LaGuardia Goes the Distance

LaGuardia is fast approaching the world of distance learning.

After two years of continuous negotiations between the college, the Queensborough President's office, Metropolitan Fiber Optics, and the City of New York's Department of Information, Technology and Telecommunications, LaGuardia has been selected to be the first institution in the borough to receive a fiber optic telecommunications connection that will link it to other educational institutions and agencies in the borough.

When the linkage is completed this spring and a designated college classroom is converted into a 24-seat distance learning classroom, the college will have the capability of two-way interactive video.

"The college is taking a bold step into an exciting new educational frontier," said President Raymond C. Bowen. "By being the first institution in Queens to establish a high tech educational network there is no limit to the services that we can provide to the citizens of Queens."

The fiber optic network will join the college with Borough of Manhattan Community College, Rikers Island Correctional Complex, Hunter College School of Social Work, East River Housing Project, the Fashion Institute of Technology, and several public high schools in Brooklyn and Manhattan.

According to John Kotowski, the director of Legislative and Community Affairs, the college plans to immediately establish high-technology collaboratives with the network's public high schools. Under this arrangement, students will be able to tune into the college's long-distance classroom and interact with a LaGuardia professor who is teaching a specially designed high school course.

"College Now, GED, SAT preparation, as well as recruitment possibilities are easily achieved through this connection," he said.

At Rikers Island, which has a long-standing relationship with the college's Adult and Continuing Education Division, the director said that the college has been asked to expand the on-site courses it offers to its

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College's Third High School Officially Dedicated

Educators and politicians gathered to officially dedicate The Robert F. Wagner Institute for the Arts and Technology, LaGuardia's third alternative high school and a New Visions school, and to pay tribute to the school's namesake who was a champion of public education and an advocate of the college's middle college high schools.

In his warm memories of Mr. Wagner, who died two years ago at the age of 49, former Mayor Edward Koch said: "In the course of the 12 years as mayor, I would repeat one phrase more than any other and that was simply, 'public service is the noblest of professions if done honestly and done well.' And among the enormous number of people who have been in public service there are a few who towered in their service and Bobby Wagner was one of them."

On the mat he appointed president of the Board of Education of the City of New York, Mayor Koch added that the "most important interest he had was that of education. And when I came into this school today it was lovely to see his name at the door."

Art and Technology is one of 15 New Visions projects funded under The Fund for New York City Education's New Visions initiative to establish more small schools. The nonprofit

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LaGuardia Receives Grant to Create School-to-Work Plan

Responding to the Clinton Administration's call to develop curricula that will help students make a successful transition from school to the workplace, the college has established a partnership with Queens' public schools and local businesses to create the borough's first comprehensive school-to-work plan.

With the support of a $249,245 State Education grant, the college and its two high schools, School Districts 29 and 30, the Queens superintendent of high schools, and 44 local companies spent the summer developing for grades kindergarten through 12 and out-of-school youth an array of school-to-work concepts and activities that were infused into the existing curriculum and implemented this fall. The grant was one of six awarded in New York City and the only one in Queens.

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At the high school dedication were (left to right): Stephen E. Phillips, superintendent of Alternative High Schools and Programs; Irene Impellizzeri, representing Mayor Guliani; and high school co-directors Terry Born and Juliana Rogers.
Happy 1996

As we begin a new year and move closer to the next millennium, the college is wasting no time in adopting the technology that will greatly influence how institutions impart knowledge to their students in the 21st century. Selected as the first institution in Queens to receive a fiber optic telecommunication connection, the college will be the harbinger of distance learning in the borough. This issue will explain how LaGuardia is gearing up for this new educational frontier and how it will be exploiting this technology to provide an exciting range of educational opportunities to a host of eager students.

Another story reports on how the Division of Cooperative Education, with a little financial help from the state government, is applying its expertise to create a comprehensive school-to-work program for the borough's public schools.

Also in the newsletter is an article on the inauguration of the college's third alternative high school--The Robert F. Wagner Institute for the Arts and Technology--which brought out such city luminaries as former Mayor Edward Koch and the Wagner family to Long Island City.

The issue will also provide you with several stories related to the 25th anniversary celebration. There is a little piece on the planning committees and what they have in store for us. The winners of the 25th anniversary theme contest, which attracted 184 entries and some 40 faculty, staff, and alumni, will be disclosed. And the inquiring photographer has posed the question, "How has the college changed over the past 25 years?" to seven of the college's founding fathers and mothers.

And there's plenty more. There is a fantastic story that recounts the travails of a LaGuardia graduate who was held hostage by rebel forces in West Africa before Pope John Paul II got involved in her release. How an 1858 Steinway piano found a home at LaGuardia is told in another article. And of course, there are the divisional stories.

So happy reading. And if there is anything that you would like to see in the newsletter, please drop a memo in the mail or give us a call. Copy deadline for Spring edition: April 5th.

LaGuardia Community College
City University of New York

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Insider News

"The story here is that it actually works," said Dr. Richard K. Lieberman, the director of LaGuardia and Wagner Archives.

What works is an 1858 Steinway square piano that was recently donated to the college's repository.

"There are lots of Steinway square pianos out there but there are maybe 15 pianos of this 1850's type that can be played."

That was not the case when Jane Jensen, the owner of the 138-year-old piano, which survived the Civil War and was given to the Jensens by a Kentuckian family that owned the piano for over 100 years, decided to donate the classic musical instrument to the college after exploring institutions that have piano collections.

"On Ms. Jensen's list of possible homes for her piano was the Metropolitan Museum of Art and the Smithsonian Institute in Washington," said Dr. Lieberman, "but when we told her that the piano would complement our historical collection on the Steinways, and that we would work with the piano company to repair the piano, she agreed to donate the instrument to us."

With no funding available to refurbish the piano, which was described by Dr. Lieberman as being in a "state of total disrepair," the archives circulated a flyer to former Steinway employees asking for volunteers.

The request produced three retirees who worked on the piano three days a week and current company workers who pitched in and refurbished the instrument before work and after hours. The company also did its share by supplying replacement parts, which included new hammers, strings, and tuning pins.

One year later, a beautifully restored piano that once again possesses its rich Steinway sound emerged from the Steinway factory in Queens.

To regain its sound, the college and craftspersons decided that the piano would have to be a mixture of original and new pieces.

"Some purist would scoff at our decision to use new parts," Dr. Lieberman said, "but what was important to us was to get it to play so we decided to make some compromises along the way."

One part of the piano that Dr. Lieberman insisted remain was the only reminder of the piano's travels--two damaged ivory keys that were gnawed by Civil War rodents.

"There was much debate over whether to replace the keys," said Dr. Lieberman, "but my argument was that you do not repair the crack in the Liberty Bell."

Although the piano has a new face and a new voice, its rich history remains intact.

The Steinway square piano, which bears the serial number 2166, was built in 1858 and purchased one year later by a musical instrument dealer in Louisville, Kentucky. That same year the Hudgins family of Kentucky purchased it.

According to family legend, during the

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Professor John Williams sits by the 1858 Steinway
College Adopts Strategic Plan for the 21st Century

President Raymond C. Bowen last fall unveiled a comprehensive strategic planning initiative that will take the college to the 21st century.

At a reception attended by the president’s cabinet and department chairpersons, the president explained that the college embarked upon the strategic planning process to "strengthen programs, identify areas of improvement and set priorities for the next five years in preparation for the challenges and complexities of the next millennium."

The five-year strategic plan, which clearly identifies each division’s goals and a calendar for achieving them within that timeframe, is spelled out in a thick resource document that was compiled by Professor Joseph Stevenson.

The visiting professor from York College, who was assigned to conduct this special two-year project for the president, developed the college’s strategies after discussing the college’s present and future directions with representatives from every division and department. What emerged from those meetings are seven common themes: student success and development; college assessment, research and management; college climate and culture; campus space and size; staff success and development; community climate and culture; and computer and information technology.

The president also announced that the college has launched a poster campaign to educate the college community of its long-term project. The eye-catching "Future Smart" poster, which was designed by the Office of Communications, is a brightly colored advertisement emblazoned with free-flowing geometric shapes, the slogan "tomorrow is falling into place," and the common themes.

Copies of the document are available in the library for those who wish to review it. Those who would like a poster may contact the Office of Communications, room E-508, at ext. 5060.

High School Photogs Focus on College Contest

Ten young amateur photographers were awarded for their original black and white and color entries in LaGuardia’s forth annual statewide high school photo competition.

The contest, which is the only one of its kind in the state, attracted over 150 entries from students attending public, private, and parochial institutions. The event is sponsored by the college and the New York City Public Schools.

"It is wonderful to see that students are seriously engaging in visual imagery and successfully communicating through it," said President Raymond C. Bowen. "And we are proud that the college, with the cooperation of the New York City Public Schools, created a special photography competition where youngsters can judge how their photographic talents stack up against their peers."

The ten winners received professional photographic equipment donated from the event’s co-sponsors Victor Hasselblad Inc., Sinar Bron, Minolta, Kodak Professional Imaging, and Ilford.

"F-Line" by Ghanan Charmin Akhtar of Roosevelt High School was selected as an honorable mention in the color category (above). "Rescued" by Oi Pin Chan of Lincoln High School was the grand prize winning black and white photograph (below).

"The contest invited students to capture an image that satisfied the contest’s multicultural theme: "Our International Heritage." Free to use the photographic format of their choice, the students were instructed to create a photograph that reflected their own cultural background or the cultural identity of the city or a particular community.

"The theme permitted the young photographers to artistically explore, through the camera lens, their own cultural identity and the diverse cultural nature of New York City and its surrounding areas," said Humanities Professor Bruce Brooks who is the contest organizer.

In appraising the ten winning photographs, Javier Larenas, a college technician in the college’s commercial photography program, described them as "high quality works."
Plans in Motion for College's 25th

With less than a year away from the start of LaGuardia's 25th anniversary, the college community is feverishly planning activities for this auspicious year-long celebration that will kick off next September.

Over 75 faculty, staff, students, and alumni are participating in the nine planning subcommittees that are responsible for developing an array of academic and social activities for the college community as well as the community at large.

"This is truly a collegewide effort where all factions of the college are chipping in to ensure that this important milestone is given the attention that it deserves," said Yvette Uroquhart, associate dean of Institutional Advancement and the chairperson of the planning committee.

The dean sees the event as a way to celebrate the college's major accomplishments and achievements, enhance its public image, strengthen its relationships with its many external constituencies, and, of course, to have fun.

On the academic side of the festivities, Eleanor Q. Tignor, chair of the "fun" committee, is deciding on what type of athletic event to open to the college and community. Will it be a bike-a-thon, rollerblade-a-thon, golf or tennis outing? Also working in the fun category are Renee Butler et al., who are planning a dinner dance for faculty, staff, alumni, and friends.

Alumni and students both have subcommittees planning a series of events for their constituents. The committees are headed by Barbara Carson and M. Hafiz Khan, respectively, Richard K. Lieberman and his special exhibit subcommittee will create one or more exhibits that will depict the college's history, milestones, and major accomplishments, while the cooperative education subcommittee headed by Michele Stewart will develop an event highlighting the program's 25 years.

The celebration would not be complete without a recognition ceremony for the college's illustrious faculty and staff. Presiding over the subcommittee are Peggy Williams and Namy Lytle.

The Division of Institutional Advancement, led by Dean Roy H. McLeod, will be sponsoring a president's concert series, a multicultural performing arts event, and an elected officials reception. The division will also be involved in fund raising and publicity.

It will be the job of Ron Boerke and his calendar/space subcommittee to coordinate all the space requests for anniversary activities and to produce a master calendar of events.

The Planning Committee welcomes any ideas. Those who have any suggestions are asked to contact the subcommittee chairs.

Professor Reitano Takes First Prize in Theme Contest

Professor Joanne Reitano of the Social Science Department was the first place winner in the college's 25th anniversary theme contest.

Her winning theme, "A Tradition of Innovation," was selected from a field of 184 entries that were submitted by 41 faculty, staff, students, and alumni.

Taking second place was Rodrigo Segura-Morales, a 1987 graduate, with his theme "Twenty Five Years Educating New York." And Harcourt Fuller of the Admissions Office and a 1996 graduate had two submissions--"Diversity is Our Strength" and "Committed to Excellence"--that tied for third place.

"We are very pleased that the contest spurred such enthusiasm from every sector of the college community," said Yvette Uroquhart, Institutional Advancement's interim associate dean. "This is just the beginning of a year-long schedule of events and activities to celebrate this college milestone."

In explaining how she came up with the phrase, Professor Reitano said that she was looking for a concept that would capture LaGuardia's distinctiveness and reflect the entire institution, not just one facet of it.

"It has always seemed to me that the spirit of innovation has been LaGuardia's most consistent characteristic," the professor said. "We pride ourselves on developing and implementing new ideas across the college. After 25 years, innovation has indeed become a tradition, one which I hope we will keep and build upon. Fiorello LaGuardia would be proud."

For her efforts she will receive a $100 savings bond that she will donate to the Alan J. Berman Faculty Council Scholarship Fund. Mr. Segura-Morales will be awarded a $50 savings bond and Mr. Fuller will be the recipient of a $25 Collegiate Bookstore gift certificate.

"A Tradition of Innovation," will become a familiar slogan around the college as it will appear with the 25th anniversary logo on items specifically designed for the celebration such as stationery, mementos, and tee-shirts.

The three winners were selected as a result of a thorough two-tier judging process. During the first stage, the Screening Committee selected six themes from the field of 184. The board's recommendations were presented to the President's Cabinet, which was given the task of ranking the six.

"It was not an easy decision," said President Raymond C. Bowen. "In their own way, each captured the essence of LaGuardia."

The three winners and the other theme participants will be the guests of honor at a January 31st reception hosted by the president.

President Bowen congratulates theme contest winner Professor Joanne Reitano
Spring Theater Program Geared to Family Audience

An exciting lineup of puppets and dancers will grace the college's stage when the weekend family series begins the second half of the 1995/96 season.

Hundreds of puppets of all shapes and sizes will tell the story of the ancient forest and its people, and dancing dinosaur puppets will perform a romping musical review. Then there will be dancers that reveal the vast and rich history of China, and others that interpret the modern movements of this country.

The season's three performances and one theater workshop will be held in the college's Mainstage. Show times are at 2 pm. Tickets are $6 for adults and children and $5 for students and seniors. Group discounts are also available. For more information, call the Theater Office at ext. 5151.

"The Theater Office is committed to offering high quality family entertainment at an affordable price to members of the college community and the residents of Western Queens," said Zuri McKie, the theater director.

The hotly debated issue--the environment versus development--takes center stage on March 23 when the Arm-of-the-Sea performs The Water Tree, a modern-day parable that explores global deforestation. The troupe, through the use of hundreds of painted and sculpted images, puppets ranging in size from fifteen inches to fifteen feet, and live music, shows how the lives of the rainbow people who inhabit the tropical rainforest and the animal life that shares the environs are upset when a land developer exploits their home.

Arm-of-the-Seas is a one-of-a-kind touring folk theatre whose productions fuse the arts, ecology, and social activism. Founded in 1982, the troupe has been featured at Lincoln Center's Out-of-Doors Festival, the Hudson River Revival, the Manhattan Children's Museum, and the U.S. Environmental Protection Agency's Earthweek '90.

The audience will be transported to China on April 28, when the Chinese Folk Dance Company leads an exciting journey from the open prairies of Mongolia to the farming villages in the Yellow River delta to the Imperial Palace of this ancient land.

In Silks, Swords, and Fans, the colorful dancers, brandishing flashing swords and soaring silk banners, go from the refined and graceful imperial styles to the boisterous and rustic folk and ethnic nationality styles.

The company, which was founded in 1973, has appeared at concerts, festivals, and community celebrations throughout New York State and around the country.

Dinosaurs come out of extinction to make an appearance at the college on May 11, when Dinorock Productions presents a delightful musical review about these prehistoric creatures and natural science. The young theatergoers will meet Dinah Diplodocus, the giant sauropod who uses huge toe puppets to explain why the water humans drink could be the same water dinosaurs drank; the Hadrosaur from Hacksack does his rendition of rock 'n' roll; Cammie Camarosaurus sings about fossils in her swing song; and Tina Titanosaurus teaches the tango.

The season ends on May 18 with graceful movements when the Alvin Ailey Repertory Ensemble showcases the talents of the most exceptional students from its American Dance Center. The young dancers will perform a selection of works.

The dancers will also teach interested audience members a few steps during a pre-performance dance workshop. The young professionals will guide participants through the same dance steps that they will be performing on stage. The workshop begins at 11 am.

The ensemble, which was founded in 1974 to serve as a bridge between the Ailey School and professional dance careers, has grown into one of the most outstanding components of the Alvin Ailey American Dance Center. It has won critical praise for its national tours, residencies at major colleges and universities, and visits to schools throughout the country. In addition, it has received numerous honors and awards in recognition of its community outreach programs.

In recent years, the ensemble's repertoire has included works by such master choreographers as Alvin Ailey and Talley Beatty, as well as by innovative choreographers Donald Byrd, Ulysses Dove, Daniel Shapiro, as well as Joanie Smith, Ralph Lr non, Warren Spears, and Eleo Pomare.

International High School Keeps Receiving Attention

International High School's innovative approach to serving recent immigrants with limited English language skills continues to draw attention in the academic arena.

Recently, the high school was redesignated as a Title VII Academic Excellence program. The program, funded by the United States Department of Education, identifies and supports exemplary programs for limited English proficient students. The goal is to assist other sites in adopting key features of these successful programs.

In recognition of its work in promoting the development of students' native languages, the school received a New York State Improved Schools Services for limited English proficient students grant to develop and share curriculum that supports native language growth.

The school was also recently featured on three television programs focusing on its innovative approach to both English and native language development. The programs were "Newstalk Television" on Channel 1, "Under Scrutiny" on Fox Cable 5, and "Visiones" on Channel 4.

In still another development, the high school has joined a partnership with two other international high schools in the city to address the needs of this special population. The other two schools are the Manhattan International High School and the Brooklyn International High School.

"The international partnership schools have similar students, a shared mission, and the same educational philosophy," said David Hirschy, an International High School teacher, "and will work together to produce an enriched environment for its staff and students."

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LaGuardia to Create School-to-Work
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"As the workplace becomes more competitive and technically advanced," said Professor Dorrie Williams, the project director, "it has become increasingly important for the schools to play an integral role in providing students with an education that will ensure their survival in the workplace, as well as prepare them for continued education beyond high school.

Professor Williams explained that the alliance plans to achieve this goal by creating a seamless educational model that provides students not only with the academic and technical skills required in this demanding market, but also with an educational experience that permits them to explore career choices, and the chance to test the knowledge they acquired in the classroom in a real-work environment.

The 11 schools adopting the school-to-work initiative are: P.S. 36, P.S. 132, and I.S. 59 in District 29; P.S. 11, P.S. 76, IS 145, and JHS 204 in District 30; and four magnet high schools (formerly Andrew Jackson)--Business, Computer Applications and Entrepreneurship; Mathematics, Science Research, and Technology; Humanities and the Arts; and Law, Government, and Community Service.

Under the LaGuardia pilot, school-to-work concepts and career education will promptly begin in kindergarten where youngsters will learn job responsibilities by performing simple classroom tasks. In the elementary and junior high school grades, they will be exposed to the world of work through field trips, classroom speakers, volunteer community work, and community projects that are work related. For example, by the fourth grade, students will be producing a product or service within their school or community and designing a marketing/sales strategy and organizational plan.

By high school, the students will be involved in activities that will gear them up for their on-the-job internships. Students in grades nine through 12 will attend a series of workplace preparatory sessions that will introduce them to the workplace environment, reinforce job acquisition skills, show them how to conduct themselves on an interview, and how to prepare their resumes. Part-time internships at the participating companies and agencies will be introduced in the tenth grade. And by the eleventh and twelfth grades, students will be testing the corporate waters in full-time internship experiences that relate to their fields of study.

According to Professor Williams, by the time students reach twelfth grade, they will be able to take one of two paths. Those seeking full- or part-time employment will put together a job search plan, while those planning to go on to college can take advantage of the articulation agreement between the four magnet schools and LaGuardia.

LaGuardia's project grew out of a federal initiative to give schools a greater role in preparing students for an increasingly competitive workplace that requires a full range of academic and technical skills to succeed. In its school-to-work initiative, the government spelled out a list of competencies that students should come away with and allocated to the states monies to fund individual proposals.

To ensure that the program was ready to be introduced into the schools by fall, the college held an intensive orientation and hands-on training program for the 85 teachers and administrators who are involved in the program. During the six-day workshop, 11 Middle College and International High School teachers with a background in career education facilitated the program's workshop sessions and gave the teachers the opportunity to develop their own novel strategies and approaches for incorporating the school-to-work concepts into their existing curriculum.

Also during the implementation period, educators sat with the representatives from local businesses, industry, and organizations who will define their multifaceted role. Professor Williams said that the companies will assign employees to speak on career education topics during classroom visits, organize field trips, and design part-time and full-time internships for high schoolers. The business partnership will also play a major role in the program's mentor program where students will be matched up with employers who will provide them with career and personal guidance.

The twelve-month implementation grant will support the project through June, and Professor Williams is hopeful that additional state funding will be forthcoming for the next five years, after which it will become an integral part of the public school curriculum. "The long-term plan," he said, "is to have the school-to-work concept integrated into all the elementary, intermediate, and high schools in Queens."

Steinway Finds Voice and a New Home
continued from page 2

Civil War the Hudgins had to resort to some creative tactics to protect their piano. Fearing that the Confederate soldiers might damage the piano if they suspected their Union loyalties, the family played Dixie on the instrument as the southern regiments passed through the area. At the end of the war, they protected the piano from looting Northern soldiers by rolling it into a field and covering it with hay. It was during that time that a pair of mice that were trapped in the piano chewed the ivory of two bottom keys.

Some years later the piano was passed down to the Hudgins' two daughters, Edna and Gertrude. In 1960, Edna, the surviving sister, had to sell her small house to allow the construction of an access road to a new county jail. Before moving into a nursing home she left the piano, as well as the original horsehair-covered stool, to Ms. Jensen's father who had befriended the two sisters during his military stint in Kentucky.

"My parents promised Miss Edna that they would always care for it and never sell it," said Ms. Jensen.

The piano now has a new home at LaGuardia. It is housed in the Steinway listening room E-127, which has on its wall panels that tell the piano's story, as well as the history of music in New York in the 1850's.

In discussing the piano's function, Humanities Professor John Williams said that the instrument will be used by music students.

Dr. Lieberman added that he also plans on having the piano played on special college occasions and at recitals. In November the piano went to Avery Fisher Hall where it was played at a celebration marking pianist Alicia de Larrocha's thirtieth anniversary of her debut at the New York Philharmonic.

The archives will conduct tours for those wishing to view the piano. Those who are interested may call ext. 5065 to make an appointment.

Once word got out on the college's successful piano make-over, the archives has been receiving offers for other pianos. But Dr. Lieberman has graciously declined.

"We are not a piano museum," he said. "This is a special thing for us and we want to keep it that way. We are out of this business."
Institutional Self-Assessment Begins This Year

The new five-year cycle of collegewide assessment at LaGuardia begins this year with four areas—Division of Cooperative Education, the Computer Information Systems department, the Office Technology department, and the Occupational Therapy Assistant program—conducting their self-reviews in 1995-96.

According to Barbara Astone, the director of Assessment in the Office of Information Management and Analysis (formerly Institutional Research), the purpose of the project is "straightforward." "Where instruction is concerned, it is the improvement of teaching and learning," she said. "Where operations are concerned, it is the improvement of effectiveness in the interest of student progress."

Through its new strategic planning and institutional assessment initiatives, the director explained that the college has elected to take a proactive stance in these areas. These interrelated initiatives will ultimately answer fundamental questions about our future—where we expect to go and how we plan to get there.

"To accomplish this, the college has determined that the time has come to take stock: to revisit our assumptions, redefine our questions, reaffirm our goals," said Ms. Astone. "Institutional assessment is a key component of this important process."

She indicated that the self-assessments will eventually involve every area of the college, from the academic departments to the operational and administrative offices.

"By doing this," she said, "we have elected to assess ourselves as a single, integrated entity."

As part of the assessment process, the Office of Information Management and Analysis will assist each area in designing their analyses and will conduct them where this is appropriate.

The areas scheduled to do their self-assessment in 1996-97 are Communication Skills, English, ESL, Mathematics, as well as Natural Sciences, Human Services, and one unit of the division of Administration, and one dean's office.

If you have any questions regarding the project, please call the Office of Information Management and Analysis, Division of Institutional Advancement, at ext. 5040.

LaGuardia Graduate Held Hostage by Rebel Soldiers

A LaGuardia graduate, who took her associates degree in physical therapy to Sierra Leone in West Africa to provide care to its people, was one of seven nuns held captive by rebel soldiers for 55 days.

Maria Angela Bertelli, a Xaverian Missionary Sister from Italy, was taken hostage at gunpoint by a band of soldiers of the Revolutionary United Front last January, and finally released in March after Pope John Paul II intervened in the negotiations. During the ordeal, the nuns endured a six-day, 12 1/2-mile walk through swamps and waist-high rivers to the rebel camp, witnessed beatings, killings and kidnappings by rebels, and survived a bout with malaria.

Now after recovering in Italy and receiving personal blessings from the Pope, Sr. Bertelli is back at LaGuardia where she is taking additional science and liberal arts courses to qualify for admission to the physical therapist program at Hunter College.

Sr. Bertelli's relationship with the college first began in 1990 when she decided that to best serve the people of Sierra Leone, a former British protectorate, she had to learn English.

"The sisters wanted to train villagers to assist in the care of patients at the rehabilitation center for children with poliomyelitis and other disabilities and to educate fellow villagers about people with disabilities," she said. "To bridge the gap in communication, it was decided that I should study physical therapy in English."

That decision took her to a Xaverian Sisters convent in Harlem, where she lived while attending LaGuardia's physical therapist assistant program.

After graduating in 1992 with a perfect 4.0 GPA, Sr. Bertelli returned to Sierra Leone where she assumed her position as assistant to the Italian-trained physical therapist. There she provided care to the center's patients and traveled throughout the country visiting clinics and teaching therapy skills to local people.

The sister's work came to an abrupt stop in January of 1995 when soldiers opposing government rule entered the center and took the nuns hostage. To get to the rebel camp some 120 miles away, the nuns were forced to march over difficult terrain for over six days. While enroute, the rebel forces engaged in acts of violence and captured some 200 12- to 18-year boys and girls who were forced to join the rebel forces. By March the sisters were stricken with malaria.

Word of their suffering reached the Pope, who requested Bishop Biguzzi of Sierra Leone's northern province to serve as his representative in the negotiations. On March 21 the sisters were released and flown to Italy to recover. They later met with the Pope and received his personal blessing.

"Only prayer, faith, and love for the Sierra Leone people kept us alive," said Sr. Bertelli, "and I am still willing to go back as soon as possible to resume my work."

Pope John Paul II blesses Sr. Bertelli after her long ordeal
Alternative High School Dedicated

organization strives to encourage the private, philanthropic community to support public education. Monies for the school came from the Aaron Diamond Foundation.

"The New Visions schools are one of our proudest achievements," said Richard Beat tie, chairperson of the Fund. "We have 15 small dedicated schools where students are subject to a rigorous academic curriculum, and we hope to have 10 more by the end of the year."

The school, which opened its doors last September to some 200 students in grades nine through eleven, takes the standard core curriculum taught in every public high school in the city and melds art and technology into every phase. Therefore, every content-area class engages students in the arts, whether it is theater, music, dance, or painting, while at the same time, involving them with computers, communications, or video technology.

Built into the curriculum is a weekly, after-school "options" program where visual and performing artists work individually with students in such areas as dance, chorus, art, computer graphics, as well as judo, film, video, and comedy improvisation.

To further enrich the students' experience, the school has worked with several museums to develop curriculum. The New Museum in Manhattan and the high school have created a curriculum around political issues that became the focus of an art project. A partnership has also been established with the Socrates Sculpture Park to develop an after-school disciplinary course that combines science, literature, and art.

Also infused into the program are the same special features responsible for the success of Middle College and International High Schools: small teacher/student ratio, a strong guidance component, team-taught classes, 70-minute periods, and a cooperative education program that places students in technology- and art-related internships at museums, galleries, theater and dance companies, and art and music studios.

The school is housed in the converted Macy's warehouse, two blocks from the college's main building. Occupying 75,000 square feet of space, the school is a totally self-contained facility that has a high-tech computer center, a video center with editing capability, graphic design center, science labs, and art studio. It also has, along with ample classroom space, its own library, gymnasium, theater, and cafeteria.

In the formal dedication exercise, Mr. Wagner's surviving family members, Phyllis C. Wagner, his stepmother, and his brother, Duncan, witnessed along with other guests the unveiling of a collage of photographs of Mr. Wagner that was created by Arts and Technology students.

Thanking Mrs. Wagner and Duncan for allowing the high school to be named after Mr. Wagner, Cecilia Cullen, principal of Middle College, said that "all of us who worked in the public schools have a story about him because he touched all of our lives, and it is a real honor to name this school after him."

The hope educators hold for this small, alternative high school that serves an "at-risk" population was expressed in their remarks.

Maxine Greene, the William F. Russell professor emeritus in the Foundations of Education at Teachers College, in her keynote address, described the high school as a "friend of people's minds" that offers a vision.

"It seems to me," she added, "that it's only when you develop a vision of a better state of affairs for yourself and your community, do you recognize what needs repairing. So for me, this school is opening a sense of possibility of repairing, of fixing, of transforming a world that is living through very hard times."

President Raymond C. Bowen praised the difference that alternative high schools are making and "pledged to the faculty and staff of the high school that we will continue to be supportive in a collaborative fashion."

In a very poignant testimonial to the high school's impact on students' lives, Jason Fischedick, a junior, explained how the school transformed him from an "angry and frightened" person who had no interest in school to someone who no longer harbors those feelings and who is finally "pursuing the opportunities that are being given to me."

"Arts and Technology is more than a school for me," he said. "It's a home."
LaGuardia Goes the Distance
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inmates to include distance learning classes in ESL, GED, and pre-employment training.

Mr. Kotowski said that the fiber optic hookup will also enable the college to tap into other venues that are connected to this fiber optic cable such as CrossWalks, the City of New York's cable channel. This channel, for example, will enable the college to link up with all of the city's high schools, most colleges, and many city agencies.

"Once on the CrossWalks network," he said, "we will be able to produce and deliver videotaped productions for virtually any of our courses for viewing by both educational and municipal agencies currently on the network."

Requests are already coming in. The college has been approached by the New York City Fire Department to extend its expertise in paramedic education and deliver CPR training, EMT-courses, and first responder training to 75 firehouses that are linked to the system through closed circuit cable converter boxes. And another city agency, the Department of Information, Telecommunications and Technology, has met with Bob Rosa, director of Career, Professional and Health Programs, to discuss the possibility of city-wide delivery of the college's PREP program, which teaches women and minority small business owners how to compete for government contracts.

Mr. Kotowski noted that local legislators are also identifying "hard-to-reach" populations that the college could serve through this technology. Assemblywoman Barbara Clark would like the college to provide educational programs to four Queens campus magnet high schools. Congressman Floyd Flake sees the local churches, schools, and community merchants in the southeastern section of the borough as possible participants in the network. Other suggestions include focusing on hard-to-reach areas such as the Rockaways and Southeastern Queens.

"What this technology enables the college to do is break down the distance barriers that prevent it from reaching out and delivering programs to inaccessible communities," Mr. Kotowski said, "All we have to do now is identify the areas, set up satellite schools there and deliver courses via the distance learning classrooms."

The college's ability to reach almost any population, said Mr. Kotowski, will be enhanced when Metropolitan Fiber Optics links LaGuardia's satellite to the fiber optic network so that the college can produce a show from its campus and send it out throughout the country or the world via satellite.

To gear up the college community for this new educational endeavor and to develop the best programming for this new venue, Vice President/Provost George Hamada has been named by the president as the lead for this initiative. His first task is to set up two steering committees--one concerned with distance learning, telecommunications, and fiber optics, and the other with the development of programs and applications--and to fill them with the college's technical and academic experts.

The provost pointed out that with the technology comes a number of issues regarding delivery.

"To best address these new items," he said, "the college plans on contacting institutions and states that are in advanced stages of this technology to see how they have dealt with these issues."

The fiber optic connection comes to the college after two years of negotiations between the fiber optics company and the Queensborough President's Office.

"Borough President Claire Shulman was instrumental in bringing this new venue to the residents of Queens," said President Bowen. "With her help, Metro Fiber Optics agreed to provide a cable drop at the college."

In explaining her decision, Borough President Shulman said: "I believe that the borough will be best served with the connection established at LaGuardia, which is one of the city's premier educational institutions."

"The college is excited about the prospects of disseminating applications that will educate, help, and benefit the residents of Queens and the metropolitan area," said Provost Hamada.

Milestones

Births:

Janet MacIntosh of the Early Childhood Learning Center, and her husband Eurace Burnett, on July 11, 1995 of their daughter, Brittany.

Mary Nance-Tager of the English Language Center, and her husband Steven, on November 15, 1995 of their son, Noah Thomas.

Anita Penino of the Provost's Office welcomed her second grandchild, Bradley Stephen, on November 13, 1995.

Engagements/Marriages:

James L. Buckley of the Division of Administration, married Pauline Brett on September 10, 1995.

Thomas Samuels of the Program for Deaf Adults, to marry Celeste Owens on September 23, 1996.
ESL Professor Completes Two-Year Stint as Outstanding Fulbright Lecturer

Judith Gex, certificated lecturer of the English-as-a-Second-Language credit program, recently completed a two-year appointment at the National University of Benin.

Her work was described by Anthony Hutchinson, public affairs officer of the U.S. Information Agency in Cotonou, Benin, as "absolutely the best Fulbright Lecturer Program ever."

Aware of the dysfunctional state of many universities in French-speaking Africa, Mr. Hutchinson said the visiting lecturer sought and received special permission to ship in more than 20 boxes of additional instructional materials. She set aside a room in her university-provided apartment as a resource room/library that she kept open for student and faculty. Additionally, she held library showings of English-language videotapes that displayed closed captioning to assist in comprehension.

"Her apartment became an intellectual salon, with readers' theaters, sing-alongs, poetry readings, and lectures in English on a variety of topics," Mr. Hutchinson said.

When the campus was shut down due to strikes during her first year in Benin, he noted that she was able to complete all her classes in her apartment.

While in Benin, she served as a program resource for the American Cultural Center and the Beninese TEFL Association. She taught without pay in the Center's English Language Program for both years of her tenure. And at the end of her two-year tenure, Ms. Gex donated most of her resource library materials to the TEFLAB Resource Center for English teachers in the country, increasing its resources by one-third.

Her Beninese colleagues and students all agreed that she was a "powerhouse."

LaGuardia/Vassar Go Upward Bound

In a recent grant competition, LaGuardia, in partnership with Vassar College, received $890,000 from the Department of Education to establish an Upward Bound program to serve 50 Western Queens high school students each year for the next four years.

The goal of the LCC/VCC Upward Bound project is to increase retention and graduation rates of students from Aviation, Newtown, and William Cullen Bryant High Schools, and provide the academic and motivational support that will prepare low-income, first-generation college students to enter and graduate from an institution of postsecondary education.

Toward this end, the program will run a Saturday program during the academic year.

"It will provide an enriched academic curriculum," said Arlene Kahn, the program director, "including the latest in multimedia computer technology, which will assist participants in achieving grade-level proficiency in various content areas so that they may successfully meet the requirements for high school graduation and obtain admission to graduate from a postsecondary institution."

Students will also receive assistance in SAT and FSAP preparation, as well as in the preparation of college, financial aid, and scholarship applications. At each of the participating high schools, an Upward Bound high school counselor/coordinate will monitor the students' progress and provide counseling and assistance.

The six-week summer program component will be hosted by Vassar College. The program has been modeled after the extremely successful Exploring Transfer project that brings approximately 35 community college students to Vassar for an intensive academic and cultural summer enrichment program. Classes in the summer program will be team-taught by selected Vassar, LaGuardia, and participating high school faculty. The last week of the summer program will consist of a three-day experiential component at Caumsett State Park and a two-day program of reflection activities at LaGuardia.

The LCC/VCC project will be housed with the programs for School/College Collaboration under the direction of Ms. Kahn and administered by Robert Levine, the executive director of Academic TRIO programs, which includes Tutor/Counselor Services and Upward Bound. The project will also appoint an associate director/counselor whose position is expected to be filled at the conclusion of a search.

LaGuardia Students Study Abroad

With funding from the College Consortium for International Studies (CCIS) and the Study/Travel Opportunities for CUNY Students (STOCS), six LaGuardia students were able to participate in short-term study abroad programs last summer.

According to Dehily Porres, the program director, the LaGuardia International Studies Program was awarded $4,800 to assist students in fulfilling their dreams of studying abroad. Five students—Larissa Estrella, Nelson Gomez, Denise Hattley, Gloria Morales, and Rebecca Rodriguez—studied at the Universidad Laica in Guayaquil, Ecuador, while Ruby Escobar studied at the Universidad Autonoma in Santo Domingo, Dominican Republic. All six took humanities and social science courses equivalent to or approved as general elective courses at LaGuardia.

The CCIS provides low cost, high quality international/intercultural programs for students at accredited colleges and universities across the United States. The STOCS Project was established with the assistance of a grant from the New York Community Trust DeWitt Wallace/Youth Travel Enrichment Fund. STOCS grants fall in the range of $500-$1,000.
Dean McLaughney Recognized as Tops in Her Field

Dean Judith McLaughney was the recipient of the Continuing Education Association of New York's 1995 Outstanding Continuing Educator Award for the role she has played in the college's successful program.

Every year the prestigious award goes to an individual who has made exemplary contributions to the general field of continuing education on a state, national, and international level.

"Dean McLaughney brings to her position a combination of intelligence, common sense, creativity, and hard work," said John Mogulescu, the university dean for continuing education of The City University of New York. "She is a forceful continuing education spokesperson who refuses to accept the notion that the field is less important than the more traditional degree study areas, and has been able to demonstrate at LaGuardia that the most innovative and educationally sound instruction can take place in our adult programs."

Dean McLaughney was presented the award at CEA conference in November. Members of her staff who attended the award's ceremony included Ken Cottrell, Suma Kurien, Shirley Miller, Bob Rosa, and Will Saunders.

Also receiving kudos at the conference was LaGuardia's Urban Center for Economic Development (LUCED), which was presented the 1994-1995 James C. Hall Jr. Exemplary Programs Award in the category of advertisement for "TQM and the Small Business...Four Companies in Profile." The plaque was presented to Will Saunders, LUCED's director.

For the past 19 years, Dean McLaughney has been instrumental in shaping programs that provide a full-range of non-credit courses to a diverse student population. At present the division enrolls over 25,000 students annually, making it the largest continuing education program in CUNY and one of the largest public programs in the state.

Dean McLaughney began her career at LaGuardia in 1976 when she served as the division's assistant dean. During that time she created Programs for Business, a unit that provides customized training for local businesses, and co-founded the Correctional Education Consortium that provides degree and non-degree education to inmates in the city's correctional facilities.

In 1981 she was named the division's associate dean. In the three years that she served in that position, Dean McLaughney created an off-campus education center in Chinatown that educates over 350 Chinatown residents annually, established the New York City Taxi Institute that provides training to over 2,000 new taxi drivers each year, and developed for small businesses technical programs in telecommunications, word and data processing, and software applications.

She went on to become the division's dean in 1984. Under her tutelage, the program expanded the English Language Center, which provides credit and non-credit English as a second language instruction to 8,000 students annually. It initiated degree programs in EMT/paramedics, aviation technology, and court reporting, and created an academic and job skills program for high school dropouts. Also established was the LaGuardia Urban Center for Economic Development (LUCED), a program that provides customized training, technical assistance, and educational resources to New York City businesses.

Victoria Badalamenti Awarded Fulbright

Victoria Badalamenti, assistant director of the English Language Center, was awarded a Fulbright grant to lecture at a teacher preparation college in Chile.

Ms. Badalamenti taught English and ESL methodology to third- and fourth-year students at Arturo Prat University in Iquique from March to August of 1995. During her stint, she also conducted teacher workshops on various ESL topics at three major universities in Santiago and various schools in Iquique. In addition, she lectured on her recently published low-level grammar text Grammar Dimensions: Form, Meaning and Use. Other workshop topics included "Teaching Grammar Thematically," "Communicative Activities for ESL Students," and "Alternative Teacher Assessment."

For her English students at the university, she conducted a lecture/demonstration on country music and dance and had students perform the western electric slide.

Bonnie Singer Leaves College's Deaf Program

Bonnie Singer, the coordinator of Interpreter Services and Education in the Program for Deaf Adults, left the college after eight years of service for a teaching position at Western Oregon State College.

During her tenure, Ms. Singer spearheaded the establishment of the Program's Institute of Sign Language Interpretation. The institute is the only one of its kind to provide interpreter education courses, workshops, and mentoring experiences to working interpreters.

She has co-directed two federally funded grants to improve the service of interpreter education throughout the region. And most recently, Ms. Singer changed her position to become a faculty member in the Program of Human Services as the Deaf Studies Coordinator.

At Western Oregon State College, Ms. Singer will teach interpreter education.
Two Staffers Report on Women's Conference in Beijing

Sandy Watson and Janice Kidd of the Family Institute recently reported to the college on their experiences in China at the United Nations' World Conference on Women.

Representing the International Cross-Cultural Black Women's Studies Institute, the two women joined over 30,000 women from around the world to examine women's struggles for human rights during the four-day conference in Beijing.

"What these women were trying to do in Beijing," said Ms. Watson, "was to unite women around the world to improve our economic, political, and social status."

In describing the event, Ms. Kidd said: "It was a most amazing experience. I feel privileged to have been a witness and a part of such an important event where issues affecting women were openly discussed."

The report began with Professor Terence Julian of the Social Science department providing an historical overview of the United Nations and the women's conference.

Ms. Kidd then briefly described the institute, which is a voluntary, intercontinental network of women individuals, organizations, and networks working for human rights, peace, and development.

The audience was then given a glimpse of the conference happenings when Ms. Watson moderated a slide presentation.

Captured in the slides were several of the planned demonstrations. One slide showed a group of Israeli and Palestinian women assembling to protest the violence against women, while another was of Asian women voicing their dissent toward the trafficking of young girls in Nepal and the plight of Korean women who served as prostitutes for Japanese soldiers during World War II.

"There were many protests," said Ms. Watson. "This was a time for women to explain and to show their concerns on a wide range of human rights issues."

The slides also served as a travelogue with photos of The Great Wall, the Forbidden City, typical street scenes, and cultural events.

"It was fascinating to visit a civilization that has over 4,000 years of continuous history," Ms. Watson said, "and has the most wonderful artifacts, buildings, and architecture."

Also invited to address the audience were Ms. April Taylor of Boston Women's Health Book Collective, who gave a background of the conference, and Dr. Andree N. McLaughin, a professor at Medgar Evers College, who gave a political analysis.

Students on the Way Up Win P.I.C.E. Scholarships

On Honors Night, the Cooperative Education Division honored four academically talented students on their way to four-year colleges with Partners in Cooperative Education Scholarships.

The $500 scholarships were donated by four companies that are members of the P.I.C.E. advisory board—BBD, Chemical Bank, European American Bank, and Nippon Credit. The board, composed of executives representing business, industry, and community organizations, supports the college's educational goals and strategies through its work with the Cooperative Education Division.

Wan Ling Cheng, Joseph D’Allessandro, Elizabeth Loweth, and Richard Wesner were presented with the award honoring their exceptional academic record and outstanding internship performance by P.I.C.E. Co-chairs Douglas Harrison, vice president of Corporate Human Resources at Chemical Bank, and Dean Harry N. Heinemann of the Division of Cooperative Education and International Programs. Aside from their academic achievements, students were judged on their essays, which described how they grew and developed as a result of their co-op experience. The students also described how their internships helped them to explore and confirm their career directions.

Ms. Cheng, who earned her computer operations degree, did her internships at the investment banking firm that subsequently hired her; she will continue her studies at Hunter College.

Ms. Loweth, with a degree in teacher education, also has transferred to Hunter. Mr. Wesner, who received an accounting degree, has transferred to a school in Florida as a business major. Mr. D’Allessandro, who earned a liberal arts degree, is pursuing a career in teaching; he will transfer to John Jay College. His essay exemplifies the level of commitment that made all these graduates so outstanding:

"...As a student-teacher at the International High School...I believe I have found what it is that makes me feel alive. To be in the front of a classroom knowing all eyes and ears are on what I am doing and saying is an incredible feeling...The responsibility for the next generation of leaders and thinkers resides in my hands, my abilities and my knowledge. There was no other way for me to perform my tasks but with the highest degree of care and attention...I believe that the internships have given me the ability to see my potential, realize where my future is and make me content all at the same time."

The P.I.C.E. Scholarships were created in 1987 when Dorrie Williams, executive associate, first solicited funds from member companies; he continues to coordinate the annual awards process. Professor Mohammad Fakhari served as chair of the Divisional Honors Night Committee this year, and Professor Freeman McMillan and Caren Treiser worked as liaisons between P.I.C.E. and the division.
I Love NY Queens Fall Festival Gets Boost from LaGuardia

LaGuardia students showed that they love New York at the 1995 I Love New York Queens Fall Festival.

During September and October, 60 students contributed almost 1,000 hours to Queens as festival volunteers—from providing directions at the U.S. Tennis Championships, to greeting visitors and conducting a tourism survey at the International Harvest Festival, to serving as hosts for the United Nations 50th Anniversary Celebration at the Queens Museum.

The volunteer effort grew out of an ongoing summer internship placement the college's Division of Cooperative Education filled, an Explore Queens pushcart sponsored by the Office of the Queensborough President, which promotes Queens as a tourist destination.

Faculty Advisor Mohammad R. Fakhrani, who provided student interns for the summer position, was asked to join the Festival Planning Committee for the Fall Festival. Mr. Fakhrani co-chaired the Volunteer Committee, along with Travel and Tourism Program Director David Schoenber. Along with the LaGuardia students, who were primarily travel and tourism majors, the committee enlisted an additional 30 volunteers from International and Richmond High Schools, and senior citizens' centers.

The volunteers participated at all major events, which featured the U.S. Tennis Open, International Fall Harvest Festival at Flushing Meadows Park, World's Fair Memorabilia Exhibit at Flushing Town Hall, and the celebration of the United Nations' 50th anniversary.

"This was a good learning experience for our students," said Mr. Fakhrani. "They learned about organizing events and working together." He added that the 250 tourism surveys from Harvest Festival attendees were being analyzed by the college for the Office of the Queensborough President.

The I Love New York Festival is an annual event held in a different region of the state every year. The I Love New York Queens Fall Festival was sponsored by the New York State Department of Economic Development, Office of the Queensborough President, Consolidated Edison Company of New York, Inc., New York Newsday, and the Queens Tourism Council, Inc.

Institutional Advancement

New Aquatics Coordinator Named Coach of the Year

John Loughran, the college's new interim aquatics coordinator, was named coach of the year by the Eastern Water Polo Association for leading the Queens College Knights to its first place ranking in the north division of the Eastern Water Polo Association and a second place ranking in the NCAA Eastern Championships.

Mr. Loughran, who has been coaching the Knights for the past four seasons, was recognized for taking the underdog team that had a 4 - 24 record in 1992 and coaching them to a 25 - 7 record and a national ranking of 16.

"That is a pretty good accomplishment," said the head coach, "especially when you keep in mind that we're a Division II school playing against Division I teams."

As the new aquatics coordinator, Mr. Loughran is planning to help the college's pool facility hit new heights by expanding the programs now being offered to the faculty, staff, students, and the community-at-large.

"It is a great facility, but it is underutilized," he said. "My job will be to get out the word to the college community, as well as the surrounding residential neighborhoods, community groups, and the area's businesses on the programs that we can provide."

Presently, the facility offers an array of classes that include a learn-to-swim program, beginner and intermediate swimming lessons, lifeguard training, and a scuba diving certification course.

The coordinator also plans on scheduling more events and opening the facility to community organizations that are interested in holding events.

Chickens and Flyers Compete in Divisional Game

In a volleyball match that was touted as the "challenge of the year," the Registrar's Mighty Chicken defeated the Admissions' Frequent Flyer in a close but decisive two-out-of-three game tournament.

Both teams exhibited impressive serving and effective passing setups, but it was the Chickens who went on to take two straight games with a 15-9 victory in the first and a close 15-13 win in the second.

The game was the featured event at the Institutional Advancement's annual divisional meeting and brought out the entire division to cheer on the teams. Before the two rivals faced each other on the court, Dean Roy H. McLeod delivered his report to the division and Associate Dean Yvette Urquhart gave an update on the college's 25th anniversary celebration.

The rivals then took the stage during a pre-game encounter. In Wrestlemania fashion, continued on next page
College Grants Hit Record High

The grants department announced that the college was awarded over $8 million in grants during the 1994-95 fiscal year topping last year's tally by over $1 million.

"The college is very proud that we continue to top our personal best," said Judith Chiti, the grants director. "Kudos go out to whose faculty and staff members who successfully competed for those grand dollars."

Following are some faculty and staff members who received grants.

Sandy Watson of the Division of Adult and Continuing Education received $683,139 from the New York State Division of Youth Services to run the New View New York Green Team.

Gil Muller of the President's Office was awarded a United States Department of Education Title VI grant entitled "LaGuardia Goes Global: International and Foreign Language Studies." He received $70,000.

Roy McLeod of the Division of Institutional Advancement got a NASA Training Grant for $48,000.

Clara Wu of Natural and Applied Sciences had her National Institute of Health's Bridges to the Future grant renewed for nearly $500,000 for a three year period.

Robert Levine and Arlene Kahn of the Division for Academic Affairs were awarded approximately $900,000 over five years from the United States Department of Education to run a LaGuardia/Vassar Upward Bound program. (see story on p.10)

Anyone interested in pursuing grant opportunities should call Ms. Chiti at ext. 5073.

Chickens and Flyers Compete

continued from page 14

ion, the trash-talking teams lambasted their opponents and predicted victory.

"The best team will win," said Camilo Garcia of the Registrar's Office, which accepted the Admission's office challenge, "and we know which team that is."

Admissions' spokesperson Catherine Curley countered with, "we will kick your butts."

The drama was heightened when Ray Schoenberg, the Registrar's director, placed an undisclosed amount of money in referee Andy Saluga's pocket before the entire division. Sources say the money was returned and did not affect the outcome of the game.

In assessing the volleyball match, Dean McLeod said: "It was great fun, and perhaps it may spur other divisions and departments to organize their own teams. Do I hear any challenges?"

Any team interested in challenging the division may contact Ron Boerke of the Events Office.

Student Affairs

LaGuardia Student Elected Chair of CUNY University Student Senate

LaGuardia student Bill Negron was elected chair of the CUNY University Student Senate. As Senate Chair, Mr. Negron will be the only student member to sit on the CUNY Board of Trustees.

When he took office on October 23, he became the first student from a community college in the last nine years to move into the position. The Student Senate makes decisions on the academic status, role, rights and freedoms of more than 208,000 CUNY students. The University Student Senate is made up of representatives of 19 CUNY colleges.

"I will be inclusive, collaborative, and proactive in my approach to making decisions," said the quietly excited Mr. Negron in an interview about the leadership opportunity the University Student Senate chair position provides. Mindful of the responsibilities of the jobs, Mr. Negron said, "There is nothing new under the sun. Too often students who move into governing roles get caught up in rhetoric and don't see the bigger picture of the job."

A liberal arts major and a drama student, the 29-year-old Mr. Negron, who will graduate from LaGuardia next year, hopes to continue his studies to become a movie director at the New York University Film School. A graduate of Grover Cleveland High School, Mr. Negron is a youth worker at the Clinton Houses in Hell's Kitchen in Manhattan.

"I want the University Student Senate to be a governing body that demonstrates a high moral integrity," said Mr. Negron. "A leader is a public servant who understands his constituency." He says his students experiences with the diverse student body at the college has helped sensitize him to the concerns of his new citywide constituency. In his new role, he plans to take a more personal approach to his job, make more campus visits, and get more information out to students on such issues as tuition, reenrollment, and English-as-a-second language. He also says he will work to get more media attention focused on these issues.

He has been president of LaGuardia's Student Government for the past two years. During that time, Mr. Negron and college students lobbied for the allocation of $76,000 to open the fitness center and $15,000 to open the Center for Women. He also helped in negotiations that led to a $5.4 million expenditure for LaGuardia to expand classrooms and labs into the self-contained, three-story, C-building. As he takes on his new responsibilities, he will continue to serve LaGuardia's Student Government as executive secretary.
Division Members Attend HACU Conference

From September 30 through October 3, 1995, the Hispanic Association of Colleges and Universities (HACU) held in New York City its ninth annual meeting, entitled, "Riding the Tidal Wave of Change: Implications for Hispanics."

A national association of institutions of higher education, HACU establishes partnerships of colleges, universities, and schools with corporations, governmental agencies, and individuals to increase access to, and excellence in, higher education for Hispanics.

This year's conference held special importance for the college, which was honored for its efforts in helping Universidad Autonoma de Santo Domingo create the first community college in the Dominican Republic. President Bowen, along with Mohammad Fakhari, professor in Cooperative Education, and David Schoenberg, professor and director of the Travel and Tourism program, conducted a workshop, "Extending the Mission of the Community College Overseas: LaGuardia's Success in Addressing Poverty and Empowering Communities in the Dominican Republic."

LaGuardia was also commended for its overwhelming support of the conference through the efforts of more than 80 volunteers from the student body, faculty, and administration--the largest volunteer group at the conference.

The conference provided exceptional opportunities for students to network with others from across the country, as well as to gather valuable information on job prospects and future trends in education, technology, and employment. Through special workshops such as "HACU National Internship Program" and the "Employment, Transfer and Graduate School Fair" students obtained information about current and future opportunities. Alberto Langumas, a LaGuardia student who coordinated the college's volunteers, spent most of his time welcoming the participants and assisting at the meetings. When asked what he liked most about the conference, he replied, "I liked having the opportunity of meeting and getting to know other Hispanics in the field of higher education. I enjoyed knowing that my volunteer work was important and helpful to the people who attended the conference. It motivated me to think seriously about my education and future development."

Dean Ruth Lugo, the college liaison to HACU, commended the volunteers for their generous donation of time and energy to the conference. On behalf of the college she extends a sincere "Thank you."


Staff Update:

Vincent Banrey has been appointed the associate director of the Student Services Cluster; Janet MacIntosh returned to the Early Childhood Learning Center after having a baby (see Milestones); Lou Palefsky left the college in November and is now the financial aid director of Bergen County Community College; Milton Silva is the new interim director of Personal Counseling; and LaVergne Trawick transferred into Academic and Career Counseling.

Faculty Podium

Professor Fan on Training Students to Use Metacognitive Strategies

Last December, I presented a paper titled "Reading Strategies Used by College Students" with Susanne Lapp, my former colleague from the University of Cincinnati at the annual meeting of the American Reading Forum in Florida.

During the presentation, we summarized some reading strategies that college students use and discussed our instructional approach to teaching college students how to use metacognitive strategies in reading, writing, and studying. Like many other reading instructors, we have been exploring various methods to improve our teaching and our students' literacy skills.

The instructional approach we presented was grounded in the theory of metacognition. Metacognition entails two interrelated components, namely, one's awareness and one's control of his/her metacognitive activity. About two years ago, I did my dissertation on the effect of teaching metacognitive strategies to improve reading comprehension. The findings indicate that metacognition plays a vital role in our students' literacy skills development. If we teach those strategies effectively, our students, whether they are native speakers or not, will improve their reading comprehension skills.

Usually, less proficient ESL readers and remedial readers are not aware of some
Faculty Podium

of the metacognitive strategies and are not able to fully control their reading comprehension. Sometimes, they cannot tell whether they are comprehending as they read. At other times, when they face obstacles in comprehension, they don’t know what strategies should be utilized in order to achieve comprehension. Even if they know the strategies, they are not always clear how to use them. Making the right decision seems to be quite difficult for them. At the awareness level, many of the remedial readers seem to have have difficulty recognizing what they know and what they don’t know.

At the monitoring level, differentiating main ideas from details and questioning appear to be the most problematic to remedial students.

Although there are common problems, there is not always a common solution. One of the methods that could be used to teach reading is to give an informal diagnostic test in the first class to find our problems specific to each class so that instructors can tailor their instruction to the needs of each class or each student. Therefore, in the first week, students can read an essay and find the main idea of the essay. Student can be told that this exercise is only informational; in this case they will not have to be afraid of getting a bad grade. After reading the essay, they can be asked to answer several questions which include: What was the goal of this reading assignment? Was it important for you to read each word and memorize it? What was the main idea and what were the details? As you read the article, did you check whether you understood the article and is it important to use the dictionary when you do not know a word? Those questions should be kept to a minimum, but enough to elicit important information on their reading strategies.

With this information, instructors can decide how to approach the reading strategy instruction. If the majority of the students do not often use a particular strategy such as guessing, instructors can teach it by modeling its use. It is extremely useful to provide explicit explanations accompanied by teacher modeling. In addition, the importance of each particular strategy should be emphasized. Having students practice using the strategy is an essential component of learning and teaching; reciprocal teaching should also be encouraged to teach their peers how to use the same strategy. Teacher modeling combined with collaborative learning is quite motivating and effective. On the other hand, if one student appears to need assistance in learning a particular strategy, an individualized approach to helping him or her can be utilized.

Reading instruction is not a new field, but there is always room for improvement. As a believer in metacognition, I strongly encourage metacognitive strategy instruction in reading, writing, and study skills classes.

Professor Wenjusan Fan is an assistant professor in the ESL credit program.

Inquiring Photographer

The following question was posed to seven members of the college community who have been at the college for 25 years:

"How has the college changed over the past 25 years?"

Ngozi Aghim  
Professor and Chief Librarian

The library has come a long way. We have moved at least three times. We once actually operated from the gym and then there was the time we attempted to increase the space in the old library in the main building by constructing a mezzanine, but the space was still too small. Now we are in a new library designed specifically for our students. The card catalog is gone and everything is computerized. We are connected to all the CUNY colleges. But believe it or not, we are already outgrowing this new space, and the administration is telling me that it is thinking about a new library space. That is music to my ears. I am already dreaming about this new place.

John Bihn  
Professor and Chairperson of Natural and Applied Sciences

It is hard to relate how the college has changed because you are involved in it while it is going on, but I think the big difference is the physical change of the college. When we started the science laboratory, which is why I came on as a college lab tech, we were in an old darkroom area with a storage area next to it. We had nothing but tables, a sink, hot and cold running water, and a closet. From that we started offering the first laboratory science courses to some eight or nine students. Two years later we went to an area on the second floor that housed six regular labs. Now when you look at what we have in the E-Building, it is staggering. We have two chemistry labs, five biology labs, a computer lab, as well as labs for dietetics, occupational therapy, physical therapy, nursing, human services, and vet tech. And we have over 40 faculty members who serve 2,000 to 3,000 students a year.

Don Davidson  
Professor of Computer Information Systems

I think the college has become a little more impersonal. At the beginning, we had only a small number of students and a small number of faculty and staff who knew each other by their first names. The campus, as it were, was one building—the Ford Instruments old bomb-site faculty. At that time, I used to ride to work on my motorcycle and park it in the building. We expanded and
took in a much more diverse student population, which is a big plus. It has been a very rewarding 25 years.

Roy H. McLeod
Dean of the Division of Institutional Advancement

I feel there was a sense of adventure in the beginning. We tried anything and we had some novel ways of doing things. We changed the way we looked at grades--no negative grades--when we began here. We had interdisciplinary divisions: Language and Culture Division, which later became English and Humanities; the Business Division for all the business areas; and the Division of Natural Environment became the Mathematics and Natural and Applied Sciences Departments. As we grow we lost that type of innovative spirit.

In spite of the alarming growth of the college over the past 25 years, faculty and staff still interact with one another across departmental lines. That is a LaGuardia characteristic that continues to a large degree.

Carolyn Mena
Administrative Assistant, Department of Computer Services

Primarily, I would say the college has gone from being Mayberry to being a metropolis. At the time there was a close-knit, small-town feeling and now it has just grown by leaps and bounds. In the early days, you knew everyone--students, staff, faculty--and now you see names for years and you may never associate it with a face.

Gil Muller
Professor of English

When we began in 1971-72, we had roughly 40 faculty members and administrators and some 500 students who were largely white and female. Today we have a far more diverse student constituency; we have become an international college. That is one of the major institutional changes that we can point to with a great deal of pride.

For perhaps 10 or 12 years, we were blessed. Because we were a new college, we were a protected species within the educational environment. We were able to be as innovative and iconoclastic in creating an institution. Today we seem to be swimming with sharks, and I don't think that we have quite as much control over the future of the college as we once did.

Ray Schoenberg
Director of Registration and Records

From a registrar's perspective, the most significant change that has occurred at LaGuardia over the last 25 years has been the increase in enrollment. In the fall of 1971, the headcount of students taking credit-bearing courses in the college was 672. Presently, in the fall of 1995, the headcount is 10,598. This represents a 1,477 percent increase in enrollment. Wow! If we continue at this rate of growth, in the next 25 years, we'll own all of Long Island City.

Committee Notes

Message from the Senate...

First I would like to introduce you to the Executive Committee of the Senate. They are: Grace Cumberbatch, vice chair; Josephine Corso, secretary; Steve Brauch, parliamentarian; Bob Rosa and Janice Karlen, at-large members; Michael Cox and Juan Gonzalez Hernandez, student members. The responsibility of the Executive Committee is to prepare the agendas for the Senate meetings, establish the schedule of Senate meetings, coordinate the activities of all the standing and ad hoc committees, interpret the governance plan, and serve as a liaison between the Senate and the president of the college.

Faculty and staff members of the Senate come from every department/division within the college. They are: Sam Amaoko, Gail Baksha-Jarrett, Donald Barker, Lenore Beaky, Mark Blasius, Edna Boris, Vincent Bruno, John Buckley, Jane Devine, Desiree Duda, Susan Gizi, Nancy Gross, Doreen Kolomechuk, John Kotowski, Nami Lyle, Adele Rainey, Maria Riggs, and Iris Sutherland.

Additionally, we have student senators who are elected by the entire student body. They are: Mohammed Ali, Lina Beltre, Susanta Bhowmik, John Bolton, Danielle Cecchi, Helene Dioso, Polycarp Ezeolu, Mahbubal H. Hoque, Robert John Irwin, Mohamed Hafiz Khan, Muhammad Q. Khan, Raquel Miranda, Bill Negron, Delia Olivera, Batu Pay, Thomas C. Tanczuz, and Noel Velasco.

All student senators have one-year terms; all other senators have staggered two-year terms. The entire Senate has the responsibility to formulate policy pertaining to the operation of the college. We meet in the second half of the academic month. All meetings are open to the college community.

The following collegewide committees are standing committees of the Senate--the Committee on Committees, the Curriculum Committee, the Academic Standing Committee, the Committee on Professional Development, the Committee on Campus Affairs, the Committee on Elections, and the Committee on the Evaluation of Program Effectiveness. The chairpeople of all these committees are ex-officio members of the Senate.

If you have any questions and/or problems, you may seek out your own representative or any senator.

Eve Fischthal, chairperson