One of the recommendations of the visiting Middle States Reaccreditation team was that the president should provide a collegewide process for consistent communication to the college community. Rather than waiting for the finalized budget before distributing LaGuardia Insider, I decided to authorize this publication now. Open communication is imperative during this fiscal crisis!

Foremost in the minds of us all is the question, "How will the proposed budget reduction affect the college in general and me in particular?"

Unfortunately, I cannot answer either of the concerns with any certainty at this time. However, based on numerous meetings with city and state legislators, borough presidents, community leaders, and the political history of funding in New York City, I developed certain assumptions.

1. Neither the Mayor of New York City nor the Governor of New York State understands fully the economic and social impact community colleges have on the quality of life in our city. Fortunately, the vast majority of councilpersons as well as assembly legislators are extremely supportive.

2. Although the current projected deficit is approximately seven million dollars, it will be modified downward by state and city legislators. These actions, coupled with a tuition increase (I don't know how much), should lower the deficit below the figures presented in our preliminary retrenchment plan.

3. In spite of a reduced budget, the mission of LaGuardia Community College will not change. Our primary service will be to our students, be they credit or non-credit, educationally advantaged or underserved, traditional or nontraditional.

4. Every effort will be made to retain as many people as possible--faculty, HEO's, and classified staff. Nevertheless, retrenchment is a reality. As the youngest college in the City University, we do not have the numbers to offset the potential losses of personnel through the retirement incentive.

I will continue to work during the next several weeks for the restoration of our budget. Regardless of the outcome, LaGuardia Community College will continue to be one of the premier institutions in the nation because of you...the students, faculty, and staff. -Dr. Raymond C. Bowen

Plans in Motion for 25th Anniversary Celebration

As the college's 25th anniversary fast approaches, the college has begun to plan its year-long celebration.

The observance will be held during the 1996-1997 academic year, and will include such activities as fund-raising events, recognition award ceremonies, student and alumni activities, and lecture forums.

"This will be a time for us to celebrate our many outstanding accomplishments," said Yvette Urquhart, Institutional Advancement's interim associate dean, "as well as to have fun."

She added that a planning committee composed of faculty and staff will be in place by the end of the summer. Dean Urquhart will serve as chair of the planning committee.

More information regarding the plans will follow in subsequent editions of LaGuardia Insider.

The 25th anniversary logo (shown below) has been designed by the Communications Office and will be on display in the lobbies of the L, M, E, and C Buildings.

"In designing the logo, Bill Freeland, director of Communications, and John McColl, the graphic designer, took the well-known farewell photograph of Mayor Fiorello H. LaGuardia waving goodbye with his ubiquitous..."
The college is proud to unveil LaGuardia Insider, a new biannual newsletter geared exclusively to faculty and staff.

In a time when the college is facing a severe budget crisis, you may wonder why a new publication is being produced. The project comes out of a presidential initiative to increase communication and to consolidate the various internal newsletters now being generated by college divisions into one internal organ. By introducing this college-wide newsletter, the college will cut production costs and eliminate duplication of information that is being disseminated throughout the college.

LaGuardia Insider promises to inform the community of the latest campus happenings in a light and newsy style. In each issue there will be a collection of short stories pertaining to each of the divisions.

In this maiden issue Academic Affairs calls on English Professors Gail Green and Phyllis van Slyck to describe one of their teaching experiences. Administration's column will spell out just how the college is keeping faculty and staff online and dealing with the college's ever-present space problem. Adult and Continuing Education focuses on the recent developments in LUCED and the establishment of its new summer camp. Cooperative Education announces the reconstitution of a division-employer advisory board that will help the division better prepare its students for the world of work. Institutional Advancement explains its plans for the college's 25th anniversary celebration and a get-in-the-mood contest where faculty and staff can submit suggestions for an anniversary theme. And Student Affairs tells you how its new counseling clusters are coming along and how the Financial Aid Office is dealing with a variety of regulatory issues.

There is also an "inquiring photographer" column that queries a number of faculty and staff on their thoughts regarding the college's pool and fitness center, as well as personal announcements section that will keep the community informed of everything from upcoming nuptials to new arrivals.

In upcoming issues we will be experimenting with different columns and editorial ideas until we put together a publication that best informs the college community. During this formative period we welcome any suggestions you may have.

Our intent is to have you come away with a better understanding of what your fellow colleagues are up to and the many programs, activities, and developments that are coming out of each of the divisions. So please take some time out to not only read about what is happening in your particular area but also in the other academic departments and administrative divisions.

LaGuardia Community College/CUNY
Editorial Advisory Board for Insider Newsletter
Susan Blaids: Adult and Continuing Education
Stephanie Cooper: Academic Affairs
Randy Fader-Smith: Institutional Advancement
Bill Kelly: Student Affairs
Laurie Norris: Cooperative Education
Adele Rainey: Administration

25th Anniversary Celebration
continued from page 1

uous fedora in his outstretched hand, and replaced the hat with a mortarboard.

"We felt the logo had to combine two images," said Mr. Freeland. "One was the college's namesake whose dedication to improving the lives of New Yorkers has been instrumental in shaping our mission. The other was the students we serve." Accompanying the image is the name of the college and the number "25" in bold numerals.

To get the college community into the mood of celebration, the division is conducting a "25th Anniversary Theme Contest." Faculty and staff are invited to submit a catchy, celebratory phrase that will be incorporated in the logo.

"Success is Our Secret" was the college theme for the 10th anniversary celebration. The line was part of the cube logo that contained three images: the flower logo, the number "10," and the success theme line.

The contest requires that the theme phrase not exceed more than 25 spaces/letters. Faculty and staff may submit as many entries as they wish. Please forward your entries by Friday, August 18 to Randy Fader-Smith, editor, c/o Communications, room E508. The editorial advisory board will select the best five entries. First, second, and third place winners will be selected by the President's Cabinet and will receive recognition and awards at Opening Sessions on September 13. The first prize is a $100 savings bond; second prize is a $50 savings bond; and third prize is a $25 Collegiate Bookstore gift certificate donated by Herb Glantz, the college's bookstore manager.

Let's get those creative juices flowing.

College Seeks More Space
continued from page 1

The team is currently gathering academic and physical plant data to familiarize themselves with our campus environment. The college's Main Building, which was designed in 1974 for a student population of 2,400, needs a major facelift. Currently, 55 percent of the floor space requires alterations to meet the college's existing space requirements. The building also needs upgrading to comply with current building codes and regulations, such as Americans with Disabilities Act and Occupational Safety and Health Administration requirements. In addition, the entire heating, ventilation, and air conditioning systems need to be modified or replaced to achieve better indoor air quality.

To keep pace with LaGuardia's anticipated future growth, the college is looking into the possibility of purchasing Center III, which would add 600,000 square feet of space to the campus. Presently, LaGuardia leases 300,000 square feet of space in the building.

The Center III facility, which currently has a separate and distinct college entrance, elevators, and stairways, contains 50 classrooms and 13 laboratories, administrative and faculty offices, an animal health facility, and cafeteria.

In the preliminary city and state executive budgets $28.4 million is set aside for the acquisition, and the college is hopeful that the item will remain once the budgets are adopted.
Faculty and Staff Design AIDS Quilt for LaGuardians Who Died of Disease

To commemorate the lives of members of the college community who died of AIDS, a team of faculty and staff members pooled their quilting talents to design and produce a panel that was recently presented to the NAMES Project AIDS Memorial Quilt.

"The college wanted to do something special for AIDS Awareness Day," said Herb Samuels, a professor of Natural and Applied Sciences and the coordinator of the college event, "and felt that the creation of a quilt dedicated to members of the college community who died of AIDS would be fitting."

Teaming up to produce the three-foot-by-six-foot quilt patch that will be added to one of the thousands of national quilts that travel throughout the country were: Carol Basquez of the Registrar, Cheryl Powell of Cooperative Education, Maria Ribas of Admissions, and Marlin Sanchez of the Registrar.

The hand-made panel, which was presented to the organization during a formal ceremony, is emblazoned with a large orange flower logo, which has inscribed in its petals: "Faculty, Staff, and Students," and 12 smaller flowers. In the center of six of the small flowers is the name of a faculty or staff member who fell victim to the dreaded disease and the year they died. They are: Winston Davidson of Student Affairs who died in 1984, James Lydon of the ESL program who died in 1993, Ron Miller of Accounting and Managerial Studies who died in 1985, Robert O'Pray of Academic Affairs who died in 1991, and Eddy Smith of the Office of the Dean of Adult and Continuing Education who died in 1994.

Four of the small flowers simply have a date inscribed in the center and faculty or student written outside the logo. "The families of these two students and two faculty members requested that we not identify them," said Ms. Powell, who spearheaded the design project.

Surrounded by the 10 small flowers is an unmarked flower that bears no name or date. "This logo symbolizes the faculty or staff members who might have died of AIDS, but of whom we are not aware," said Professor Downes, who co-chaired the design project with Ms. Powell.

"The creation of this quilt," said Ms. Powell, "ensures us that the memories of these people will live on." She added that the team plans to eventually produce another quilt that will hang in the college.

Quilt makers, left to right: Marlin Sanchez of the Registrar, Christine Parker of the Family Institute, Carrie Lazarus of Continuing Education, Maria Ribas of Admissions, Carol Basquez of the Registrar, Edna Best of the Family Institute, Ruth DeJesus of the Family Institute, Cheryl Powell of Cooperative Education, and Nina Penino of the Registrar.

Academic Affairs

College Invites Students to Explore Careers

The Academic Affairs and Cooperative Education Divisions teamed up with Bryant and Newtowm High Schools to conduct a career exploration symposium for high school students in May.

Sixty students from the high schools spent a full day on campus, attending career education workshops and participating in small group activities where they had to work together to complete a variety of exercises.

According to Arlene Kahn, the director of the Center for Educational Collaboration, the symposium was the culminating activity in the MetLife Career Education Project, which is funded by the MetLife Foundation. The project was designed to strengthen school-to-work transition, sharpen academic skills and career goals, enhance the high school course of study, and create bridges between the high school classroom, the college classroom, and the workplace.

During the symposium, Dierdre Ruiz, section manager for Queens Human Resources at Con Edison, described to the students the skills that are now required within the corporate workplace. She stressed the growing reliance upon bringing teams of workers together from various parts of the corporation for short-term projects.

To give students a sense of what it is like working in teams, the organizers divided them into small groups where they had to complete a variety of exercises. In one
transformed into digital form. The system electronically produces academic advisement for incoming students who have been tested in reading, writing, and math basic skills. In addition, the PEP computer system files offer a reservoir of data.

The benefits of linking stand-alone personal computers have fueled the growth of more than a dozen Local Area Networks. Participants in a LAN environment can share files, software, printers, and college-wide electronic mail capabilities.

E-mail has been successfully installed throughout the college. There are approximately 450 E-mail users in the DOS and/or Windows version.

For more information, please contact Milt Persily, director of Computer Services, room M-301, ext. 5536.

Planning, Design, and Construction Keeps College in Shape

Planning, Design, and Construction has been engaged in a vigorous 1994-95 con-
As part of an energy conservation measure, the New York Power Authority and the City of New York have instituted and fully funded an energy conservation project for the campus. The project, which will begin this summer and will be completed in the fall of 1996, will retrofit all fluorescent light fixtures with energy-saving bulbs, lighting ballasts, and reflectors. All lighting switches, except some special function areas, will be replaced with automatic sensor switches.

Occupants of the Main Building will be relieved to hear that the obsolete cooling tower in the Main Building has been replaced under a CUNY Capital Project Program. The work, which began in December of 1994, has recently been completed in time for the 1995 summer season.

Also in the Main Building, the gymnasium floor will be repaired and resurfaced over the summer. The project calls for the replacement of cracked floor tiles and a three-part refinishing process.

On the E Building exterior some Glassweld panels have developed serious cracks and are being replaced by the original building contractor. Presently, some 250 panels have been replaced and an additional 250 panels still require replacement. The Dormitory Authority of the State of New York has hired an engineering testing firm to determine the cause of the panel failure. Initial test results indicate that lack of adhesion of the panels to the building's sub-surface and expansion/contraction of the panels may have caused the panels to fail.

The E Building had a new nursing lab constructed to accommodate the increased enrollment. Extensive general construction, plumbing, and cabinetry work were required.

For more information on any of the projects, please contact William Pan, director of Planning, Design and Construction, room C-351, ext. 5571.

Nursing Department Attends OSHA Workshop

The nursing program's faculty and staff attended a Train-the-Trainer Respirator Protection workshop conducted by 3M Occupational and Environmental Safety Division and the OSHA Office. The workshop was offered to all nursing staff who conduct clinicals in local hospitals to protect them from exposure to tuberculosis. Faculty and staff were trained in the purpose and proper use of OSHA-approved high efficiency particulate air respirators.

For more OSHA-related information, call Barbara Ellis, room E409, ext. 5507.

Courtyard Ready for Visitors

With the nice weather upon us, the division invites faculty and staff to take a break from their busy day to enjoy the beautiful courtyards in the E Building. Paul Keci of Building Operations has expended considerable effort above and beyond his routine job to make this area a little more special. Paul cultivated many of the plants at home and then added them to our ever expanding garden.

Two Staff Members Teach CUNY Training Course

Eileen Murray of Support Services and Donald Sztabnik of Building Operations have been invited by Rosemarie O'Rourke, deputy university personnel director, and Dawn Gingold, university training coordinator, to teach at the SUPERCUNY TRAINER 3 session at John Jay College. This program is a CUNY training initiative designed to enhance the supervisory skills of CUNY personnel. A SUPERCUNY Supervisor training course has already been conducted at LaGuardia by Don and Eileen with another planned for the future. If you have interest in this type of training, please contact Renee Smith in Personnel, ext. 5082, who can provide information on future courses.

New Projects Under Way

At LUCED, we're in the video-making business. We've produced a 20-minute documentary on our Quality Management Program. Who are the actors? The managers and workers of the four companies in the program and our TQM consultant, Moreno Tagliapietra, tell their experiences in their own words. They discuss what has been accomplished and the success as well as the difficulties in implementing a new management style.

LUCED has also spearheaded the founding of the CUNY Quality Consortium (CQC), a partnership of 11 colleges to provide training programs and services that will improve the competitiveness of small and mid-sized businesses in the city.

And for the entrepreneur, LUCED has recently established an Entrepreneurial Support Center, which offers 60 hours of training that includes the business plan, customer service, financing, marketing, selling, as well as 30 hours of technical assistance. The center is receiving funding from the New York State Department of Economic Development.

Fun Courses for Adults

Lifestyles. No, not just for the rich and famous, for all of us. This new program area was started last quarter with courses in ballroom and Latin dancing, photography, art and floral arrangement. Now, we're expanding with courses in literature, poetry, fashion and more. So, join us this summer for learning and enjoyment.

College Becomes a Summer Camp for Kids

The division's new and unique College Camp for Kids opens this summer with courses that combine learning with the fun of sports, creative activities, and field trips. Kids in grades 5-8 (ages 10-14) will be continued on page 6
able to get a head start on fall with courses that prepare them for specific tests required by the Board of Education, computers, reading, writing, as well as math.

The camp will operate five days a week from July 10 through September 1--8 am to 5:30 pm--to accommodate working parents.

English as a Second Language, and testing skills.

We will be holding an open house in Center 2 (second floor lobby) on June 13 from 5 pm to 7 pm. Please call ext. 7244 to reserve a space.

English Language Center Expands to Meet Demand

As more and more students from foreign countries discover the college, The English Language Center is expanding its English as a Second Language course offerings to accommodate this special population.

One new program beginning this summer will combine ESL and sightseeing to international students enrolled in the day-intensive program. Through this program, students will not only improve their English language skills, but discover the wealth of historical and cultural sites in New York City and Washington, D.C.

In September there will be a line-up of new ESL courses for students who wish to get a head start on the fall term. The four-week courses, which will be given before the regular term begins, include listening and speaking skills, accent reduction, TOEFL preparation, as well as grammar and writing, introduction to computers, and academic skills.

Also coming this fall will be a new English and computer skills program that will provide integrated training in English for Specific Purposes, business writing, office work, word processing, database operations, and spreadsheet applications. The program grew out of frequent requests from the center's students who wished to improve their job, English, and computer skills.

Deaf Student Receives Writing Award

A student in the college's Program for Deaf Adults was a third-prize winner in a collegewide essay contest sponsored by the college's writing center.

Inessa Ilyadzanova, a deaf student in English 099, captured one of the eight cash prizes with her composition, "I Don't Embarrass My Father Anymore." The heart-rending piece delves into her family's view of deafness.

The contest, which was part of a 20-year anniversary celebration of the college's writing center, attracted entries from 80 students who are presently enrolled in an English course.

Ms. Ilyadzanova and the other cash prize winners, as well as two students who received honorable mentions, were recognized in a formal ceremony held on June 7.

Cooperative Education

Division and Employers Shake Hands on New Pact

The Division of Cooperative Education and a group of participating co-op employers have established a partnership that will help the division to better prepare its students for the 21st century workplace.

"To provide students with the skills and knowledge needed to meet the challenges of the future," said Dorrie Williams, executive vice-president and professor, "colleges have to keep pace with the ever-changing modern workplace, and the only way they can do that is by establishing partnerships with the business community."

Partners in Cooperative Education (P.I.C.E.) does just that. It links the division with 17 private corporations and non-profit organizations that have had a long-term relationship with the college. The sixteen companies making up the advisory board are: Advantis, The Bank of New York, Bear Stearns, Chemical Bank, Citibank, Coler Memorial Hospital, Dial-A-Mattress, European American Bank, Fairchild Publications, GAB Associates Insurance Brokerage, IBM, John Blair Communications, National Westminster Bank, The Nippon Credit Bank, Pfizer Corporation, Queens Symphony Orchestra, and Rosenthal and Rosenthal. Douglas Harrison, vice president for Human
resources at Chemical Bank, co-chairs the group with Dean Harry Heinemann.

To help the college achieve its goals, P.I.C.E. will provide a formal conduit of information to the division and the college. The board will help the division shape its curriculum by pointing out the program's strengths and weaknesses and by identifying the necessary cognitive, technical, and affective skills that students need in the workplace.

"Our members will serve as the division's eyes and ears in a changing workplace," said Professor Williams.

The board will also develop more effective marketing and sales strategies for expansion and refinement of the co-op program, and will provide direct financial support to college graduates through its scholarship fund.

According to Professor Williams, P.I.C.E. is not a new divisional concept. "The partnership was first launched in 1986 when

Grant Awards Plan to Wed Career Education with High School

The division was awarded a $35,000 grant from the New York State Department of Education/Workforce Preparation Group to infuse career concepts into area high schools' existing academic courses.

The workforce preparation program is designed to develop basic foundation skills and high performance competencies. The program involves the college's Middle College and International High Schools, as well as Newtown High School. All have well established cooperative education programs.

LaGuardia faculty from the Social Science and English Departments will team up with eleventh and twelfth grade high school teachers to integrate workplace learning with classroom-based learning through cooperative education. These concepts will be applied to other disciplines.

Using the classroom concept, students become "participant/observers," collecting data through personal observations, interactions with co-workers at the students' work sites, and through additional resources. Analysis and discussion facilitated by teachers are also key components of the learning process.

IBM Installs Computer Lab in Dominican Republic's First Community College

The division's long-term relationship with computer giant IBM has resulted in the installation of a state-of-the-art computer lab for the Dominican Republic's first community college, which was established through a collaboration between the college and the Universidad Autonoma de Santo Domingo.

At Dean Harry Heinemann's request, Executive Associate Dorrie Williams solicited the corporation's help in installing hardware and software packages in the college's computer lab. Through its own internal network, IBM delivered the equipment.

Students enrolled in the community college located in the underdeveloped region of Barahona now have access to the latest technology through the school's initial programs in travel and tourism, computers, and entrepreneurship.

Co-chairs of P.I.C.E. are left to right: Co-op Dean Harry Heinemann and Douglas Harrison, vice president for Human Resources at Chemical Bank

New Collegewide Data System to be Installed

Did you ever need to know the number of students in a given major? Or the FTE total for a given semester? How about the number of full-time faculty in a specific department or the number of adjunct faculty? Or perhaps the costs associated with teaching one course compared to another?

Well, Institutional Research Director Ken McCollum has been developing a system for the past year that will readily supply faculty and staff with these facts and other information connected with the operations of the college.

Data Warehouse brings all the relevant data together in a single system without interfering with the existing data systems. This important feature sets it aside from other approaches that collect and store data on a number of different systems throughout the organization. In addition, the technology used is intended to provide access to desktop computers and will ultimately enable faculty and administrators direct access to the information they need.

This effort will play an integral role in the college's strategic planning and assessment initiatives, and will help in managing the imposing budget crisis.

While the development of this system will continue well into the future, the office is expecting to go online with the first part this summer. Training will be necessary and will be provided by college staff.

Memorial Service Held for John Stevenson

The college held a memorial services on April 12 for Dr. John O. Stevenson, Jr., tenured professor of Mathematics and for-

continued on page 12
As the end of the first full year after major restructuring of the Counseling Department approaches, the division continues to smooth out the rough edges and refine that process. Overall, the results of the new structure of counseling clusters have been encouraging. The four clusters have resulted in improved services to students. The clusters consist of: Academic Advisement and Career Counseling; Personal Counseling and Student Life Development; Student Services; and College Discovery.

Student Leadership Conference Hailed as Success

This year's Student Leadership Conference, sponsored by Student Life Development, and held in the fall, proved to be the most productive and exciting yet. Hats off to all participants.

Financial Aid Deals with New Regulations

As is often the case with financial aid, the department has been dealing with a host of regulatory issues that include revised parameters for institutional satisfactory progress standards that affect the receipt of any Title IV aid (including Pell); a revised refund policy that went into effect July 1, 1994; and a big change in the requirement that Student Aid Reports be collected as a condition to pay Title IV aid, thus reducing the chances of audit conditions.

College Joins New Loan Program

In the fall 1995, the college will be participate in the William D. Ford Federal Direct Loan Program that eliminates the banks and Higher Education Services Corporation from the educational loan process. This program will replace the Federal Family Educational Loan Program.

College Discovery Establishes New Tutoring Program

In March 1995, the College Discovery Cluster implemented its tutoring component in which counselors teach students to develop problem-solving skills. Cluster members LuAnn Butironi and Steve Dauz are participating in the Retention Management System Project and are coordinating the College Discovery New Student Assessment Project.

In the fall, College Discovery hosted a very successful Open House.

Early Childhood and Learning Center Lobbies in Albany

In addition to the many activities of Student Services, spring brings the added task of lobbying Albany legislators for the Early Childhood and Learning Center. This year’s efforts matched the degree of urgency brought on by the threat of widespread budget cuts.

Student Receives Scholarship

Academic Advisement and Career Counseling (ACC) reports that Leo Alves is this year’s LaGuardia student recipient of the Belle Zeller Scholarship.

Professors Green, van Slyck on Teaching at LaGuardia

Teaching at LaGuardia often makes us feel that we are at the center of the large changes taking place not only in the United States, but in the world. Recently, we had the opportunity to present papers based on our experiences teaching works of literature which confront us with those changes. Gail presented "The Literature of Survival: Its Place in Community College Writing Classroom" at the International Conference on Teaching the Holocaust and Genocide in Jerusalem on December 27, 1994. Phyllis presented "Delicate Subjects: Confronting Cultures in the Multicultural Classroom" at the Modern Language Association Annual Convention in San Diego on December 27, 1994. Our participation in these conferences was made possible by support from the Office of the Provost and EDIT grants. What follow are pedagogical questions we discussed in those papers and a synopsis of issues that have arisen for us.

Gail: My paper is based on my experience teaching works such as Octavia Butler's 1976 novel, "Kindred", about a Black woman who travels through time.
Holocaust by going underground; and Agnieszka Holland's 1989 film, "Europa, Europa", based on a true story of a Jewish boy who survives the Holocaust by adopting a remarkable series of disguises. I have included these works in reading lists for two writing classes for a number of reasons: They demonstrate the power of personal narrative in classes which focus on the students' personal narratives. As artistic works, they merit attention. They have internationalized my curriculum at a time when my students are becoming more and more international. They represent my own academic interests. They introduce my students to histories of which they know little. They allow me, as a Jewish woman to enter the classroom more fully. But the most powerful reason did not present itself to me until I began actively reading, discussing, and viewing these works together with students in the contexts of our lives, the lives we live in the very particular environment of New York City in the 1990's--New York City where in 1990, 3,663 men and 1,961 women died of AIDS, where in 1990 1,961 men and 311 women died as a result of homicide; where for 25-34 year old men, AIDS followed by homicide are the leading causes of death (Klitzman).

One particular student's response to a scene in "The Journey" reveals the nexus between this student's life, her ideas concerning survival, and the novel. In this scene, Katarzyna, the oldest sister, stands with her father in a field. Her father points out a light in the distance, the light of a house which will mark the first step on the sisters' escape route. Katarzyna notices a horseshoe on the ground. She asks her father, "It's good luck, isn't it?" Her father ignores this question. This, the student commented, was a heartbreaking scene. Katarzyna's father, she said, denied her that belief at a time when she desperately needed it.

What I heard in her statement was that teenagers, whether they are going into hiding in Poland in 1942 or living in New York City in 1994, need to believe in their survival.

"Kindred", "The History of Mary Prince", "The Journey" and "Europa, Europa" each focuses on a character torn between realities. A character's survival in each work depends on which reality he/she chooses to act in accordance with. My students found these works compelling because they reflect their own situations. These works reflect an urgency many New York City teenagers and young adults feel--an urgency to recognize what is real and to act accordingly in order to survive.

Phyllis: Teaching culturally diverse texts to LaGuardia students has raised a number of pedagogical questions for me, for, almost immediately, I began to see that I was asking students to deal directly with cultural difference, to bridge the gap between their communities, in an artificial space--the classroom--which did not appear to them to be safe or neutral. But how much thought had I given to the kind of cultural space I occupied and helped define for my students? How could I create a reasonably safe space for discussion which might include opposing points of view? I began asking myself how I could allow students their cultural differences without abandoning all discussion of values and without being insensitive to conflicting values that coexisted within my classroom.

Over the last two years I have taught a variety of texts including "I...Rigoberta Menchu" (Rigoberta Menchu), "Spring Snow" (Yukio Mishima), "A Wife for My Son" (Ali Ghalem), "Second Class Citizen" (Buchi Emecheta) and "Season of Migration to the North" (Tayeb Salih). As students engaged with material reflecting the values of Guatemalan, Japanese, Algerian, Nigerian and Sudanese people (respectively), a number of intercultural conflicts emerged. I handled these conflicts by creating a classroom space in which my own authority was "decentered"; that is, my students and I agreed to ground rules which enabled us to express different points of view but which also--gradually--enabled us to listen. My goal was to facilitate a larger discussion of the way values are culturally constructed and to help my students become more receptive to alternative values which might challenge their cultural beliefs.

Recently, a discussion of an Algerian text, Ali Ghalem's "A Wife for My Son", which describes an arranged marriage in a Muslim community, exploded in a moment of interclass cultural conflict. Speaking about a character who, after he meets his wife for the first time on his wedding night, takes her by force, according to tradition, while family members stand outside the door cheering, one student who supported traditional Muslim values said, "He is behaving like a good son and a good husband." Another student, stunned by this comment, responded, "How would you like to be raped on your wedding night?" What some students were really thinking emerged in dangerous comparisons. "We are more advanced than they are," another student volunteered, comparing arranged marriages in China to the Muslim marriage in the Algerian novel. "Why?" other students wanted to know. "Because we let the two people see each other before the marriage," she replied, impervious to the irony of her comment, despite the moans of some of her classmates. When I intervened to suggest that we refrain from such statements as "We are better than they are" (reminding everyone of our ground rules), a wave of relief spread through the classroom. "That's right," one student earnestly volunteered, "because everyone thinks his own culture is superior." Several students nodded in agreement, and I realized that this student's simple remark had helped the class become more self-critical.

In subsequent discussions of Ghalem's novel, students recognized that while they felt compassion for the young woman, they also felt sympathy for the parents of this young couple for their efforts to hold onto traditional values of community which were being eroded. Thus they saw that the literary text, like the classroom, was a site where cultural self-questioning can take place. I have come continued on page 12
**Milestones**

**BIRTHS:**

John Kotowski of the Community and College Relations Office, and his wife Abbie, on July 22, 1994 of their second son, Kevin Edward.

John McColl of the Communications Office, and his wife Suzanne, on April 9, 1995 of their daughter, Emily Ryan.

Daisy Mesulum of Academic Career Counseling, and her husband Andrew, on April 14, 1995 of their son, Matthew Adam.

Congrats to grandmother Harriet Mesulum of Academic Affairs.

Stacy Perry of Cooperative Education, and her husband Mohammad Sabir, on March 18, 1995 of their son, Abdul Samad Siddiqui.

**RETIREMENTS:**

Olivia Carter of the Admissions Office after 18 years of service, and in her time at LaGuardia has helped admit over 90,000 students. Olivia hopes to spend her quality time relaxing and indulging her passion for the cruise-ship lifestyle.

Rosalyn Horowitz of the Bursar's Office after 23 years of service. When Rosalyn came to LaGuardia in 1971, she assumed two roles: a student and a full-time employee in the Business Office. After receiving her bachelor's degree from Queens College in 1979, she was assigned to the Bursar's Office where she served as assistant bursar for 15 years.

Brita Immergut of the Math Department after 16 years of service. Brita's specialties include test construction and work with students who have math anxiety.

Dorothy Pakula of the Program for Deaf Adults after 18 years of service. For the past seven years, Dorothy has served as the PDA Coordinator of Support Services. As well as being one of the pioneers of the college's deaf program, Dorothy is also a LaGuardia alumna and its first deaf graduate.

Joan Roude of the Business Office after 23 years of service. She began her career as a college office assistant in the Payroll Department and will end as its business manager. During that time she earned her bachelor's and master's degrees, and was an adjunct in the Accounting Department. Joan has served on and chaired many college and university committees.

Barbara Schwarz of the Personnel Department after 24 years of service. She began her career at CUNY in 1970 as a college assistant at the central office and moved on to LaGuardia in 1971 to assume the position of assistant for fringe benefits and affirmative action. Barbara went on to become the college's first and only benefits officer.

In addition, Walter Gross, an assistant professor in the Natural and Applied Sciences Department, retired in February of 1995 after 24 years of service, and Joel Millonzi, a professor in the Social Science Department, retired in September of 1995 after 23 years of service.

**NEWS FLASH:** Latest additions to the early retirement roster: Fran Brewer of Communication Skills, Fred Low of the Library, and Peter Jonas of Student Affairs.

**ENGAGEMENTS/MARRIAGES:**

Jeannie Petroski of the Office of the Dean of Institutional Advancement, to marry Lt. Benjamin C. Ford at West Point on June 17. Jeannie will be living in Killeen, Texas where Lt. Ford is stationed at Fort Hood.

Edgar Taylee of Building Operations, engaged to Martha Buendia, a former LaGuardia Business Office employee. The wedding is for next October.

**What do you think of the college's new pool and fitness facilities?**

Eileen Murray
Director of Administrative and Support Services

Routine: Three times a week at the fitness center doing 40 to 45 minutes of aerobic exercise on the treadmill, stairs, or climber and 45 minutes working on weight machines and free weights; one day a week swims laps at the pool. "It's great. If the college did not have this facility I would not be working out. I find it very convenient to go right after work. I exercise between 45 minutes to one hour and 45 minutes and I am off campus by 7 pm and home by 7:30 pm. This schedule would not be possible if I belonged to a neighborhood gym."

Barbara Hall
Administrative Assistant to the Dean of Cooperative Education

Routine: started working out three times a week at the fitness center and is now up to five times a week. An-hour-and-a-half workout where she is on the treadmill for 45 minutes and 45 minutes on the weight machines.

"I think it is fantastic. I love it. And I like the staff who are there at your beck and call, which is a great comfort, because I am always crying out for someone to help me."

INQUIRING PHOTOGRAPHER
Brian Gallagher  
*English Professor*

Routine: Tries to swim two times a week, and sometimes makes it three times. Swims a minimum of one hour, although he feels he may have to increase his regimen after reading about recent reports on the benefits of vigorous exercise.  
"At the present moment when there is such stress and anxiety and anger and distrust and fear around the college, it is very important to have a physical facility like this, which in some small way, provides an outlet where those feelings can be relieved. It is a very valuable resource both physically and psychologically."

Bob Rosa  
*Senior Administrator, Division of Adult and Continuing Education*

Routine: Minimum of two days a week and tries to squeeze in a third. Swims laps for 30 minutes.  
"I feel that the pool is a very important asset to the college. What I think it has done, is it has made exercising, particularly swimming, convenient for a lot of people. I find that convenience is a significant factor in whether or not people are going to exercise. From a facility point of view, I think it is well-maintained; Michael Lynch and his staff pay attention to the kinds of little things that matter--clean lockers, good water quality, and hot water in the showers. The staff members are very good and play an important role as trainers."

Dan Lynch  
*English Professor*

Routine: Tries to go to the pool four times a week either during lunch hour or late afternoon. Swims for about one-half mile and if feels energetic does another 10 or 20 laps.  
"When I discovered the pool my life changed. I found a way to slip away from the stresses and conflicts of everyday life for a half hour or 45 minutes. The problems just float away for that time. The pool staff is friendly, supportive, and caring."

Mercedes Acosta  
*Senior College Laboratory Technician, Computer Information Systems, and manager of the computer lab.*

Routine: Goes at least three times a week either at 7:30 am or during faculty hours.  
"I was never able to learn how to swim so last summer I decided to take a beginning swimming class taught by Dragos Coca. The first two days I would not go into the water, but Dragos finally guided me into the middle of the pool. I am now swimming in the deep water and I recently swam 28 laps. I love the pool."
For faculty and staff who are interested in taking advantage of the college's six-lane pool and the fitness center with its state-of-the-art aerobics and weight training equipment, the schedules and special offerings are listed below:

**Pool**

Faculty and staff can swim laps sans students on Tuesdays, Wednesdays, and Thursdays from 11:45 am to 12:45 pm. Open swim, where three laps are open for lap swimming and the remaining are for wading, is held:

- Monday - Thursday 2:15 pm to 7:30 pm
- Friday 2:15 pm to 5:30 pm
- Saturday 2:15 pm to 3:15 pm - lap swimming; 3:15 pm to 6:00 pm - open swim

Staff and faculty are also encouraged to use the pool from 7:30 am to 9:30 am on weekdays when swimming traffic is light.

All it takes to use the facility is a validated ID card and a little cash. The fee is $5 a day, $45 for a three-month membership, and $160 for a one-year membership.

Swimming courses are also available for beginners, advanced beginners, and intermediates. Ten hours of instruction costs $80. In addition, scuba and water aerobics classes are offered.

**Fitness Center**

Faculty and staff who do not wish to sweat when students are in attendance can work out during restricted faculty and staff hours on Mondays, Wednesdays, and Fridays from 8:00 am to 9:00 am.

Those who have no problems interacting with students during their exercise sessions can visit the center Mondays through Fridays from 9:00 am to 8:00 pm and Saturdays from 9:00 am to 4:30 pm.

For those who need a little extra motivation to get into an exercise regimen, the center offers one-on-one training sessions. A certified fitness professional will familiarize you with a variety of training techniques so that eventually you can train on your own. A one-hour session costs $25, while five one-hour sessions are $100.

Another special service being offered is a personal fitness strategies program, which includes a fitness assessment, a tailored exercise program, and an orientation to your exercises. During the assessment you will be given a series of exercise tests and a postural screening designed to measure endurance, strength, flexibility, and to reveal certain postural deviations. Based on the results, a trainer will design a written exercise program to satisfy your individual needs and goals, and give you a complete orientation to your personal program. Anyone who registers for the program will receive a free computerized nutrition analysis and a 45-minute consultation. The fee for two one-and-a-half hour sessions is $50.

Faculty and staff who are interested in weight training, toning, or getting a good cardiovascular workout can receive a three-month pass for $35 or an annual membership for $120.

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**John Stevenson**

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emer associate dean of Institutional Advancement, who died suddenly on November 24, 1994. Dignitaries representing several major institutions and programs, including The National Aeronautics and Space Administration, American Association of Higher Education, Solidaridad Humana, and Alliance for Minority Participation in Engineering, Science and Mathematics, as well as friends and colleagues shared reminiscences of John's contributions to LaGuardia.

**Faculty Podium**

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to regard cultural conflicts that arise in my classes as moments when we can examine rigid positions and begin to create new bridges. We do not always arrive at a consensus; however, I believe we are learning that our belief systems can enter into conflict with each other, yet that we can find ways to listen to other positions and to self-critique our own positions. As Henry Louis Gates suggests, our identities are always in dialogue...they are, like everything else, sites of contest and negotiation, self-fashioning and refashioning" (Profession 93).

While I am not asking my students to forsake their own ethnicity, I am asking them to question the impulse to seek an objective "truth" and to replace it with the recognition that while we all occupy cultural positions, these need not be static. As our college community truly becomes multicultural, we are learning how to negotiate the many margins and borders among us. In these margins we find both our universality and our differences.