makes a difference. He says, “This school helped me establish that I have a brain and I am still using it to this day! We are a nuts and bolts integrity working class institution. We provide for many people a second chance.”

He is now the Recreation and Fitness Coordinator at LaGuardia because he loves sports and wants to teach about them. He works with his colleagues to operate gyms, the pools, and the teams.
LaGuardia Community College has a diversity of activities and most beneficial programs the college offered to their attending students. One of the most respected programs the college offers is the Office for Students with Disabilities. Here you can find successful and courageous students who with their obstacles have proven to be great conquerors as well as role models.

David Brown, a governor of Student Government who ten years ago suffered in an automobile accident on the job, has successfully overcome his injury and is more than prepared to move ahead. David has undergone nineteen microsurgery operations and is presently in physical therapy, but he doesn’t allow any of this to interfere with his future dreams. David at the moment is the only disabled student in Student Government and manages Foreign Affairs where he works with thousands of students from 104 different countries.

David has a 7 year old son who motivates him even further to achieve his goals. David enjoys writing music and singing and plans to write a book and a movie which he hopes will help others like himself overcome hardships and injuries. “Life is so important and people do not appreciate what God has given them,” he notes. He believes that we were born for a good reason, “God has brought us here to live and learn.”

When I asked David what had been his major hardship concerning his disability, he acknowledged that it was not having enough money. He strongly feels that those who become handicapped should be aided financially. “I am tired of watching people get hurt and suffering,” David commented bitterly. Discrimination and lack of emotional support are also hardships according to him.

David graduates this year with a Paralegal degree. After college he hopes to donate money to open a program for those who get injured on the job and where they can be assisted to face financial problems.

According to David the advice he gives other disabled students is, “Get more involved. Become a leader and be a role model.” He believes in opening the doors to these students to give them an opportunity to be in charge and show them that it is possible to overcome their obstacles. He stated, “always believe in yourself.”

I had the opportunity to also interview a former student in the office of disabilities at LaGuardia Community College. She prefers not to use her name. She suffers from a mental illness which she has fought against for the last ten years. She graduated in 1996 with a degree in Gerontology Mental Health. She was also a member of Phi Theta Kappa. She now tutors at the college and plans to receive a Bachelor’s degree in Social Work. She works as a volunteer with those who are ill and assists their families. “I feel good when I help others,” she notes cheerfully. According to her, one must confront incapability and seek help to overcome it.

The hardest part of having a disability, according to her, is to be discriminated against and lose many good opportunities. “It is painful to be discriminated against,” she says. Although she must take medications daily, she feels that she is lucky enough to be who she is. She has an eagerness to help those who need emotional and physical help. “I’m there for others when they need me. I like to help those who want to go forward like myself.” She admits that her illness has been an enormous challenge, but she has the greatest asset of all: a strong will.

The Office for Students with Disabilities, located in room M-120-B provides students with tutors, early advisement, and academic, career and personal counseling. It also helps in test taking skills and offers many more support services. The office is open 9:00 am to 5:00 pm on weekdays.
Recently I had the pleasure of hosting a distinguished visitor from South Africa, a man whose father had spent years imprisoned on Robben Island with Nelson Mandela and who himself had been "detained" under the old apartheid regime on numerous occasions. Having survived the absence of a father and the solitude of detention, our visitor to LaGuardia values the spirit of community wherever he finds it. And he found it here at the College, so much so that he would like to help start an institution based on the LaGuardia model in Soweto, the huge black township outside Johannesburg.

What had this visitor seen that convinced him that sense of community was alive and well at LaGuardia? In the morning he spent time with students, teachers and administrators at Middle College, one of our three alternative high schools on campus, a high school so successful in graduating its students and sending them on to higher education that it has been replicated at dozens of sites around the nation. Following a cordial lunch with administrators, he then toured our main buildings. He visited the gym, filled with students practicing and playing pick-up basketball. In a wonderfully spontaneous moment he stopped to talk with a student intern at the gym's front desk: the student had just completed a research paper on South Africa!

"And despite the fact that we are today a relatively large institution ... we have tried to retain the same spirit of community that characterized the College when it was founded in 1971."

Our visitor then dropped in on a basic writing class whose students were diligently composing essays at workstations in one of the English Departments computer labs. He lingered there, speaking with the professor who was conducting the class; this professor travels long distances to teach at LaGuardia, and after 20 years of service, is still active in numerous important college committees.

Next, our new South African friend toured the library where students were busy using on-line catalogs to research assignments, and studying in the library's well-used corrals.

Crossing from our "E" building to the "M" building our visitor strolled down LaGuardia's Hall of Flags. More than 125 flags hang in this hall, reflecting our students' national origins. Pausing before his own South African flag, our visitor observed that LaGuardia, in its commitment to an all-embracing spirit of community, is an inspiration for educators around the world.

Each year literally thousands of educators and other interested observers like our new friend from South Africa visit LaGuardia and come away with a sense that it is a very special place, an institution that has sustained a mission based on educational opportunity for everyone who wants it. And despite the fact that we are today a relatively large institution with some 11,000 full time students and 25,000 part time students, we have tried to retain the same spirit of community that characterized the College when it was founded in 1971.

When we opened in 1971, we had approximately 40 faculty and administrators and fewer than 500 students. The old "M" building was closer in appearance to what it actually had been the Ford-Philco factory, than a college. Indeed classes and campus operations were frequently conducted in a vast cavern we dubbed the "Great Hall" and in classrooms whose walls literally were being demolished as teachers and students embarked together on exciting educational adventures. Yet all of us were exhilarated by the knowledge that we were involved in the creation of a brand new college, an educational institution that over the years, in many ways, would continue to "break the mold" in its effort to build a strong, vital community.

"More and more, LaGuardia's students are challenged to juggle required course work and inflexible class schedules, jobs, and family commitments."

Today we are still relatively young in terms of an educational history, but far more mature than 25 years ago. We are also constrained in ways that we never were in our early years. Classes are larger. More and more, LaGuardia's students are challenged to juggle required course work and inflexible class schedules, jobs and family commitments. Similarly, LaGuardia's teachers have heavy loads and responsibilities: indeed the faculty is older and, while many remain active in LaGuardia affairs, others are somewhat removed from the exuberance that characterized their earlier years at the College. Moreover, external pressures have never been more acute, with the city and state seemingly indifferent to our well-being and indeed hostile to many aspects of our mission. To some authorities in high places, we have become either a burden or a threat, or both. LaGuardia continues to succeed despite the odds. We provide a sound education...
back in Community College

for all. We offer some of the best basic skills programs, taught by some of the best specialists in the country. We place our students in internships, giving them valuable career experience. We graduate significant numbers of students who then transfer to four-year institutions, including some of the most prestigious colleges and universities in the country. We have innumerable special programs for special populations; for immigrants in need of language training, for welfare recipients trying to break cycles of poverty and dependency, for New York City's celebrated taxi cab drivers requiring basic training in the rules of the road and civility. We open our doors to the public for drama, dance and music performances. Those visitors who continue to journey to LaGuardia from near and distant places to observe and evaluate our programs recognize that they have come to a place that is steeped in something that is crucial to our success but all-too-readily lost: the spirit of community.

Think of the word community. It derives from the word common, which essentially means “together.” LaGuardia is a community because its members have a common purpose and a sense of shared life together. Admittedly a “commuter college” (and virtually all the nation’s 1,200 community colleges fall into this category) has a real challenge in fostering this sense of togetherness, for its students and faculty come and go in seemingly random ways, each leaving behind at the end of the day the common institutional life for private concerns. Yet I am constantly amazed by the numbers of students and faculty who continue to participate in the common life of the college, calculating in their own ways how much of themselves they are willing to give to the institution. I know teachers and administra-

tors for whom coming to LaGuardia is still a labor of love after 20 or 25 years. I know students who leave LaGuardia, move on to other colleges, and who come back to tell us that LaGuardia was the best of all places, the community that nurtured them and got them started on the road to success.

A healthy community is dynamic, open, tolerant, and willing to acknowledge its problems and its faults. A case in point is the history of The Bridge, which celebrates its return to the LaGuardia community after several years’ absence. Once grounded in the well-being of the community and an open forum for diverse opinions, The Bridge, which had won national awards for college journalism, went through a period of strife. During this volatile period, its staff departed from the common life of the College community and created its own more narrow agenda, ignoring and even assaulting the web of relationships supporting the institution. Quite frankly, that staff had no interest in joining the larger community. That staff stood apart from it, reminding me of Alexis de Tocqueville’s observation in the 1830’s that Americans have a tendency to be aggressive and self-serving.

Yet Tocqueville, another visitor to America like our recent South African friend, also recognized that Americans join together in causes. “In no country in the world,” he wrote in Democracy in America, “the citizens make such exertions for the common weal.” With the return of The Bridge, I know that its staff will dedicate itself to the cause of community, covering events like that of our distinguished South African visitor, and creating and filling its pages with news inspired by our lives together at LaGuardia Community College.

After serving the College for a period over 25 years, President Bowen plans to retire at the end of this year. The staff of The Bridge would like to express our gratitude for his efforts in the revival of our student voice.
Hey Young World, the world is ours! Young World, we are the students of F.H. LaGuardia Community College. We are ten thousand strong. We work, support families, are alone, and have traveled long roads to attend school. We philosophically pursue education living with the reality of society's obstacles. We are the laughter between the clanking of pots and pans in restaurants from here to Miami. We are the singing in the fields, the factories and sweatshops. We are the silver lining of a melting pot that too often burns. We are here because people fought, often shedding blood, for the right to attend college. We are here to better ourselves and pursue the dream.

But that dream is clouded by madness. The madness of this world, watched by a teary eyed God night after night on CNN. The madness of a government that cares more about the President's sex life than providing affordable healthcare to its citizens. The madness of a mayor that preaches on the quality of life yet ignores the brutality of his police. The dream is clouded by everyone who in one way or another not only failed themselves but the deserving members of this institution.

The dream is clouded but not lost. We are standing on the shoulders of those who came before us, looking over a great wall into the new millennium, and it looks good. It looks good because we can change.

We can purge the apathy that runs rampant in our midst like a plague. We can stop the murder of opportunity. We can change a school system that is infected with two bit, second rate educators that suffer from what our president kindly refers to as a "lack of exuberance." We can change the promise breakers, all those ethical egoists and opportunists picking through the garbage of false friends and second faces. We can change the complainers who do nothing but make noise. We can change all those mediocre middlemen with their petty squabbles. That is not where we find self value. To all the self serving cogs of the Machine hear us roar. The Bridge is here to help us make that change. It is a platform for our voices, ideas, hearts, our minds and souls.

It disturbed me greatly that LaGuardia lacked a student newspaper. The freedom of the press is an essential one. I found it disturbing that a public service would lose its funding and support due to an opinion piece. It seemed out of the ordinary; usually a retraction or apology would be made in the following issue. In the case of "The Bridge" a lawsuit was necessary to clear the air.

On Feb. 16th, 1999, The New York Law Journal published a decision made by State Court of Appeals. This verdict found LaGuardia Community College guilty of violating the state Open Meetings Law. The Court of Appeals found our college in violation when it refused to allow Joseph Smith, the Chief Editor of The Bridge at the time, access to a March 1994 meeting of the LaGuardia Community College Association.
The Association is a board of faculty and students which sets the budgets for student clubs and the newspaper. It exercises enormous power over the financial matters of the college, especially student activities money. The ruling annulled actions taken to stifle The Bridge. It caused a deep rift between students on the staff, faculty and the administration. The Bridge continued, but without the true support of the school and eventually with the rapid transition of students at a two-year institution, it slowly dwindled away. That day everyone lost.

Although these wounds were still sensitive when Patricia Toche, Rudy Burgos, Carolina Coria, and I first came upon this project, they were showing signs of healing. We enjoy much support from the Office of Student Life and Development and feel that the school is ready once more to continue the college’s tradition of “breaking the mold”. We as a staff are dedicated to the cause of community. As our president wrote, a healthy community is one that is “dynamic, open, tolerant, and willing to acknowledge its problems and faults. We understand the integrity of journalism, and The Bridge will never again publish a divisive, racist or otherwise inappropriate article. It will never again allow personal interest on behalf of students, administration and the faculty to disgrace its noble foundation. In this spirit we hope that the series of events that led to the fall of The Bridge will never again be repeated. We hope this not out of fear, but out of a responsibility to reflect and represent the open community that we are; a community that will be emulated not only in South Africa but all over the world.

We have too many enemies to continue sleeping, allowing those around us to bicker over crumbs. Let us shine together. Young World, like Gulliver, we are a sleeping giant being held down by little people with little hearts and narrow minds. But unlike Gulliver we are not gullible enough to believe the lies. The webs weaved by spin doctors will be revealed and not hold us down.

Those of you in our community who fear light being cast in your direction, we suggest you stop whatever it is you are doing right now. Brace yourselves, next issue we will name names and point fingers. LaGuardia has to clean house before it deals with the times ahead. This issue was only a warning shot.

Nosotros somos el futuro. We are the future leaders of the only Superpower left; a Superpower that can feed the entire world, fix the environment before it’s too late and usher in a PaxAmericana. So, wake up Young World! Stand up! Speak up! Act out! Vote and Stay tuned!

Keep your head up. Peace.

Shawn Torres
Editor-in-Chief

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We, the Editorial staff, (sound familiar?) are happy to announce the...

1st Annual Bridge Investigative Reporting Contest

$200 Grand Prize for best feature article

Deadline: May 31st, 1999

Your story will appear in Summer '99 issue of "The Bridge"

If you or someone you know is aware of an issue that negatively affects the student body of LaGuardia Community College please let us know. Any person, process, or place that is a hindrance to our opportunities and present efforts for better futures should not be tolerated. Topics may include sexual harassment, unfit teachers, inappropriate use of school funds, racism, unsafe travel routes, apathetic leadership, health violations, etcetera. You must have proof and or reliable sources. Do not fear; it is our responsibility to make sure that your stories follow standards of ethical journalism. Your stories will be substantiated, proofread and edited before publication. Submission forms are available in Rooms M115 and M118E. If you have any questions please stop by our office, M118E or call us at 718-482-5189. Good Luck!

Because there are those who talk about changing things, and those who do change things.

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Coming Soon!

Special Student Government Election Issue
**They Fought for us - Will we fight for Them?**

**By Janina Perez**

It all happened April 22, 1969, the beginning of the massive integration of the City University of New York. The CUNY system was challenged with a social movement that would change the course of education for everyone. This was the year when Black and Latino students, in alliance with SEEK (Search for Education, Elevation and Knowledge) students, and White students of SDS (Students for a Democratic Society) at City College started the Open Admissions strike.

Open Admissions won and has been the backbone of CUNY for almost twenty-eight years. It has given all students the chance to receive higher education at a low cost. The policy guarantees any New York high school graduate a seat in one of the seventeen CUNY colleges. Although this may not seem like a privilege to many, it indeed is. This policy was among the few to encourage non-college. This has also allowed for many Asian, Latino, African-American and white students and women to attend a college. This has also allowed for many female scholars to develop and emerge. Other college network in the nation. There have been eight Nobel Prize winners from City College alone. Hunter College is the third largest institution in the country of women who receive doctorates. The successes at CUNY are grand considering the economic hardship and racial tension it has been through.

Political, racial and economic boundaries were broken down the day CUNY shook hands with the Open Admissions policy. This forbidden friendship has been threatened once again recently. This time from within. This time the opposing forces are very strong. In May 1998 the Board of Trustees led by Chairwoman Anne Paolucci and Vice President Herman Badillo, proposed the elimination of remedial classes at the senior colleges, thus -de facto- getting rid of Open Admissions.

Ms. Paolucci, et al. believe this maneuver this will increase the value of the CUNY diploma, push the graduation rate up but most importantly put tax-payers' money to better use. These Trustees want to have limited access to those students that are considered “academically unfit.” In essence they are looking for an elite group of students.

The irony of the situation is that Herman Badillo was a CUNY graduate. Ruth Messinger, Borough President of Manhattan, comments that many in the CUNY debate, “Might best be described as having climbed up the ladders themselves, and when they got to the top, turned around and pulled the ladder up after them.” Mr. Badillo has been Mayor Giuliani's consultant for the past couple of years.

What is really accomplished by cutting Open Admissions? The negative effects are numerous. The amount of non-white students will drop significantly; fewer women will be attending CUNY, and the number of high school students recently graduated will have limited access to college education thereby increasing the labor force with unskilled workers. Community colleges will be overcrowded; the proficiency of the academic program will diminish, and there won't be enough professors to accommodate the needs of every student. CUNY is under-funded as of now. With the end of Open Admissions the supplies needed for each major field of study and institutional support will be scarce.

It's a wonder why CUNY’s finances are one of the main concerns of the administrators. The only way the city accepted offering financial aid to students was by having them pay first. In 1979 the first tuition was charged, changing the entire framework of a free university. The city apparently cannot live up to its side of the deal and are therefore trying to get students to pay more and more each year. If the Trustees are so concerned why can’t they use the financial system SUNY uses? The distributions of funds are entirely different. While we have to go up against the rest of the city’s debts SUNY has accounts set aside for them. They also have a lower non-white population. Is there a connection?

Open Admissions was a privilege that had to be won. It has indefinitely changed the courses of many lives. It has given an opportunity to those who wouldn't otherwise have one. This aspect of history has now been attacked with great force. It is up to us to maintain what has given us: the chance to better our communities and ourselves.

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January 25, 1999- LaGuardia CC

**Professor William Drain of CCNY**

appeared in full robes to protest the impending Trustees decision to end remediation. As he calmly approached the stage he was stopped by police, escorted out and arrested.

**Photo By Gary Weeck**

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**SAVE CUNY**
Paving the way to Academic Success for CUNY Students

An Organization of Faculty and Staff from the City University of New York, Fall 1998.

INTRODUCTION:
The mission of the City University of New York, founded in 1847 “The Free Academy,” has always been the education of “the children of all the people.” In the 1960’s, admissions were determined by high school averages in the mid to high 80’s and “reasonably good” scores on the SAT tests. But after the protests in 1969 that black and Hispanic students were being excluded from CUNY, in 1970 CUNY opened its doors fully, guaranteeing a place somewhere within the university for all high school graduates or those with an equivalency diploma. For a student who did not have an 80 average or who was not in the top half of a high school class, this meant a place at a community college.

Along with the guarantee of a place came the commitment that standards of academic excellence and ethnic integration of the colleges would be maintained and enhanced and that “remedial and other supportive services [would be supplied] for all students requiring them” (Board of Trustees Resolution, July 9, 1969). Once students were accepted at a college, determination of remedial requirements was made by placement tests in writing, reading, and math.

In May 1998, under pressure from Mayor Giuliani and Governor Pataki, CUNY’s Board of Trustees voted to end remediation at the senior colleges in stages, beginning in September 1999 and ending in 2002. With no remedial option at the four year colleges, students would be excluded from the senior colleges on the basis of tests in reading, writing, and math originally designed for placement purposes. In addition, proposals have been discussed to sharply limit remediation even at the community colleges which nationally are open admissions institutions. In so doing, CUNY would cancel the ticket into the middle class that tens of thousands of New Yorkers have taken advantage of since 1970, terminating an almost 30-year commitment.

In an effort to end open admissions and build the case that remedial education belongs outside of the University in the hands of private, for-profit companies, CUNY critics have created a number of myths. In the following pages, we respond to those myths with the facts that critics routinely ignore, and we make our own proposal: Paving the Way to Academic Success for CUNY Students.

REMEDICATION: MYTHS and FACTS

1. The Myth: CUNY is unique in providing remediation.

THE FACTS:
Seventy-eight percent of all colleges in the United States provide some remediation, according to the U.S. Department of Education, including nearly all public community colleges and 81 percent of all public four-year colleges. Only 25 percent of these schools limit remediation; many of these courses carry credit. Virtually, all NYC-area private colleges offer remedial courses, as do MIT, UCLA, Berkeley, and all SUNY campuses.

Underprepared students and “remedial” courses have been a fact of U.S. education since the nineteenth century. In 1849 an entire division at the University of Wisconsin was created to help underprepared students. By 1889, 80 percent of colleges and universities had preparatory programs; the identical percentage was reported in 1915. Similar results were found in surveys in the 1970s, 1985, and 1991.

2. THE MYTH “Remediation has cheapened the CUNY degree, and dumb[ed] down...college level classes.”

THE FACTS: Far from “dumbing down” college work, remediation helps to maintain standards, preparing students newly out of high school who have been ill-served by their prior educational experiences, adults who have been out of school for many years and need time to get back up to speed, or immigrants who must master a second language (forty percent of CUNY students speak English as a second language.)

College remedial reading, writing, and math courses help these students develop the critical thinking and problem-solving skills required for all college courses. At Queensborough Community College, 40 percent of students enrolled in calculus during Spring 1998 started out in a remedial math class. Further, according to a 1998 survey, 59 percent of Queensborough graduates also started out in remedial math. Of those graduates, 60 percent have gone on to earn a BA or BS, another 10 percent are currently studying at a senior college, and 19 percent have earned an MA or higher.

The effectiveness of CUNY’s education is demonstrated by the success of CUNY graduates in getting jobs, meeting the academic standards set by other universities, and winning honors. In testimony before the Committee on Higher Education of the New York Assembly (June 5, 1998), Trustee Edith Everett reported that 120 corporations and agencies, many of them long-term participants, rented booths at a recent CUNY job fair. About 1,000 students were hired that day. According to David Lavin and David Hyllegard, “Under open admissions, proportions of minority students earning post-graduate degrees more than doubled. Especially noteworthy as well is that two-thirds of master’s degrees and more than 90 percent of advanced and professional degrees were earned at universities outside the CUNY system.” (Testimony before the Higher Education Subcommittee, The New York City Council, February 9, 1998.)

CUNY students, most of whom have come through remedial programs,
Many impressive Spring 1998 graduates started in remedial classes. For example, at Borough of Manhattan, a valedictorian, and two students won scholarships to Long Island University; at LaGuardia, two students won $17,000 scholarships to NYU, at Kingsborough, two former ESL students, one with a 4.0 grade point average and one with a 3.8 were accepted into a very competitive physical therapy program; at Queens, an English major, turned down Berkeley to accept a place in the African American Studies program at Yale, where he won a full doctoral scholarship and the steral Fellow for the most promising entering student in his field. A Brooklyn College student who took remedial math courses and received an Associate’s Degree from Borough of Manhattan Community College, graduated with distinction from Brooklyn College with a Bachelor’s degree in Political Science and will enter the CUNY political science Ph.D. program as a Magnet/Presidential Fellow in the fall.

3. THE MYTH: Remediation can be more effectively and efficiently provided at off-campus and private “immersion” institutes.

THE FACTS: The freshman skills immersion programs that have been provided by some CUNY campuses since 1985 are entirely different from those proposed by the Mayor and some of the Trustees. The long-standing immersion courses are taught on campus by regular full-time and part-time faculty and replicate the skills courses given during the regular academic year; they are voluntary, students pay no tuition, and book money is provided.

Since 1996, CUNY has experimented with off-campus English as a second language immersion programs. However, off-campus institutes appear to be particularly inappropriate settings for CUNY’s many adult learners who are already getting a late start. Proven principles of effective pedagogy indicate that students perform better and are retained at higher rates when they are integrated into the college curriculum in a college setting, isolating students in programs outside the college prevents them from receiving financial aid and taking credit-bearing course in areas where they do not need remediation.

The Mayor has appointed a commission to examine CUNY, especially to address the question of whether remediation at the CUNY community colleges should be turned over to private companies. This commission is chaired by Benno Schmidt Jr. and includes others who like Schmidt, are either associated with private companies that provide services to public schools or have gone on record as favoring privatization. There is no evidence that for-profit companies provide better services. Furthermore, in other states private companies have creamed off the best students, dropping those with the greatest needs.

4. THE MYTH: Students languish in remedial courses, never advancing, never graduating, endlessly repeating their remediation. Or, according to Robert Berman in the Daily News, “Most students at Remedial U never do attain college-level standards”...and “make taxpayers pay for a high school education again and again.”

THE FACTS: Most students actually pass their remedial course within one year, and the vast majority within three semesters. According to Judith Watson, the Board of Trustees’ own researcher, among BA students at CUNY, 75 percent of students completed remediation in one year, almost 90 percent in three semesters. Among associate’s degree (AA) students, the respective figures were 64 percent and 86 percent. Among BA ESL students, 63 percent completed in two semesters and 77 percent in three; among AA ESL students, the figures were 50 percent and 70 percent. Furthermore, at the BA level, the graduation rates of students who had not taken remedial course were only five percent higher than for students who had taken remediation. For AA students, the graduation rate for students who had not taken remedial courses was actually 2.6 percent lower than for students who had.

As for the costs, Watson reported that in 1995 expenditures for basic skills courses represented about 10 percent of the budget made about 12 percent of instruction CUNY-wide. Moreover, CUNY degrees pay off economically. Lavin and Hyllegard report that in one year during the mid-1980’s “former open-admissions student earned $67 million more than they would have” had they not been admitted to college, with obvious benefits going not only to them, but to the City and the State.

PAVING THE WAY TO ACADEMIC SUCCESS FOR CUNY STUDENTS:

KEEP OPEN ADMISSIONS:

Do not use tests designed for placement to exclude students from CUNY.

Within the colleges, validate students’ competence in reading, writing, and math using multiple measures rather
than one standardized test.

USE DATA AND RESEARCH FROM CUNY, professional organizations, and authoritative studies to guide policies, programs, and practice.

Continue remediation at community colleges.

Restore remediation at senior colleges.

Keep all academic support for students on the campus where they are enrolled, with part-time and full-time faculty from that campus as teachers.

Don’t expect to “cure” students of language difficulties before they go into the regular academic program. As they move through their courses, give students the academic support they need, e.g., through paired course, extended class hours, tutoring, and writing centers.

PROMOTE THE CONDITIONS that make it easier for faculty to provide support for students.

Limit class sizes following guidelines established by professional organizations.

Hire more full-time faculty, and pay adjunct faculty for office hours with students.

RESTORE PROGRAMS that ease students’ burdens so that they can move easily and quickly pursue their studies.

Provide additional state tuition assistance for part-time students. Restore state supplemental tuition assistance for students who require remediation before entering credit-bearing courses.

Enforce the law that allows welfare recipients to fulfill work requirements on campus.

STOP PUSHING STUDENTS OUT OF CUNY! GIVE THEM THE SUPPORT THEY NEED TO ACHIEVE SUCCESS!

The CUNY Community College Conference is an organization of faculty and staff of the community colleges of the City University.

The Conference works to:

Encourage academic and organizational excellence within the community colleges while supporting open access to CUNY;

Create opportunities for public discussion of issues affecting the CUNY community colleges;

Promote the exchange of information and the sharing of viewpoints among the faculty, staff, and students of the community colleges;

Link the faculty and staff of CUNY community colleges with their local and broader constituencies:

Provide a voice for faculty and staff to the public at large.

Steering Committee Member:

Co-chairs, Lorraine Cohen and Anne Friedman; Treasurer, Will Saunders; Secretary, Lenore Beaky; Communications Co-chair, Francine Egger-Sider and Alberta Grossman; Outreach Co-chairs, Karen Anderson and Sam Farrell; Program Co-chairs, Gay Brookes and Sharon Levy.

For more information, contact Co-chairs:

Anne Friedman
BMCC (212) 346-8338
anfred@cc الممل.cuny.edu

Lorraine Cohen
LAGCC (718) 482-5789
jlm020@aol.com

On January 25, 1999

The CUNY Trustees voted to end remediation at all senior colleges.

This means that all students in need of MAT 095, MAT 096, ENG 099 will be barred from the colleges. Several people on this day were arrested when they refused to clear the sidewalk for police.

What does this mean?

Why did the Trustees do it?

Where were you?

Who are your leaders?
Health care continues to be a major concern in the United States, as per a recent government report, approximately forty-three (43) million Americans do not have health care. According to an article published in *The Journal of American Health* in January 1994, "The majority of college students are now uninsured or underinsured because a lack of high quality college or university-based student health care delivery and financing systems. The current system is dysfunctional because college students represent a cohesive group that would be better served by a single institution based student health care delivery and financing system." The City University of New York has been examining what types of health services are provided to students within the University. The CUNY Office of Student Services conducted a survey and developed a minimal model that CUNY campuses should adhere to when it comes to the provision of health care services on campuses throughout the University.

Of particular interest, in a freshman survey that was administered at LaGuardia during the Fall of 199, 41% of the respondents indicated that they had no health insurance whatsoever (1997 New Student Survey Report, Office of Institutional Research).

LaGuardia Community College Health Services

The Health Center offers a variety of services free of charge to the entire college community. The Registered Nurse and Emergency Medical Technicians (EMT) respond to and treat all medical emergencies within the college. The Center coordinates the College’s Immunization Program, maintains immunization records and provides Measles, Mumps, Rubella and Hepatitis “B” clinic, flu-vaccine clinics, facilitates medical leave of absence, dispenses and monitors over-the-counter medication and provides blood pressure monitoring. The Health Center staff also coordinates on-campus health fairs and manages a comprehensive HIV/AIDS prevention/services program titled Health Education Learning Project and Services (HELPs). Students are recruited and trained every semester to become Peer Health Educators.

Parent Collaborations with Health Service Providers

The Health Center at LaGuardia is presently collaborating with North Shore University Hospital (HIV/AIDS counseling and testing), New York City Department of Health (providing HIV/AIDS educational literature and condoms), and the Community Family Planning Center (HIV/AIDS counseling and testing, screening for STD’s, OB/GYN services, general medical treatment, medical examinations and follow-up). The Community Family Planning Center services are provided by a physician and nurse every two weeks.

Lastly, we also have established a collaborative agreement with The New York Presbyterian Hospital-Cornell Medical Center, which is based in Manhattan. This program provides free screening for Chlamydia, which is the #1 sexually transmitted disease in the United States. It is a major cause of infertility, ectopic pregnancies, pelvic inflammation disease, and chronic pelvic pain. It is extremely dangerous because usually there are no signs or symptoms of infection. Any students that are positively diagnosed will be provided with free medical treatment at The Family Health Center of Western Queens located in Long Island City.

Health Services Proposal

The Student Services Cluster, which is under the Division of Student Affairs and Enrollment Management, is proposing a Student Activities Fee increase of $5.00 per student per semester to be earmarked for health services. This would amount to an additional $10.00 increase per student per year. As of the Fall 1998 semester, according to the LaGuardia 1998 Institutional Profile booklet, there were 10,925 matriculated students at the college. The formula below displays how much revenue can be generated if an additional $10.00 were to be assessed:

\[
10,925 \text{ students} 
\times $10.00 \text{ per year} 
\times 0.03 \text{ cents per day} 
\]

This additional funding would then be utilized to provide students on campus with an array of free health services. These services could include the following:

- Free Physical Examinations
- Medical Treatment
- Gynecological Exams
- Pregnancy Testing
- Prescription of Medication for Illnesses
- Wellness Health Education Workshop
- General Health Care Information

The important point is that the services would be at no additional cost to all fee paying services. A health services initiative of this type would go a long way...
CUNY Colleges Are In Top Six
in Nation In Associate’s Degree Earned By Minorities

Foot City University of New York colleges rank among the top six in the country in the number of Associate’s degrees conferred on minority students in all disciplines, according to Community College Week’s study of “100 Top Associate’s Degree Producers” in the July 13th issue. Borough of Manhattan Community College is in second place in the nation, with LaGuardia Community College, New York City Technical College and Bronx Community College occupying fourth, fifth and sixth place. There are 1,123 community colleges in the United States.

Among other CUNY community colleges, Kingsborough ranked 15th, Hostos ranked 20th and Queensborough was in 28th place in the publication’s analysis of U.S. Department of Education data for 1995-1996.

BMCC leads the nation in the number of Associate’s degrees conferred on African American students and following closely are New York City Technical College in third place, Bronx Community College in seventh, Kingsborough Community College in ninth and LaGuardia Community College in eleventh place.

LaGuardia Community College conferred the nation’s third largest number of Associate’s degrees in all disciplines on Hispanic students. BMCC ranks fifth, Hostos Community College is sixth, Bronx Community College is 12th and New York City Technical College is 19th.

CUNY community colleges are the leading sources for Associate’s degrees in a number of individual academic disciplines that prepare students for careers in expanding fields. In Communications Technologies, Kingsborough and BMCC rank first and second. In Business Management and Administrative Services, BMCC is second in the nation. Kingsborough is fourth, LaGuardia is eighth, and Queensborough is 17th. Among four-year institutions, New York City Technical College is fifth.

In Computer and Information Sciences, LaGuardia Community College ranked second, BMCC and Queensborough occupy eighth and 10th place and Kingsborough is 17th. New York City Technical College ranks third among the top ranks among four-year institutions. NYCTC takes ninth place among four-year institutions in the number of Associate’s degrees in Engineering-related technologies. In Health Professions and Related Sciences, LaGuardia Community College is in 12th place in the nation.

The City University of New York, the nation’s leading urban university, comprises 11 senior colleges, six community colleges, a graduate school, a law school, a medical school and an affiliated school of medicine. Close to 202,000 degree-credit students and 150,000 adult and continuing education students are enrolled throughout the five boroughs of the City of New York. More information is available on the CUNY Website (http://www.cuny.edu).

Press release from City University, provided by Jay Hershenson and Rita Rodin.

Attention!...

LaGuardia Community College Early Childhood Learning Center Programs Inc. is registering children for its extended day programs ages 2-10 years-12 years. If you are interested in registering your child for the Winter of 1999 or Spring of 1999 session stop by MB 09 or call us at (718) 482-5295.
Attention all LaGuardia Students:

It cost The Bridge $8,000 to bring you this publication.

Student Government controls a student activities budget of $2 million.

What are they doing with it?

Vote!

Student Government elections are coming.
Don’t you want to have a say on how that money is spent?
When looking to finance your education through scholarships or grants, it's important to find scholarships for which you can meet the basic requirements. Great places to do scholarship research are the Career and Transfer Center (C-266), the school library or web sites like fastweb.com and collegenet.com. You can also access scholarship information at the Foundation Center, which is located at 79 5th Avenue between 16th and 17th streets, 8th fl. (212) 620-4230. Write to the organization that is sponsoring the scholarship or grant and request an application. If you need help filling out applications, the best place to get help is the Career and Transfer Center. The staff there will be more than willing to help you.

When requesting an application, make sure you send a self-addressed, stamped envelope with your request to the organization, which will help them get the application to you as soon as possible. Next, neatly print or type your application. Finally, keep photocopies of applications, essays, or of any materials that you will be sending out.

The following list contains names of scholarships, funds and grants that may help to finance your education:

**Art**
Academy of Television Arts & Sciences/College Television Award
Educational Programs and Services
5220 Lankershim Blvd
North Hollywood, CA 91901-3109

Elizabeth Greenshields Grant
Elizabeth Greenshields Foundation
1814 Sherbrooke Street West, Suite 1
Montreal, Quebec, Canada, H3H 1E4

**Illustrators of the Future Contest**
L. Ron Hubbard
Illustrators of the Future
P.O. Box 3190

**Computer and Information Sciences**
Society for Technical Communication
19 Johnson Avenue
Kingston, NY 12401 - 5241

**English and ESL**
Arnold Berri Scholarship Fund
Contact Professor Lily Shohat
Social Science Department E-235

Library Research Review Competition
Contact Professor Lewis Ext. 5428

**General Education**
AIDS Education Committee
Contact Professor Dillion E-300J
Professor Green E-103M

Alan J. Berman Scholarship
Contact LuAnn Buteroni C-229
Jose Febard E-115
Clemente Lewis E-101

Belle Zeller Scholarship Trust Fund
25 West 43rd Street
New York, NY 10036

**Franlklin Lindsey Student Aid Fund**

**JCPenney Original Arizona Jeans Company Scholarship**
JCPENNY
P.O. Box
Dallas, TX 75034 - 4302

**Mcneil Consumer Products**
Tylenol Scholarship Fund
Tylenol Scholarship Fund
P.O. Box 8656
Clinton, IA 52736-8656

National Hispanic Scholarship Fund
National Hispanic Scholarship Fund
1 Sansome Street, Suite 1000
San Francisco, CA 94104

NSEP awards

**Union Plus Credit card Scholarship**
Union Plus Credit Card
Scholarship Coordinator
P.O. Box 9389
Minneapolis, MN 55440 - 9389

**Phi Theta Kappa**
All USA Community and Junior College Academic Team

**Science**
Undergraduate Research Fellowship
Lena Chang Scholarship
American Society of Microbiology
Office of Education and Training
1325 Massachusetts Avenue
NW, Washington, DC 20005

Special Thanks to Judith Gazzola, Associate Director and her staff for help with this article.
Compiled by John Yonehara

**Congratulations to the “New Bridge” Campus News Magazine**

Welcome new and returning students to LaGuardia. The Job Placement Office (C-102) is here to assist you in career planning, job readiness skills, career seminars, and placement of part-time and full-time jobs.

It is important that students educate themselves about the labor market and degrees of the 21st century.

Get on Track

**JOB FAIR COMING SOON!!**
Wed. April 28th, 1999
From 10am-3pm
Prepare Now
For More Info Visit C-102!
Epy Reyes was part of Student Government from 1997 to 1998. He came to LaGuardia to become a social worker. He was in his second year and about to transfer to a four year college. When he first ran for government in 1997, he ran for the position of Treasurer and won. Then in the summer of 1998 he decided to run again, but this time it was for the Vice Presidential position. Epy won the election by a landslide. Epy was a good person, noble, sensible, and a hardworker. Epy had personal problems just like all of us. In this case he did not have the courage to handle all of the stress of his problems. On Thursday, February 11, 1999 Epy was especially confused. He could not find an answer to a problem he was dealing with. Without giving notice to anyone he killed himself by jumping off the roof of a building where he lived. Epy was a great friend. He taught me a lot about becoming aware of situations around me. I will remember him as a great man. Epy, may your soul rest in peace. God bless you, Brother.

- Carlos Bonetti
Student Government President
WordCraft

Sky Catcher
By Theresa Rose

I hear a sweet little red robin,
And she sings a happy tune.
I see a strong proud hoot owl,
And she flies high by the glow of the moon.
I see a nesting snow white dove,
And she is primming her soft feathery breast.
I see the old grey alley cat,
And she’s put them all to rest.

The Only Time

The only time I see myself is when I am by myself.
The only time I feel love is when it comes from above.
The only time I seek is when I am weak.
The only time I fall is when I don’t hear the call.
The only time I breathe is when I achieve.
The only time I flow is when I let go.
The only time it is real is when I feel GOD’S appeal.
The only time I lust is when I don’t trust.
The only time I win is when I don’t subject myself to sin.

by Joseph Berrios

My Prayer

The Lord is my shepherd
and I am his sheep.
I keep the Lord in my heart
so very, very deep.
Though I sometimes turn
to the evil,
and to the night
I remember my shepherd
and his bright, bright light.
Lord, forgive me for my sins
for I know not what I do.
I shall always repent
and keep you in my heart,
...this is my prayer.
And I pray that we may never
be apart

by Edwin Hernandez

Adorning ourselves with designs ornate
and intricate
Disturbing the world from the pain we repress
Consciousness, a gift from muses, or God,
or a sudden accident
A rainbow is incomplete without color
Darkness must fade away to reveal illumination
of our souls which speak in silent whispers,
constantly urging us—to cry a little, laugh a little,
sit and reflect the intricacies of our existence
Obstacles which pose no threat when we
Teach ourselves patience and perseverance and compassion.
Tears which flow as these words are written.
Lives which ebb and flow with happiness
and listlessness.
Comfort in the knowledge that we share a common
journey filled with blackness, and blueness
Reality that at once becomes bittersweet
and
frequently amazes the essence of our consciousness
and the seat of our soul.

by Tara Perez
So, here I am, still waiting for the revolution
And oh, if antennas had branches that bloomed
If street lights had bark
Oh, if I could wiggle my toes in concrete
If asphalt had dew
But what is Eden if it isn’t earned?

Striving and Surviving

Walking that thin line between Jerry Springer norms
and Cosby Show goals
That thin line between wine glasses/lattes
Forties and Bustello
Pizza shops and Chinese restaurants keeping me alive
Tsk, tsk, tsk, bendito
Reading books with pages thin like mom used to slice cheese
Type small, like the bills in my pocket
Words long and strange like downtown alleys

Striving and Surviving

I saw T.S. Eliot on the subway and he said,
“Oh, do not ask the question. I have seen them all, the eyes that fix you with a formulated phrase.”
He got off at about 86th street
I saw Piri Thomas on a 110th, passed me a bomber and said,”It’s all about rep, hombre.”
Jimi Hendrix was there with a guitar case full of coins
“Don’t point your conservative finger at me!”
Last night I saw a transvestite dressed like a nun
and asked her/him to teach me the ways of the Lord
It did the sign of the cross and said, “You are blessed, my child.”
Here I am running through a world gone wild

Striving and surviving

Last night I met Marv Albert’s dominatrix. She drank scotch from a straw through false teeth
Last night I met Kenneth Sturr and he molested me
News at eleven

Striving and Surviving

Running through a world that commits the Self
Serving Seven
Through cookie cutter perceptions
Through madness and mannequins
Just trying to win
Just trying to smile
Past haunted basketball courts
Ghost telling me, “The beef was over twenty dollars.”
Why bother?
I walk through the valley everyday, thinking of green pastures and still waters
More afraid of my own
Than the cats that refuse loans

Striving and Surviving

1 year for waterfalls
For their cleansing feeling
1 year for clouds and the
Dreams they give me
1 year for freshly cut grass after the rain has fallen
1 year for the sound of Om in my chest
1 year for the moments between coffee and cigarettes
1 year for the brightness of newly fallen snow
Where do I find this paradise?
Is it the eyes of a woman?
Behind the smile of a friend?
Around the corner of a bug?
Is it the moments after the shower, the cup of tea or a stormy day?
Chasing rainbows dancing on compact disc.

Striving and Surviving
Searching for my place between Beethoven and Biggie Smalls
Fuck Gestalt!
Because this is part of society [1] is greater than the whole
I am the breakbeat
Part of the sea reaching for the sky
Maybe I am a fool among the knaves
Brave enough to believe in a lie
Success
Than nothing at all

Striving and Surviving

Maslow’s self actualization
is a pyramid
And I am about here
I can’t wait to see the man on the mountain of my life
(He’ll probably say something so eloquent as...
“Come on up. Thought you were the delivery guy. A man can’t live on lotus flowers alone.”

What I am saying is what I am saying though

Striving and Surviving

And in the meantime
I Will
Find eternity in
Words:
Words in
Infinity
Infinity in
Joy
Joy in
Solace
Solace in
Peace
Peace in
Balance
Balance in
Chaos

By Shawn Torres

The LaGuardia Library will present an exhibition of poetry in celebration of Poetry Month. We invite all students to participate by submitting their best poem to Professor Christine Steenstrom, or Linda Sofia of the Library Media Resources Center. A panel of judges from the English Department and the Library will select the best poems for the exhibit. Those that are selected will be placed in the display case near the reference desk. The exhibition is scheduled to begin on April 1 and run one month. However, if we receive enough poems to keep the exhibit going beyond April, we will do so.

This is your opportunity to demonstrate your talents to faculty, staff and fellow students. Please help make this program a success and participate! If you have any questions, please call Professor Ken Ricciardi at 718-482-5434.
FIORELLO’S FINEST SWEAT IT OUT!

HIT SQUAD CAPS FLAG FOOTBALL LEAGUE
ROBERTS REPEATS AS HANDBALL CHAMP
BLOODBATH TAKES 3-ON-3 BASKETBALL CROWN

Those who believe there is a shortage of competitive athletic opportunities at LaGuardia have obviously not visited the Gymnasium this past semester. The Recreation, Fitness & Aquatics Department sponsored several successful programs during the Fall I and II terms. According to Intramural Supervisor Joseph Harris, “This was the largest turnout of student-athletes, and some of the closest competition we’ve had in several seasons.”

The central activity of Fall I was the Flag Football League. More than sixty players, comprising seven teams, enjoyed weekly games from September to December. Every game counted in the standings and helped teams to improve their seeding for the playoffs. The semifinals and championship games were held on December 2nd, 1998.

The opening semifinal featured The Outlaws against the Hit Squad in a match-up with promise. Damian Fobbs of The Outlaws really wanted this one, since he had been trading trash talk with Hit Squad’s Jermaine Delgado all week prior to the game. Fans were shocked when the underdog Outlaws put points up first with the opening touchdown. Edwin Rivera got Hit Squad back in the game with a key interception, and the first half ended in a 14-all tie. In the second half, Hit Squad exploded for three unanswered touchdowns and it was too much for The Outlaws, who went down 35 - 21.

The second semifinal game proved to be even more of a thriller between Flatlinerz and N. W. O. Hollywood. Team captain and quarterback Eric Mousseard oozed confidence before the game, while N. W. O.’s playmaker Noel Figueroa said he’d do his talking on the playing field. The first half was tight and each team traded big plays and field position. The talk in the bleachers among the spectators was who was going to get the break, or make the mistake, to decide this one. Regulation time ended with the score tied: N. W. O. Hollywood 14, Flatlinerz 14. Overtime followed, and it took not one, not two, but an unprecedented three overtime periods before Flatlinerz pushed in the winning touchdown for a 21 - 14 victory. N. W. O.’s Ignacio Restrepo was bummed because his team lost the opportunity to repeat as Flag Football division champs.

These semifinal results set up a classic championship game - #1 seed, Hit Squad against #2 seed, Flatlinerz. The line on the game had Hit Squad as the favorite but players from Flatlinerz, like Doug Gittens and David Cadogen, advised against that wager. Barry Rivera of Hit Squad was psyched to be part of the championship, and noted with irony that he had played for the Flatlinerz last year, when they were less successful. Eventually, the talking stopped, play began, and the teams got down to business. And Hit Squad got real busy. Juan Clarke and Jermaine Delgado grabbed three touchdowns between them, as quarter-back Edwin Rivera went for the kill. The Flatlinerz welcomed the halftime whistle as an opportunity to regroup, down 21 - 0. The second half was a defensive struggle. Fernando Medina of Flatlinerz was all over the field, pressuring the quarterback and hoping to create turnovers. Flatlinerz, perhaps drained from their triple-overtime, semifinal victory, couldn’t crack the Hit Squad and went down to defeat, 28 - 7. Hit Squad captain Richard Romano led his other teammates Luis Lopez, Gregory Adams, Chris Maldonado, and Ariel Pagan, up to collect their championship trophies.

In the photo at left, Recreation Assistant, and referee Everton Brown (kneeling, striped shirt) joins members of the Flag Football League champions, Hit Squad and runners-up, Flatlinerz following trophy presentations.

On October 8th, 15th, and 22nd, 1998, the Recreation Department hosted its annual Fall Handball Tournament. Twenty singles players and seven doubles teams joined the one-wall shootout. Anthony Guzman, a student in the Paralegal Studies program, was the #1 seed and reigning campus handball champion. But former LaGuardia student, now Community member, Anthony Roberts was a late entry to the field; and he had held the title in the late ’80s and early ’90s. Since they were in opposite ends of the tournament draw, a showdown looked possible. Guzman was dominant on his way to the finals. He polished off Darrell Moncado (21-7) and Gustavo Git (21-10) before facing the feisty Fernando Medina. Medina, who’s a scrappy, diving player, could manage only four points, and Guzman was into the championship game. Roberts appeared to have the tougher road. After an opening win over Kareem Arnold (21-2), he had to face Frank Rivera, last year’s runner-up. But Frankie was off his game, and lost 21-8. Roberts then handled Victor Hernandez (21-7) to set up the Finals. Guzman and Roberts weren’t strangers to each other having played together in tournaments at parks and playgrounds throughout the five boroughs. In the opening game, it looked like Roberts would breeze. He grabbed the momentum and a 15-4 win. But Guzman gathered himself, turned it around and took the second, 15-9. The tiebreaker was so close and the crowd shouted encouragement for their favorite. Roberts changed his strat-
egy in the third game, keeping an exhausted Guzman on the move. Experience overcame youth, and Roberts beat Guzman, 15-3, to reclaim the singles championship. In the doubles competition, Roberts and Medina paired off against Rivera and Moncada in the Finals. The cool Roberts and the fiery Medina were formidable, and took it in three, 15-11, 14-15, 15-9.

Highlighting the Fall II session was the 3-on-3 Basketball Tournament. The double-elimination format, which enabled teams to stay alive even if they lost one game, drew eight College teams, and for the first time, five High School teams in their own special division. Every Wednesday of the six-week term had tournament basketball action, and unusually large crowds of spectators enjoyed the action. Surprisingly, the champions in both divisions came out of the consolation bracket, which meant they had to win two consecutive games. In the High School division, captain Spencer "Shaq" Howell led his M. C. team (including Marius Dewer, Ronald Campbell and Jose Rosario) over captain Anthony Mells’ FlipMod Squad (Jonathan Henao, Jamal Johnson and Carlen Bien-Aime), 52-46 and 33-30. The College championship was a beauty, pitting the Running Rebs (Tremain Lyons, captain, Doug Gittens, Peter Perez and Peter Jean) against Bloodbath (Jermaine Trusty, captain, Jeffrey Edusei, Shawn Billingstea and Jose Cruz). The opening game was all Bloodbath, and they cruised to a 52-41 win. The second game seemed to be more of the same, with Bloodbath holding a comfortable halftime lead. But the Running Rebs got hot in the second half, and a 14-2 run cut the deficit to four. Late in the game, on four consecutive possessions, the Rebs had a chance to pull even. Bloodbath stopped the bleeding, made the defensive stops when they needed to, and won the championship, 47-43.

To increase minority opportunities to college admission, The Queens Urban Partnership in collaboration with the McBride Foundation have initiated a demonstration project entitled "College Bound." It is a community-based program that links public schools with local universities, colleges, and vocational institutions to provide disadvantaged grade school children with a practical and positive introduction to higher education and the opportunities it provides.

Supported by the McBride and Ford Foundations, college students mentor fourth, fifth, and sixth-graders to increase college awareness. Similar to the original Exploring Transfer Program, the current effort centers on five one-hour sessions in the elementary and middle school classroom where the college students talk in small groups to younger school children about what college is like and the opportunities for them at LaGuardia. During advisory council sessions, college students present real life college dilemmas to elementary school students and the younger ones advise the older ones; a reverse mentoring exercise. The program culminates in a field trip: a visit to LaGuardia where the elementary school children participate in music labs, art studios, science labs, the media center and the archives.

M'Sheel Patterson and Solange Pereira, Director and College Bound Site Coordinator at Queens Urban Partnership respectively, will conduct the project starting March 12, 1999, aided by the direction of the staff of the McBride Foundation. One hundred and fifty 6th grade students from Public Schools 22 and 24, their teachers and LaGuardia student facilitators will participate in the College Bound Program. LaGuardia students David Brown, Nancy Diaz, Rafael Hasbun, Alejandro Huertaas, Anthony Papas, Claudio Perez, Aider Reyes, Israel Rodriguez, Patricia Toche and Shawn Torres have been selected to serve as guides and mentors. On March 30, 1998 CB students will take a tour of LaGuardia Community College, a good opportunity for them to sample college life. The college-school collaboration is a part of an overall ten-year Queens Urban Partnership effort funded by the Ford Foundation, to increase the number of underserved students who acquire a Baecalaurate degree.

Piloted in the spring of 1998, the program evaluation by students and faculty has been overwhelmingly positive. Upon completion of the College Bound program, on fifth grade student said: "I am doing well in school now, but after all the things I learned in College Bound it made me place more importance on my education. You made me feel that if I don't get good grades in junior high school, and if I don't complete college, I will never see the bright side of the world."
Song and Harmony  "Martial Arts at LaGuardia by Seop Song

It is a shocking experience to learn about other cultures. It is astonishing that you can learn about other worlds through different people. A lot of people are fascinated and dazzled by the mysterious world of the Orient. On the afternoon of Nov. 25, 1998 hundreds of students and faculty gathered in front of the LaGuardia Community College Library. They were waiting to witness an encounter with one of the many diverse cultures on campus. This event was a demonstration of tae kwon do. It was one of the many events of the "Korean Culture Festival." A storm of hand clapping resounded throughout the hall in response to the display.

Many people often wonder why martial arts are practiced. Another common question is are martial arts a practice of fighting or a sport? Most of the practice of martial arts is abundantly centered in the areas in East Asia. These martial arts have a strong philosophy and long history behind them.

The first documented form of a martial art is of humans fighting against animals. There were many other forms of the art developed throughout the years; the form of the art as we know it has deep roots in history that is best captured by tales of the past. The mysterious beginning of one form of the art is captured in the following story.

About five thousand years ago the legendary figure Yellow Emperor, Huang Ti, supposedly defeated a monster with his bare hands. In 525 AD, a holy man by the name of Bodhidharma left from his position in a monastery in Southern India. He did so in order to travel to China where he could spread the Buddhist religion. While traveling in China he found a temple called Shaolin Su (Young Forest Temple). The monks there were weak. They could not perform his rigorous meditation. To alleviate this problem he incorporated calisthenics into their routine. The exercise included (1) "The Muscle Change Classic," (2) "The Marrow Washing," and (3) "The Eighteen Hand Movement of the Enlightened One" otherwise known as "The Eighteen Lo Han Shou." These exercises marked the beginning of Shaolin temple boxing. Huang Ti's emphasis was on "Chi" which is intrinsic energy that can be cultivated with breathing exercises and meditation. "Chi" is still part of the essential foundation of Shaolin kung fu.

Today, the most well known branches of Shaolin kung fu are Northern Shaolin and Southern Shaolin. Northern Shaolin style emphasizes kicking, endurance, acrobatics and ground-fighting techniques. A practitioner of this style will patiently wait for an attack. Once this attack comes he will quickly block and counter.

The Japanese word "karate" actually means "empty hand" in English. The direct antecedent of karate was the Okinawan fighting system of to-te. Okinawa was a large island that lies between Japan and the Chinese mainland. In the past the proud and spirited Okinawans needed a way to get rid of possible conquerors. They were also anxious to protect themselves from pirates and brigands. They began to develop secret ways of fighting. They also hiddenly practiced the Chinese martial arts. When karate came around to the Japanese in 1898 it was encouraged as a means of raising the Okinawans' level of aggression.

Karate is an impact-based fighting system. It uses obvious muscular effort to accelerate the arms and legs. All styles use the same basic body weapons. The power of a karate punch comes from hip action accompanied by a rapid pull-back of the non-punching arm. Energy builds while the fist is accelerating. This is quickly shed as the elbow straightens. Karate kicks are extremely forceful. Many kicks use the ball of the foot as the impact area.

Tae kwon do was first documented through art. There are tomb paintings from Koguryo, which was an ancient kingdom of Korea, that use the recognizable posture. These paintings date from as far back as CE 427. This was a century prior to the advent of Bodhidharma or before the influence of Buddhism.

Tae kwon do was developed over 20 centuries in Korea. It is based on earlier forms of martial arts from Korea and China. "Tae" refers to a jumping, flying kick or smash with the foot. "Kwon" refers to any blows, strike, or thrusts done with the hand. "Do" means art, or way.

Tae kwon do is famous for its powerful leaping and spinning kicks, hand fighting throws, and joint manipulations. Patience and self discipline are won through tough and repetitive physical training. The philosophy behind tae kwon do has two goals. The first is to achieve harmony between the body and the mind. The second goal is to achieve harmony with other people. Although tae kwon do does provide effective defense skills, many people study it for its other benefits. These include cardiovascular fitness, increased mental energy and greater self-discipline.

According to Morgan Rogers who works at the fitness center in LaGuardia Community College, practicing martial arts helps you to get focused in your class or at your job. He has practiced shotokan which is a Japanese martial art for six years. He won a gold medal at the "Seventh Annual Tae Kwon Do Championship Open" that took place in 1991.

Self-confidence derived from the practice of martial arts makes people generous in their attitudes toward others that are weaker than themselves. These practitioners can more than likely stand as an equal against any opponent. The martial arts code does not allow these people to use unnecessary force or to instigate an unfair assault. The practice of martial arts gives individuals a strong mental attitude as well as modesty. The virtues of modesty and generosity are derived mostly from having self-confidence in oneself. The health of the body which martial arts develops makes one active and powerful. Such mental and physical self-confidence is beneficial to the mental health of the individual. It is also imperative in creating a continuum for the happiness of one's family, neighbors, and also the harmony of one's nation.
Love for the Culture: A Hip Hop Affair
by Chanita Williams

Picture a scene set in circa 1975. On the streets of the South Bronx, young visionaries create a new art form that will revolutionize the music world. Inspired by the natural rhythm patterns of urban city living, a fresh life is poured into
Named after a popular 70's slang term which means to talk, rap music found its messengers, innovative Black poets who spoke in rhymes. From the depths of the ghetto, the language of rap soon found a home in a distinct musical setting, one which incorporates elements from the different types of music that preceded it: rock ‘n’ roll, jazz and the blues. The combination of rap vocals and unique instrumental rhythms gave birth to a sound that was both energetic and excitable, resulting in the finished product of rap music. The excitement of the music is one of its greatest attributes, attracting millions of fans from all over the globe.

Part of its magnetism is its diverse culture born from its creators and fans nearly thirty years ago: the hip-hop culture. During its development, it has evolved and continues to evolve through active agents, the people who each bring something different to it. Perhaps the best way to understand the culture is to experience it. Writes author S.H. Fernando Jr., "like other modes of artistic expression, music, offers a direct insight into the soul, and connects those who have traveled the same paths." For those who haven’t had the opportunity, a vicarious experience with the culture may bring about a better understanding.

For this experiment, let’s look at East Coast rap music (the music created by East Coast based rap artists). Typically, a song in this vein makes reference to any (or all) of the five boroughs of New York City (and other cities as well), the artist’s favorite hang-out spot, his/her recreational activities and friends or loved ones. Equally important is egotism; ego boosting is a longtime staple in the recipe of rap music. In real life, these are some of the events and experiences that an urban youth in New York City may normally encounter. In a broader view, imagine how the experiences of hip hoppers on the other six continents contribute to the culture.

In thinking about the contributions to the hip hop culture, consider the fact that it has introduced different fashion trends, verbal expressions and mannerisms to mainstream culture. Fernando explains, “The pervasive influence of hip-hop extends to television, film, advertising, advertising, fashion, the print media, and language itself. Transcending all these, hip-hop represents a culture with deep roots that had exploded onto the mainstream and expressed itself via rap music.” In recent years, rappers like Grand Puba helped to popularize Tommy Hilfiger’s line of clothing. Consequently, Hilfiger later introduced a line of hip-hop style clothing that grew in appeal reaching consumers beyond the minority market.

Language has always been a substantial part of the hip-hop culture which has also found a home in mainstream culture. This manner of speech was developed and nurtured in the hip-hop culture. In the early 1980’s it was the hip-hop follower who urged his hostile friend to “chill out,” long before any actor on network television; and in 1988, a “hottie” was an attractive or promiscuous young woman. This differs from the linear meaning that the word now holds today (an attractive male or female). Likewise, the mannerisms and behavior associated with the hip-hop culture have become associated with mainstream culture. Take a look at pop music. For instance, do you remember seeing a fully choreographed pop music stage performance, complete with background dancers before the arrival of Heavy D and the Boyz in 1986? Probably not. How about the pop artists who urge crowd participation by telling the audience to yell “Ho!” or “Wave your hands from side to side” chanting familiar time honored phrases related to hip-hop? Sound familiar? It should. It had its start in the hip-hop culture.

In addition to its influence in mainstream culture, rap music has had an important influence on its followers, from its early days until now. In the ever changing culture of hip-hop, its patterns will normally change with each era of development in rap music. In the heyday of RUN DMC, rap fans wore shell-toed Adidas sneakers, Lee jeans and gold rope chains like the artists did. Rap’s influence is felt today among fans today who listen to the hardcore or “thugged out” type of rap and dress in army fatigues, boasting of their “thuggish” mannerisms, the same way the artists do.

Another of hip-hop’s notable features is its ability to connect with its listeners heart-to-heart. With every new message that rap music sends there is always an audience willing to receive it. The group Public Enemy could personally attest to this; their success was largely based on the
militant, political message in their music. Their arrival was met by generations of people who were enlightened by their messages of Black pride and consciousness to the ills of society. Their words expressed the pain, anguish and frustration felt by many. The influence showed in the attitudes of hip-hop followers who wore Africa-shaped medallions in support of African desegregation, and gave a much needed voice to their political views.

Today, more than ever, rap music has more fans of all ages, races and backgrounds. In addition to bringing global attention to its artists, it has brought attention to many areas of commerce on an equally large scale through commercial ads that feature (or exploit, depending on one’s own perception) the music. The ever popular trend geared toward attracting business will usually feature rap jingles to promote products from such corporations as Post Cereal, Burger King, Kraft Foods, and even Disney, whom currently run a television ad utilizing rap music to promote their children’s radio station, Radio Disney, 1560 AM.

In effect, the popularity of rap music can be directly (or in some cases, indirectly) responsible for the recent shift in music marketing. This shift indicates the conscious manipulation by record companies and executives to hire and/or create musical groups that serve young, sometimes very young listeners, the baby boomers of the previous generation. This is similar to the idea that brought rappers Kris Kross to the attention of producer mogul, Jermaine Dupri. The story goes that the two teenagers, whose stage names are Mack Daddy and Daddy Mack, were approached one day by Dupri, while just minding their own business. The producer liked their look and thought that they would appeal to young rap fans. Low and behold, Dupri was right. Kris Kross’s debut album, “Totally Krossed Out” went on to multiplatinum success, selling several million copies. Some fans may remember a few of these groups marketed in the same way: ABC, A Small Change, The Boys, Voices, and Immature.

At present, rap music finds itself in good company with artists who have built successful names and impressive track records for themselves. Some of today’s most popular rappers include the Wu Tang clan, Redman, Busta Rhymes, Foxy Brown, Lauryn Hill, DMX and Jay-Z, just a few of the many artists who are respected for their creativity and raw approach to music. Others include artists from the old school of rap like KRS-ONE, Eric B. and Rakim, Kool G. Rap & DJ Polo, Big Daddy Kane, Slick Rick, Salt ‘N’ Pepa, MC Lyte, Queen Latifah and Yo-Yo, rappers who pioneered hip-hop and rap music into the 1990’s. These are the artists who have proven and continue to prove themselves as genuine, irreplaceable components of hip-hop.

In its essence, rap music and the hip-hop culture have distinct meanings. The music, which speaks volumes to its listeners, means significant factors of life: laughter, compassion, unity, and heritage among many other things. The hip-hop culture has become synonymous with pride in the urban community, individuality and freedom of expression, the threads of fabric that connect people from all walks of life. For this writer, rap music and the hip-hop culture mean love, pleasure and fun, feelings that make life worth living.

2. Fernando on the explosion of hip-hop culture into mainstream culture.
Greetings my brothers and sisters, I am DJ Rocky and I welcome you to the Premiere issue of The Bridge. I will be your guide through a tour of the last twelve months as we look back at the year in music. 1998 was a great year for all of us in the music industry from DJ's, producers, promoters, to major artists. Topping the list of events is “The Godfather of Mixes” Frankie Knuckles. He won the first ever Grammy for remixing. The night life is still a great part of our culture. It has the ability to showcase artists to the general public. I've seen some great shows while out on the town, on any given night, in New York City. I will also give a small list of nocturnal spots that have kept me jumping. A club hopper’s list from NYC all the way down to Miami's South Beach. I truly hope you enjoy it !!!!!

As I sit here and recall some of this past year’s events, one thing sticks out is that Latinos hit it big within the industry in 1998, such artists as Victor Manuelle, Marc Anthony, Olga Tanon, and India topped the charts with their respected hits. I believe that the big winner within that group is Manuelle because of the number one song in the country as of late November entitled “Que Hubiera sido de mi”? “What would have been of me?” breaking all sales records and air time on the radio stations across the country. Latin Music from other genres such as Latin pop, ballads, house, and rap have made their presence known in the mainstream market with remakes or new tracks having equal play time. A perfect example of this is “Corazon Partio,” written and sung by Alejandro Sanz, that was remade by Joe King in the Salsa version. I enjoyed it very much, giving it a lot of play time while doing a gig or in my studio. Radio stations are seeing an increase in Classics songs being requested. Tracks such as “Mirandote” by Frankie Ruiz (RIP) and “Devorame otra vez” by Lalo Rodriguez are now back on the air thanks to a new competitor for NYC’s La Mega 97.9 FM, by way of WCAA 105.9 FM “Caliente.” I asked J.J. Starr of La Mega his opinion on the new competition.

“I don’t think there is any competition between the two listening stations due to the fact that it just basically broadens the listenership for all Hispanics.”

As I sit here in my studio writing this, I can’t stop wondering how good and unique the club life is here in the city. Imagine a place where you can go to a hip hop club and jump over to a Latin club, without having to leave the building and that’s what you get when you enter Club Carbon in Manhattan. This is a very happening place because it’s three floors of pure pleasure—pumping the best tracks and featuring some of the best DJs in the area such as Big Paul, Tedsmooth, Ted The Dilenger, Merrit, and Half Pint. The acts that perform there are the best: Big Pun, Total, La Banda Loca, and India just to name a few. A jump hop into Queens you will find Casablanca, the Mecca of Latin music and entertainment for over seven years which still pumps out week after week of nonstop parties. People that like to dress elegantly will love this place and its environment. I truly so recommend this place, always full of beautiful ladies and the gentlemen that go crazy for them.

Before I go, I would like to thank J.J. Starr for taking time out and talking to me and all my brothers and sisters from International Latin DJs Unlimited, especially Johnny, Debbie, and Tony for all their support. To my family and friends nothing but all my love to them. Shawn and the rest of the staff of The Bridge . I say let’s rock it till 2000!!!!! Big Shout Out to Edwin Jimenez and Salsa Kings Dance Studios and the Razz Mtazz Salsa ? Mambo Club. To all of you, the best in life and love. Peace, love n happiness , DJ Rocky.

Top 10 Latin Pop Hits of 1998

1. Que Hubiera Sido de Mi — Victor Manuelle, “Ironias,” Sony
2. Asi Fue — Juan Gabriel, “Celebrando 25 Anos,” N/A
4. Vuelve — Ricky Martin “Vuelve” Sony
5. Y Hubo Alguien — Marc Anthony, “Contra la Corriente,” RMM
6. Women Beat Their Men — Submission, N/A Independents
7. Si Te Vas — Marc Anthony, “Contra la Corriente,” RMM
8. La La La — Gange River, and Baron Lopez of Prestige Production Mix
9. Things Just Ain’t the Same — Deborah Cox, “Money Talks,” Arista
10. Rezo — Carlos Pontec “Rezo,” Sony

Help Wanted
Editor -in- Chief
This individual will work very closely with the present Editor-in-Chief until he graduates. This person shall oversee all operations of “The Bridge,” manage the Editorial Staff, assure that all deadlines are met, chair all meetings, represent the newspaper when necessary. This individual will learn all of the aspects of publishing a magazine from coming up with the concepts until final layout. This individual must be organized, confident, creative, thick-skinned, patient, dedicated and an analytical thinker. This person will be the future of “The Bridge.”

News Editor
Oversee the assignment and editing of all new stories. Assist in layout and design. Recruit new and talented writers. Investigate and write stories on issues concerning LaGuardia stories.

Managing Editor
Oversee all financial matters of “The Bridge.” Oversee all advertising accounts such as ads sold, billed and paid. Keep up-to-date records of available scholarships for staff. Work very closely with the Office of Student Development.

Photo Editor

Arts and Entertainment Editor
Oversee all arts and entertainment stories, club spotlights, music, sports, etc. Also to make suggestions for future stories.

Persons interested in these positions must attend designated weekly meetings and be prepared to devote 4 hours of office time per week. We would like to make this the best magazine that CUNY has ever seen. If you are interested in joining “The Bridge” please pick up an application in room M115.

These positions do not pay but they enrich
The Bangladesh Club

The Bangladesh Club has been an important part of LaGuardia for the past several years. There are over 500 Bangladeshi students in this campus. It has about 100 members this semester. Usually members of the Bangladesh Club are very active. In the past members of the club have been presidents of The Student Government Association, governors, senators, and peer leaders. They are not only politically active, but they are also members of Phi Theta Kappa, the College’s honor society.

After the beginning of this semester members of the club initiated a food and clothing drive to help out flood effected people in Bangladesh. The college community responded very quickly and it was a big success. In order to encourage more students to come to LaGuardia and have a good relationship with old students as well as learn how to negotiate college life, the club holds a New Student Orientation for incoming Bangladeshi freshman every semester. Usually they invite some guest speakers from the administration of LaGuardia and CUNY. There is an annual picnic day when members of the club along with other students go to the picnic.

Additionally the club holds its biggest event, the Annual Cultural Show, to show its culture to the college community. In fall 97 about 1,000 people showed up for the show. More than 200 people could not get into the theater because of the limited seats. The show includes drama, songs, jokes and a fashion show. Most of the participants are college students.

When there is an event, most of the members participate. The club has a book exchange program between club members. They help fellow members who cannot do well in mathematics. The bottom line is that there is a very good networking between the club members. Furthermore, at the beginning of the Fall I semester the executive members of the Bangladesh Club wrote a letter to all clubs in order to have a good relationship with them. They promised to work together with all of the clubs.

The Bangladesh Club always remembers their first mentor Professor Terry Cole. His encouragement, time spent and strong leadership skills made the club keep a solid existence. Professor Herman Washington is another great supporter of the club. He has been a mentor for the club for the past few years. His deep understanding of Bangladeshi Culture and students make him admired by all of the students.

The Bangladesh Club welcomes all who are interested in joining, please see us March 24th 1999 at the club drive.

-Shamsul Haque

Women Are the Most Beautiful Creation God Ever Created

I have never been in love.
I thought love was an art.
Ever since I've seen you,
I've been thinking about you.
When I work, I think about you.
When I walk, I think about you.
When I drive, I think about you.

If these are the phenomena of love, then I love you.
If you were the Mississippi, I would stay on the side of you.
I would talk to you the way only you and I could understand.
If you were a sea, I would do with the wind, and make sure you wave.
If you were a flower, I would be born as a bee, and stay with you forever.

If these are the phenomena of love, then I love you.
If I were Shakespeare, I would write millions of poems about you.
If I were rich, I would build another Taj Mahal for you.
If I could discover another America, I would reserve it for you.
If these are the phenomena of love, then I love you.
Sometimes I wonder how long God took to give you beauty.
Sometimes I wonder if God was in a very good mood, when he made you.

If these are the phenomena of love, then I love you.

By Shamsul
Colombian Club

Ever since the formation of the club in March of last year, the Colombian Club has left its mark on the school. They are actively involved in the day care center. They also offer tutoring in math and English. They help distribute *Urban Latino Magazine* throughout the school. They also throw a couple of bashes throughout the year. The Colombian Club’s goal is to start promoting more magazines next semester.

They want to throw another bash, or offer another trip as well next semester. They even got the Colombian Consul to help the LaGuardia Colombian Club and its members. In return the members help the Consulate. The club wants to hold a Hispanic Heritage Showcase in October. They also plan to have more tutoring, and offer more help in different subjects. Not too bad in just one year of existence.

Phi Theta Kappa

Phi Theta Kappa is the “International Honor Society of the two year college.” The purpose of the organization is to “provide opportunities for the development of students, and for service to the school. It is also for the development of an intellectual climate for exchanges of ideas and ideals. It’s an organization directed and made for lively fellow scholars. It stimulates an interest among all in continuing academic excellence.” Among the opportunities Phi Theta Kappa offers students are transfer workshops to prestigious academic institutions, conferences, outings, first-hand experience in preparing budget proposals, as well as the chance to build leadership skills through team-oriented activities. To LaGuardia Community College, Phi Theta Kappa offers tutoring for College Discovery students, fundraising activities, and various workshops. They also publish a quarterly newsletter and they have a large website that is a part of the LaGuardia website. The website is [http://www.lagcc.cuny.edu/ptk](http://www.lagcc.cuny.edu/ptk). Another thing that they do is go on conventions that help them learn leadership qualities, as well as many educational skills. In order to qualify for membership you must possess a 3.5 cumulative GPA. You must also have accumulated above 12 credits.

The most recent success of Phi Theta Kappa was a transfer fair that they conducted. Over 90 students came. Four colleges were invited. The colleges were New York University, St. John’s University, Manhattanville College, and Long Island University. The representatives of the schools, many of whom were admissions officers, or worked in the admissions department, went over general requirements, application procedures, costs, sources of financial- aid, as well as transfer articulation agreements. All of the students got the opportunity to ask the representatives any questions they had. If they wanted to, they could talk with the representatives on an individual basis.

Another event that Phi Theta Kappa offers to its members is a yearly induction ceremony. Over two hundred students are inducted in this ceremony, that includes a keynote speaker, as well as a large reception that is held at the poolside café.

Another thing that Phi Theta Kappa is involved in is assisting in the academic advisement of foreign students.

If you are interested in joining Phi Theta Kappa or have any questions, please direct them to:

**Phi Theta Kappa**

C-245-R
Tel. (718) 482-5249
e-mail: ptk@lagcc.cuny.edu
"Meet our Students" By Patricia Toche

Amar Khan is a Computer Science Major. He regularly spends 18 hours weekly at LaGuardia Community College. Amar participates in the college through membership at the Muslim Club and spending time in the gym. The most positive thing for Amar about LaGuardia is, “LaGuardia helped me to improve my writing and reading skills by providing the free tutoring centers.” He also believes that more tutors should be available in the Writing Center, and would like to see longer tutoring hours offered on Saturday or Sunday. Among other things he wishes the walk to the C-building wasn’t quite so long. His opinion on the “Open Admissions” issue is that passing remedial exams should not be necessary in order to graduate from college. In terms of his education, his goals are being met by LaGuardia, “I will finish my Associate [degree] very soon and transfer out. I will be able to get a better job in the future.

Carolyne Rodrigues is a Liberal Arts Major at LaGuardia. She usually spends 31 hours a week in college. Carolyne’s hobby is playing pool. Among the programs she would like to see at LaGuardia is a billiards program. Her suggestions also include, “a bigger gym, having more days and hours for the computer labs and have the Library opened earlier.” She would also like to improve the Library; the Library has not lived up to its potential in terms of resources.” Carolyne believes that she would get more involved in school activities if she saw, “more loyalty to the causes and more team spirit.” It could raise the morale of the students if people became more involved in school. Our college might need improvements but Carolyne believes that LaGuardia has a good impact on our community, and it has, “had a positive impact on me and presented me with opportunity.”

Clarisol Polanco is a Computer Science Major at LaGuardia. She spends an average of 20 hours a week at the college. Her interests include playing volleyball, watching movies, and working out at the gym. She is also a member of the Dominican Club. Her belief is that student politics at school are doing well. Clarisol’s opinion of closing Open Admissions at the CUNY colleges is, “They should not close Open Admissions and they should have remediation because there are people from different countries that need help.” In terms of getting students more involved in activities at LaGuardia, she told us, “There should be more interesting programs and activities; that will get students motivated.” LaGuardia to Clarisol plays a big part in the process that will help her achieve anything she wants in life.

Hasanuzzaman is a Computer Science Major, he usually spends about 22 hours a week in college. His main goal is, “to concentrate on school to get a Bachelor’s degree.” He would love to see more computer programs offered at school. He also wishes to have more instrumental, and singing courses offered, especially at later hours. The Library should also, “buy some more computers and expand its space; sometimes it’s overcrowded and I can’t find a place to sit.” Hasanuzzaman would not like “Open Admissions” to die. “They shouldn’t close the door to students; the remediation program is very good, and helps many immigrants.” About LaGuardia he believes that it definitely has a positive impact on the community as well as on him. “It has helped me to develop communication skills as well as giving me the opportunity to get a Bachelor’s degree.”

Alhousseny Gamby is an Accounting Major, and normally spends 30 hours a week at LaGuardia. He likes working out in the gym, and lifting weights. When asked about LaGuardia he said, “Everything is positive for me,” and believes the programs are good the way they are. He is not in favor of closing “Open Admissions.” In regards to LaGuardia helping him he tells us, that his future goals will be made possible by LaGuardia.

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Ensuring the future for those who shape it.™
By the Way, Around the Way:
P.S. 1 and the American Museum of the Moving Image
By Ayaka Sato

The MOMA, Metropolitan, and The Guggenheim may sound very familiar to you because they are some famous and popular museums in the city. What about P.S. 1, and the Museum of the Moving Image? You can find great places to see many kinds of art not only in the city but also around your school. These two local museums are places where you can not only experience great art but also really enjoy it.

P.S. 1 Contemporary Art Center is the largest and oldest organization in the United States solely devoted to contemporary art. Recognized as a defining force of the alternative space movement, P.S. 1 stands out from major art institutions in its cutting edge approach to exhibitions and direct involvement of artists within a scholarly framework. It acts as an intermediary between the artists and its audience. Functioning as a living and active meeting place for the general public, P.S. 1 produced new trends in contemporary art. With its educational programs, it assists the public in understanding art and provides the tools to appreciate contemporary art and its practices.

P.S. 1 was founded in 1971 by Alanna Heiss as The Institute of Art and Urban Rescues Inc., a non-profit organization dedicated to the transformation of abandoned and underutilized buildings in New York City into exhibition, performance, and studio spaces for artists. It contains museum-quality galleries and extensive studio facilities for the National and International Studio Program. Their winter/spring season will feature Minimalia: An Italian Vision in 20th Century Art and Ronald Bladen: Selected Works, two exhibitions that represent important contributions to the conversation surrounding Minimalism. These exhibitions will be accompanied by Some Young New Yorkers and a small commemorative showing of works by Italian artist Gino de Dominics. All exhibitions will open February 7, 1999.

The American Museum of the Moving Image tells the story of the innovation and artistry that make the moving image the most powerful artistic and cultural influence of the 20th century. It contains three floors of exhibition space, the 200-seat Riklis Theater, commissioned art installations, a museum shop, and a craft. The museum houses the nation's most important collection of motion pictures and television artifacts. It presents retrospective film series, often accompanied by discussions with the filmmakers themselves, and digital media seminars with industry pioneers. Exhibitions elegantly illustrate how the art and the craft of moving image making are inseparable.

The museum emerged from the efforts to save Astoria Studios. Built by Paramount in 1920 and used by the U.S. Army from 1942 until 1971, by 1977 the studios had been abandoned and were in a state of disrepair. To bring production back to New York, visionary elected officials and leaders of the motion picture and television labor unions and guilds joined together to form the Astoria Motion Picture and Television Center Foundation. The Foundation succeeded not only in returning the studios to life but also in laying the groundwork for the future museum. In 1981, the Foundation hired Rochelle Slovin as Executive Director. At her recommendation, public education was established as the organization's central goal; exhibitions, screenings, and a collection were set forth as the means to achieve this goal. The Foundation's name was changed to the American Museum of the Moving Image in 1985. The Museum opened to the public in 1988.

Even if you're not interested in art, I guarantee you'll enjoy these great local museums. As you read about these museums you might want to know how, where and when to go. The information listed is all you need, so go out and explore today.

P.S. Contemporary Art Center
Hours and Admission
Wednesday-Sunday: Noon to 6:00
Suggested donation: $5.00
Students and senior citizens: $2.00

Address
22-25 Jackson Avenue at 46th Avenue
Long Island City, New York 11101
Telephone: 718 784-2084
Fax: 718 482-9454
E-mail: mail@ps1.org

The American Museum of Moving Image
Hours and Admission
Tuesday-Friday: Noon to 5:00
Saturday and Sunday: 11:00 to 6:00

Address
35 Avenue at 36th Street
Astoria, New York 11106
Telephone
Administrative Offices: 718 784-4520
Program Information: 718 784-0077
Travel Directions: 718 784-4777
E-mail: info@ammi.org
Last December we had a logo contest. This was the first of a series of contests which we intend to run in order to connect the Bridge with the wider college community. As we advertised, honorable mentions are being shown in our first issue. The logo chosen was created by Masaro Animoto and graces our stationary and lower center of each page. The submissions on this page represent the wide array of concepts shared. We would like to thank all the people who participated and look forward to your future endeavors.

Maureen Dawn D. Vicente
"The idea of “The Bridge” is so that it looks like an arc. It's a symbol for people to be well-rounded with what's going on in their surrounding by taking a copy of the school's bridge organ. The sun in the background is a symbol of the enlightenment that people get when they read the newspaper."

Masaru Animoto
"It is important to recognize that the logo is for “The Bridge.” I put emphasis on the name “The Bridge.” However, I placed more emphasis on “LaGuardia.”

Christina Starobin
“I designed it on the 7 train. It has three versions to it; however, it depends on how abstract you like it.”

Damaris Samalot
“Although its simple, I imagined people bridging together as a community, making the connection. The connection that unites us all as students in LaGuardia is similar. We all have educational common goals. We are at different levels, however, we all reach for stars. This connection and life experience is met at a central point at our college, LaGuardia.”

Michael Dorsch
“Its was designed especially for the title; I took it from the top of Manhattan building.” (referring to photo of bridge included in submission.)
virtually no youth programs, due largely to the mayor's budget cuts, it seems that these individuals are being funneled into the criminal justice system. This is NOT FAIR!!!!

"Nested somewhere below the No. 7 train amid the grim industrial sprawl of Long Island City, the Phun Factory lures the jaded urban eye with lush burst of color...."

- Excerpt New York article
  May 4th 1998
Photos by Gary Weelock, Jamie Zhune and Shawn Torres

The purpose of the Phun Phactory is to promote legal aerosol art in New York City. By utilizing legal spaces we allow artists to channel their talents in a constructive manner. Furthermore, the Phun Phactory is to provide alternative programs to channel the energies and talents of aerosol artists toward positive growth and development.
F. H. Laguardia...