ON SCHEDULE—An artist's rendering shows what the front of the Main Building will look like upon completion of the renovation program. According to construction officials, the construction will be completed by December of this year—as scheduled.

"THE TEACHING EXPERIENCE IS DYNAMITE."
FACULTY VIEW OF EXTENSION PROGRAM TEACHING

The working hours may run late into the night, the classrooms more than likely will be makeshift, the students extraordinarily demanding. And, without exception, participating faculty love it.

"It" is teaching in one of the College's extension programs offered by the Division of Continuing Education. At a recent panel discussion held during an instructional faculty meeting, participating instructors from LaGuardia's regular credit program delivered unwavering testimonials in praise of teaching in the off-campus programs (which include Project Impact, National Congress of Neighborhood Women and a specially designed program with District Council 33).

"The teaching experience is dynamite," according to Ms. Cecilia Macheska, Lecturer in the Division of Language and Culture who recently taught in the National Congress of Neighborhood Women.

GYMN AS IUM SCHEDULED FOR COMPLETION BY DECEMBER, 1976

LaGuardia Community College President Joseph Shenker has announced that a substantial part of the newly-renovated facilities in the rear of the Main Building (located in what was known as the Great Hall) will be opened to the College community in June. Simultaneously, the College will turn over to the construction company classrooms and offices located in the front of the Main Building in the basement, on the first floor and parts of the second floor.

The new gymnasium, currently 50% completed, will be opened to the College in December.

The College has announced that the front entrance to the Main Building will be sealed in early June and two new entrances will be opened, one on 31st Street and the other on 31st Place. Everyone entering or leaving the building must use these new entrances.

Offices and functions to be shifted into the new facilities include the library, the bookstore, financial aid, nurse, security, student services division, admissions, speech counselor, extended day office, recreation department, switchboard, adjunct faculty offices, day care center, cafeteria and various classrooms.

When students return to campus for the start of the summer quarter, they will find that all classrooms and offices will have newly-coded numbers. Classrooms and offices located in the basement will be designated by "MB" followed by two-digit numbers, for example, MB32. Rooms on the first floor will be designated by "M" followed by three-digit numbers, such as M132. Rooms on the second floor will be coded "M" plus three-digit numbers, i.e., M232. Rooms on the third and fourth floors will be similarly designated (M332, M432).

—Please Note—
More information concerning the new facilities can be found inside "PERSPECTIVE."
DEAN OF FACULTY NAMES FOUR TO STAFF

In a reorganization of the Dean of Faculty's office, four members of the College's faculty and staff have been appointed "facilitators" it was announced by Dr. Martin Moed, Dean of Faculty.

Dr. Rose Palmer, Associate Dean and Chairperson of the Business Division; Dr. Flora Mancuso, Associate Professor in the Division of Language and Culture and coordinator of the Bilingual Education Associate Program; Dr. Michael Hoban, Chairperson of the Division of Natural Environment and Director of the Basic Skills Program; and Mr. Stephen Brown, former Administrator of the Basic Skills Program and counselor in the Division of Student Services, were appointed to serve on the Dean of Faculty's staff.

Dr. Palmer's duties will include implementation of a professional development program, providing a management training program for chairpersons, promoting the use of instructional technology, facilitating the development of new academic programs and interdisciplinary business course offerings.

Dr. Hoban's responsibilities will be to supervise the Basic Skills Program, insure reinforcement of basic skills in the classroom, direct the review and integration of basic skills in the classroom, direct the review and integration of Middle College curricula with College programs, implement a coordinated, thematically based liberal arts program, and chair the Basic Skills Task Force.

Dr. Mancuso will be responsible for curriculum review and organization, development of performance objectives, development and implementation of common goals, development of competency-based approaches to instruction, implementation of the TAR Project, and development of bilingual programs.

Professor Brown's new duties will include coordination of registration and advisement including improvement of the registration system and master scheduling, improvement of academic advisement, assisting departments in dealing with environmental problems, overseeing articulation with senior colleges and monitoring the budget.

——Faculty Please Note——

Cap and Gown measurement will take place on Wednesday, May 19, 1976 in Room SB 36 from 1:30 p.m.-6:30 p.m. A graduation fee of $10.00 is required prior to the measurement date. This fee may be paid to the Bursars Office (L327).

BOARD OF ED., LAGUARDIA RECEIVE $78,424 STATE GRANT

New York City's 8,500 cooperative education students will soon be able to make a smooth transition from high school to college under a new program developed jointly by LaGuardia Community College in Long Island City and the New York City Board of Education.

The joint program, made possible by a New York State grant of $78,424 to the College, will enable such students to remain with the same employers from the 11th grade in high school through their two years of study for an associate degree at LaGuardia.

In addition, the program will make it possible for the students to earn "advanced standing" at LaGuardia by taking college-level career development seminars while still in high school. Approximately 80 high schools in New York City offer cooperative education programs.

"Since our opening in 1971, we have been working very closely with the Board of Education's Bureau of Cooperative Education to better coordinate our respective co-op programs," said Dr. Joseph Shenker, president of the College, where virtually all full-time students spend three of their eight quarters of study in off-campus job internships.

"Now we will extend our earlier joint efforts by establishing an integrated curriculum that is designed to benefit all young people who want to pursue a program of cooperative education right through college."

City University Chancellor Robert J. Kibbee called the grant "further recognition of CUNY's commitment to improving New York City's economic climate through academic innovation, maximum access for students, and cooperation with other agencies and the business community at large."

The grant, funded under the Vocational Education Amendments of 1968 and awarded to LaGuardia by the State Education Department's Division of Occupa-tional and Continuing Education, will enable LaGuardia to offer college-level career development seminars to selected high school co-op students in Queens next fall. The seminars will be designed to help the students get the greatest possible benefit from their work experience.

At the same time, the College will begin developing levels of internship jobs within participating companies and organizations so that students may stay with one employer—but in increasingly responsible positions—from high school through college.

After a year of testing, the career development seminars and the same-employer opportunities would be offered in all co-op high schools throughout New York City.

The New York City Board of Education has made cooperative education programs available to high school students since 1915. At the college level, LaGuardia is the only New York City institution that offers co-op to all full-time students.

The new joint program is one of several cooperative efforts between LaGuardia and the Board of Education. Since 1974, LaGuardia has been administering a Board of Education alternative high school located at the College. Last year, under a grant from the U.S. Office of Education, the college also began designing a kindergarten-through-college career education curriculum for School District 30 in Queens in cooperation with the Board of Education's Office of Career Education.

According to the plans approved by Albany, the College will make available periodic progress reports on this program and other LaGuardia efforts directed toward better coordination between college and lower-level student career development programs. School officials should request copies from Professors Irwin Feller and Jeffrey Kleinberg at LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, N.Y. 11101.
TWO INTERIOR VIEWS OF RENOVATED FACILITIES

OVER HEAD VIEW—Looking down into the newly-renovated facilities, the gymnasium is at the extreme right (4); the two half-circles to the left of the gymnasium represent a circular sandbox (located in an exterior play area) to be used by children in the College’s day care center. The new theater (11) will seat approximately 225 people. The new student cafeteria (9) and faculty cafeteria, represented by (9), to the right of the kitchen (6), will both be operational in June. The interior “street” runs from just above the sandbox play area all the way to the front of the building. The main student lounge (6) is located in the center of the building. The new entrances to the building are located to the east and west of the main lounge. The library (5) will have facilities in the basement, first floor and, by using the bookshelves as support beams, will have a second floor “mezzanine.”

INTERIOR VIEW—This drawing represents a view of the interior of the building if one were standing at the rear of the Main Building on 47th Avenue facing north. (The gymnasium, still under construction, does not appear in this drawing.) At center is the skylighted, two story lounge located near the center of the renovated “Great Hall.” To the right of the lounge is the block-long interior “street,” which runs from the back of the building to the main entrance.

THEODORE TOLER: AT AGE 43 A NEW LIFE BEGINS

Before going to college, LaGuardia graduate Theodore Toler had been a gang-member, addict, pimp and prisoner. While enrolled in a street program operated by Reality House, a Manhattan drug-abuse agency, he was given an opportunity to attend LaGuardia under the auspices of the National Child Labor Committee’s National Committee on Employment of Youth (NCEY). Following is an excerpt of an article Mr. Toler wrote for that organization’s newsletter, New Generation.

I entered college in September 1973, but elated as I was, pangs of fear hit me. Fear of failure, my age, lack of study habits and endurance were some of the obstacles I had to face. Foremost in my mind was that I was entering college at 43 years of age with much younger students. I was determined not to turn back. I remember the first day I attended math class. The professor had not arrived yet and as I entered the classroom filled with younger students, a few of them said, “There’s the teacher.” Immediately my fear of the age problem came into play. Since I was older, they all assumed I was the instructor. I took a seat and dealt with it. I told myself that I was there to get a degree and I had better put that jive image on the side if I wanted to get through college. Thinking back, if this had happened prior to my involvement with Reality House, those feelings of inadequacy would have been sufficient for me to devise a million reasons why I should leave college. I would have taken a shot of dope to find relief from the fear, anger and lies I had used as a cop-out.

I had the support of Hal Cohen and Jack Dunn of NCEY; they were always there to help out in a tight spot. The tightest spot usually was registration day, and (cont. on p. 5)
LAGUARDIA ESSAY WINNERS ENTER C.U.N.Y. FINALS COMPETITION

EDITOR'S NOTE—The CUNY Association of Writing Supervisors (CAWS) recently held an essay contest for students from throughout the University. The two essays below were selected as the winners at LaGuardia Community College. Both essays have been submitted for final evaluation in the University-wide contest.

By Rose Miller

About two years ago the announcement was made in our church bulletin that a special meeting would be held at the Leonard Street Library in our community. All women were urged to attend. One of the community activities discussed at this meeting was the possibility of creating a neighborhood college program in conjunction with The City University of New York. Well, you can imagine my surprise and excitement when many months later I received a phone call from the National Congress of Neighborhood Women informing me that I would be interviewed for the LaGuardia Community College program. I was interviewed and several weeks later, I received my acceptance. In addition, I was asked to participate in orientation classes, beginning in June. It had become a reality!

Now I was really undecided and scared. I had been out of school for forty-three years and I had mixed emotions. But on June 9, 1975, I attended the first session and the instructor made quite an impression on me. So I decided, then and there, to go on with the program.

I had always wanted to go to college, but in my day it was unheard of. This college program came to me at a most crucial point in my life. I am a widow. I have raised five beautiful children who are now all married. (My youngest daughter was married in September.) I was beginning to feel unwanted and not needed, and yes, even lonely. I had a job and I had friends, but that wasn't enough. Now things have changed. College has been quite a challenge to me. It is stimulating and often full of surprises. The class consists of about twenty women, all filled with the same earnestness and willingness to learn. When we first started school, we were strangers. Now we are not only students of LaGuardia College but we are also good friends. Our professors are excellent at what they do and so I feel I am progressing, perhaps slowly, but really developing my mental capacity. I have become more personally aware of my potential and my whole life has become enriched with my new found knowledge.

The City University of New York College has certainly made me want to

(cont. on p. 5)

By Frank Reeves

With the city in the midst of a financial crisis, and budgets being drastically cut, the needs of the people must not be overlooked. When financial priorities are set the City University should be appraised for its full value: not dollars and cents but in the benefits the city receives and will receive from it in the future. The principle that the City University is based on is a sound one. This principle says that anyone who holds a valid high school diploma shall not be denied a space in the City University system. Free tuition and open enrollment are the substance of which this principle is made. An educational system that runs on such an important and socially imperative principle should not be altered or abolished for economic or political reasons. The complete abolition of Open Enrollment and free tuition would be so socially damaging that I feel the effects would be felt almost immediately and it would be certainly felt in the years to come.

When New York City is looked at as a system, the value of an unrestricted, free education can be more fully realized. Any system operates to come to a desired result, or output. Systems depend upon their input in order to function properly and produce high quality output. New York City's output is its productivity, spirit, and reputation. The people of New York City are the input; without them functioning properly, the system that is New York cannot work. To keep higher education outside the grasp of certain segments of the population creates a serious problem within the system. I feel that if we allow Open Admissions and free tuition to be wiped out it would be as if we were poisoning ourselves.

Open Admissions gives high school graduates a chance to continue their education on the college level, even if their academic high school record is below average. Through the use of basic skills courses, students can bring their reading and math skills up to level. Without Open Admissions most of these graduates would come out of high school wanting to further their educations, and instead be forced to join the job lines. It is a frustrating experience to have all your child-

(cont. on p. 6)
LETTER FROM PRESIDENT SHENKER

To the College Community:

I am pleased to inform you that the construction program in the Main Building, begun more than eighteen months ago, has entered its final phase. By the end of this year, it is anticipated that the entire construction project should be completed.

In the immediate future, however, major shifts in various college functions and offices will occur which will affect virtually everyone on the campus. On or about June 1, the Thomson Avenue entrance to the Main Building will be sealed. Everyone entering the Main Building will use either of the two new entrances—located on 31st Place or 31st Street. At the same time, the following offices and service areas currently located in the front of the Main Building will be moved into the newly constructed facilities: Library, Bookstore, Financial Aid, Nurse’s Office, Security, Admissions, Extended Day Office, Recreation Department, Adjunct Faculty Offices, Day Care Center, Classrooms, Speech Counselor, and Department of Student Services.

The shift into the new facilities will result in a net increase in usable space of 44,000 square feet. The new facilities contain 88,000 square feet while the present offices and classrooms, which we will turn over to the construction company, total 44,000 square feet. The move will also result in a net gain of thirty classrooms and six laboratories.

Construction of the gymnasium, the final step in our $11.6 million renovation program, is approximately half-finished and should be completed in December of this year.

The past eighteen months have been difficult for all members of the College community. The noise, the dirt, and the shifting of classes into additional rented space at other locations in the area have caused many inconveniences for students, faculty and staff. I would like to express my personal thanks to each of you for your patience and tolerance during the last year and a half. I am confident that when the new facilities are completed each of you will find the campus environment more enjoyable.

Sincerely,
Joseph Shenker

EXTENSION PROGRAM TEACHING . . . (cont. from p. 1)

scribed her experience as the “highlight of my teaching career.”

Noting that she taught a relatively late class (8-10 p.m.) while carrying a normal teaching load on campus, Ms. Brewer said that her participation was so fulfilling that “I could have gone on until midnight with each class. I loved it.”

She said that working with a different population—off-campus helped to improve her teaching skills when she returned to campus.

Mr. Marion Bonaparte, Assistant Professor in the Basic Skills Division who taught in the Impact program, urged his colleagues to “reach out and serve the community. It’s a marvelous experience.” He added that the students in the Impact program have a large range of skills and that faculty members must be “flexible” in preparing these students.

Students in the program tend to be independent thinkers. Ms. Macheksi noted that the staff members of the National Congress of Neighborhood Women urged her to have her students read “radical feminist” literature as part of an introduction to literature course. After making up a list of several such books, she submitted the list to the class for discussion. The students made their own selection which was not on the list—Hamlet.

ESSAY CONTEST . . . (cont. from p. 4)

just afterwards. At one point all the classes I had registered for had been misplaced and I had to re-register for classes that I was not interested in. I often think now, had it not been for Jack and Hal, would I have made it in the first crucial stages of college? There were occasions when my patience with registration officials was at an end. Without Hal’s patience and endurance I might have blown my top.

College was new to me and I had much to learn about procedures and the systems and, as I grew, I found that I had a treasure of experiences to share with the students and teachers. I had grown very close to them and they were closer to me. Many of them offered to help me with my difficult subjects and I tried to give as much assistance to those having emotional difficulties interfering with their functioning at school and outside of school. It was hard for me to divulge my life using drugs, drinking, gang-fighting, and serving time in state prisons, but I felt it was important to try to show them the traps and pitfalls, and how easy it is to find yourself in prison and using drugs.

I went on to win the first writing contest ever given in LaGuardia College. I really did not think I would win but my English professor encouraged me to enter. I was really surprised when the judges agreed that “The Cisco Kid” (based on an episode that occurred when I belonged to the Comanches) had won first prize. Another Professor was impressed by an article (“Adjustment”) I wrote while in prison

TOLER: A NEW LIFE . . .
ESSAY CONTEST WINNERS... (cont. from p. 4)

this when they have nothing to fear and politicians have always feared the poor the least. The poor and undereducated have always been, as a group, politically weak. A politician who called for police or sanitation cutbacks would be committing political suicide. But politicians freely and openly advocate "trimming" City University's budget by hundreds of millions of dollars. Even if those cuts mean that free tuition and open enrollment would be doomed, it doesn't seem to matter to them; their jobs are safe. But in saving their political necks they may be committing social suicide. By denying the opportunity of social advancement to the poor we are slowly poisoning the system. We are creating more and more poor, frustrated and undereducated people, people forced by circumstances beyond their control to take their parents' place on the assembly line. They realize that despite all this "education" things have pretty much stayed the same, and then people begin to feel frustrated and locked in and the output of New York City goes down and down. Businesses complain about having to train illiterates with high school diplomas. Consequently, they move to New Jersey or Connecticut and New York's output goes down a little more. Each time the output goes down the heart of New York gets a little weaker. Soon New York won't be able to absorb these blows and slowly the city will die. But fortunately this cycle can be broken.

LaGuardia Community College is succeeding in breaking this cycle. Here at La-

Guardia the sons and daughters of blue collar workers have a chance to move up in the business world. LaGuardia trains its students for careers in the secretarial and managerial fields of business, parts of the business world that their parents may never see. A graduate of LaGuardia may still find himself working in a nearby factory but probably in the Accounting or Data Processing Departments, certainly not on the assembly line next to his father. The entire character of LaGuardia Community College will be changed if free tuition and open enrollment are lost. The building will still be here and people will still be coming in and out of it, but it won't be different than any other factory. It won't have a heart or a soul. It's doors won't be open to all. A college education, perhaps the greatest opportunity a poor man can get, will be denied. It must be realized that LaGuardia Community College, and all the other members of the City University system, offer more than just a quality education. They offer a chance for life for the individual, and the entire city as well. The City University serves as a filter that purifies the input coming into the system and thus directly affects the output. To remove this filter or restrict its operation in any way only helps to decrease the output of New York City.

New York must save free tuition and open enrollment for its own good. The City University plays too vital and important a role in the city's development for its operations to be limited.

TOLER... (cont. from p. 5)

and he now uses it in the Human Services courses as a study paper. I felt so much a part of the college that I found myself anxiously waiting to return every day, and felt an emptiness when I was not scheduled to attend.

I received my A.A. degree in March 1975 and I am now attending John Jay College for a B.A. in preclinical psychology. In June of 1976 I hope to receive my B.A. and I anticipate working on my M.A. shortly after. In terms of my job, I have advanced considerably. I have produced outstanding tapes (on the dynamics of group therapy) which have been used by psychologists, therapists, and many others in the field of human services.

I now think in terms of my life as just beginning, with many steps still to climb. Problems never end, but every day I prepare to deal with them for I know the answer is not in heroin or prison, but within myself. I realize that wherever I find myself in life I am the sole person responsible. Life for me is a struggle and if I forget where I came from—the streets, using dope, stealing and deceiving myself, intellectualizing and rationalizing my problems away, disregarding the depth and meaning of my feelings—I will return to my old negative ways. I cannot afford to give up, regardless of what the problem or circumstances may be. If I weaken I know that the streets are waiting for me—there is a spot for me in the shooting galleries and a spot on the corner for me to stand and nod away many more years of my life or to grow old in prison fantasizing my life away.