**Dr. Raymond Bowen Joins College As It's Second President September 1st**

Dr. Raymond C. Bowen, who for nearly twenty years has been a leading figure in two-year college education, joined LaGuardia September 1st as its new president.

Dr. Bowen, who has served as president of Shelby State College in Memphis since 1982, succeeds Dr. Martin G. Moed, the college's vice president, who for the past year has been acting president.

In announcing the appointment, City University Board of Trustees Chairman James P. Murphy said: "Dr. Bowen is an outstanding academic leader who will head the college with distinction and purpose."

Dr. Bowen comes to the institution on the eve of its 20th anniversary, an event which will celebrate one of the most successful experiments in American higher education. Since its founding in 1971, LaGuardia has been the fastest growing college in New York State and a nationally recognized innovator in the areas of cooperative education, basis skills development, high school/college collaborations, community outreach and programs for the deaf.

"I look forward to the challenge of building upon the achievements of the college," said President Bowen, "as together we seek to expand and strengthen its mission as we move into LaGuardia's third decade."

For Dr. Bowen the appointment marks a return to a college where he has already served four years. In 1971 he came to LaGuardia as associate dean of faculty. During his tenure he also served as dean of the Satellite College and then dean of academic affairs, which post he held in 1975 when he left to become vice president of the Harbor Campus of Community College of Baltimore.

After seven years at Baltimore, where he also held the posts of vice president for academic affairs and vice president for academic affairs and student affairs, he was named president of Shelby State Community College, where he served until his appointment at LaGuardia.

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**Assemblywoman Nolan to Receive President's Medal At Commencement**

Assemblywoman Catherine Nolan, a long-time LaGuardia supporter, will receive the college's prestigious President's Medal during the Seventeenth Annual Commencement ceremonies on September 24.

Also during the exercises State Commissioner of Social Services Cesar Perales will deliver the keynote address to some 1,000 graduates and their guests in Queens College's Colden Auditorium.

Awards will also be bestowed upon three cooperative education employers for their role in the college's internship program. Receiving Co-op Recognition Awards will be National Westminster Bank, Pan American Airways and Elmhurst General Hospital.

"Throughout her tenure, Assemblywoman Nolan has steadfastly supported the college's mission of bringing education to the residents of western Queens," said President Raymond C. Bowen.

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As the President's Medal is the highest award presented at graduation, past recipients of this coveted award were Assemblyman Saul Weprin, former Congresswoman Geraldine Ferraro, and the Ford Foundation.

Commencement speaker Perales was appointed commissioner by Governor Cuomo in 1983. As head of Social Services, he is responsible for all public assistance programs, including Medicaid and Child Support Enforcement, as well as Disability Determinations, Adult Homes, Child Protective Services, Foster Care and Adoption.

Mr. Perales began his career in public service upon graduation from Fordham University School of Law when he became a neighborhood legal services lawyer. And from 1970 to 1972, he served as general counsel for the New York City Model Cities Administration. In 1975, he was appointed director of the city’s Criminal Justice Coordination Council.

During the Carter Administration, Mr. Perales served as assistant secretary of Human Development Services—the social services arm of the U.S. Department of Health and Human Services. He stepped into that post after serving as head of the department’s regional office for the New York, New Jersey, Puerto Rico and Virgin Island’s area.

Prior to his current position, Mr. Perales served as president and general counsel of the Puerto Rican Legal Defense Education Fund.

The commissioner is also chairman of the Governor’s Inter-Agency Task Force on Immigration Affairs, which monitors the implementation of the federal Immigration Reform Act of 1986. He serves, with Mrs. Matilda Cuomo, as co-chair of the Citizens Task Force on Child Abuse and Neglect and is co-chairman of the state’s Emergency Task Force on the Homeless. Mr. Perales is also chairman of the American Public Welfare Associations Employment Committee. He also serves on the Governor’s Task Force on Poverty and Welfare and is a member of the Governor’s Task Force on AIDS, the State Developmental Disabilities Planning Council, the State Commission on Child Support and the State Commission on Child Care.

Since 1985 Assemblywoman Nolan has represented Sunnyside, Ridgewood, Astoria, Long Island City, Maspeth, Queenbridge, Hunter’s Point and Blissville.

In the Legislature, she serves on the committees related to aging, veteran’s and consumer affairs, corporation commissions and authorities, and economic development.

Prior to holding public office, Ms. Nolan was appointed by Governor Cuomo in 1983 as the Queens Ombudsman for the Department of State. In this role, she worked with Secretary of State Gail Shaffer investigating complaints by citizens and community groups concerning the delivery of services by state agencies. She also dealt with citizens questions and comments on state laws, policies and programs.

Prior to her ombudsman position, Ms. Nolan worked for the New York City Department of Housing Preservation and Development in an administrative capacity.

The life-long resident of Queens, she graduated from Grover Cleveland High School and went on to New York University as a University Scholar. Upon completing her bachelors’s requirements in three years, Ms. Nolan attended NYU Graduate School of Public Administration.

President Bowen... Continued from page one

Under Dr. Bowen’s leadership at Shelby State, the college established an on-campus high school for potential dropouts based on Middle College High School, a nationally recognized alternative high school developed at LaGuardia during the period he also served at the college.

In another innovative move, Dr. Bowen established at Shelby the Entrepreneurial Development Institute, which enables minorities and women from small businesses in Tennessee to bid competitively on the state’s multibillion dollar highway construction projects. Those who have completed the program have won contracts worth more than $16 million.

Dr. Bowen, 55, received his Ph.D. in parasitology and biochemistry from the University of Connecticut, his M.S. in biology from the University of New Mexico and his B.A. in zoology from the University of Connecticut.

He has also served as assistant... Continued on page eight, column one
$250,000 Liberty Grant Funds
Local School Collaboratives

The college has received a $250,000 State Liberty Partnerships Program grant to establish a collaborative program with two local public schools designed to improve academic achievement and retention among high-risk students.

The schools participating are I.S. 126 in Long Island City, which serves primarily minority and disadvantaged youngsters, and Newtown High School in Elmhurst, which enrolls many recent immigrants who possess few English language skills. The program began this fall and will run for three years.

"The Liberty Partnerships program gives the college an opportunity to work closely with local schools in an effort to assure that students at risk not only complete school, but go on to college or a career," said Dean Arthur Greenberg, the project coordinator.

The college plans to combine academic and enrichment programs with support services that include counseling, tutoring and mentoring. The program also contains a support network for parents which provides them with information on their child's education as well as help with their own development.

LaGuardia was one of 11 CUNY units to receive funds under this statewide dropout prevention program that will serve 10,000 students this year. The University was awarded over $3 million in funds. Eight colleges outside of the city university system also received monies.

Under the I.S. 126 arrangement the program will enroll 120 seventh and eighth graders whose academic and personal profiles indicate that they are potential dropouts. The target population at Newtown are 120 recent immigrants whose limited English language skills prevent them from succeeding. For each school the college has developed a comprehensive and replicable model.

Students at the intermediate school will integrate the regular academic curriculum with a variety of enrichment and remedial activities, such as computer literacy, computer assisted instruction, research and study techniques, and long range planning. Classes in the performing and visual arts will also be scheduled.

The high school program is modeled on the college's International High School, an alternative school which has been successful in serving recent arrivals to this country whose severe English language deficiencies force many to drop out.

Like International High School, Newtown will place students in a self-contained mini-school where English language training will be directly incorporated into the content areas.

"By creating this alternative environment," said Dean Greenberg, "students will have an opportunity to develop their English language skills and master content area concepts." He indicated that by the second or third year they should possess the skills needed to be mainstreamed into regular classes.

Classes are taught by I.S. 126 and Newtown teachers who attended a seven-day intensive training session conducted by LaGuardia faculty.

Complementing the academic program in both schools are an array of support services.

"The effort is designed to give support where typically there is very little for students who are at risk," Dean Greenberg said.

A mentoring program will match students with paraprofessionals and members of the local business community. An on-site academic counselor will be available to work individually with each student on career and educational plans. In addition, a social worker at I.S. 126 and a community liaison person at Newtown will provide counseling on such matters as school attendance and performance, substance abuse, teenage sexuality and family neglect or violence.

An integral part of the program are activities designed to increase parental involvement in their child's education.

"For example, we discovered that one of the biggest choices junior high school students have to make is which high school to attend," said Dean Greenberg. "Intermediate schools simply do not have the resources to educate parents, and as a result, they often make the decision in a vacuum."

Parents will also have access to on-site guidance services for themselves.

Built into the program is a "Liberty track" component where the college will monitor students' progress regardless of whether they remain in the partnership program. "Students who decide to transfer to schools with which LaGuardia does not have a pact will still be able to take advantage of the college's diverse support services, programs, and counseling," said Dean Greenberg.

International High
Cited as 'Exemplary'
By Federal Study

A nation-wide study funded by the U.S. Department of Education to identify successful alternatives to bilingual education has cited International High School as an "exemplary program" for students with limited English language skills and will analyze the components that contribute to its success.

The school is one of nine programs nationally selected to participate in a
three-year study conducted by The Southwest Regional Educational Laboratory.

"The findings," said Study Director William J. Tuikunoff, "will provide researchers and practitioners with information about instructional programs where English is the primary mode of instruction."

According to Assistant Principal Eric Nadelstern, the Department of Education funded the project because of the limited amount of research on the effectiveness of the nation's small but growing number of alternative programs. Since 1984, when Congress allocated 10 percent of the $140 million bilingual education budget for alternative programs, an estimated 70 schools and programs have been operating nationwide.

The study began last September when 147 officials familiar with the programs were invited to submit nominations. Each candidate submitted information describing important program features, as well as documentation indicating better-than-expected performance from their students. Each finalist also received a two-day visit by a study team seeking additional information.

International High School reported that 90 percent of the school's initial freshman class graduated June of 1988 and all of those graduates were accepted to college. Mr. Nadelstern indicated that this year's graduating class has achieved similar results.

The dropout rate over three years has been below 4 percent, compared to a citywide high school dropout figure of nearly 30 percent. The average daily attendance rate has exceeded 90 percent, compared to 78 percent for city high schools generally.

As a result, the school was awarded a gold medal by the Council for the Advancement and Support of Education in a national search for institutions demonstrating "effectiveness with a new or improved partnership between a high school and a college."

In addition, the National Council of Teachers of English conferred its "Center of Excellence" status on the school for outstanding educational efforts in the teaching of English communications arts.

During the current phase of the study, which began this fall, a representative will visit the campus to describe and analyze significant features of the program's success. A comparison will be made between these findings and effective practices that have been identified in existing research.

"With these findings" said Mr. Nadelstern, "the department will determine which approaches should be replicated."

Theatre Program Announces Events For Fall/Winter Season

The theater program has announced a fall/winter season of live performances, puppetry and dance.

The curtain will rise October 28 when the Lady Bug, Annie Hickman, leads the college in its Halloween celebration. Adorned in dazzling costumes, the Lady Bug will tell exciting tales through mime and dance. The event, including cartoons and trick-or-treat surprises for all children, is scheduled for 11 am and 1:30 pm.

The writing of the United States Constitution will be told in a musical performed by the Hudson Vagabond Puppets. These larger-than-life puppets will perform "Guess Who Signed the Constitution," November 13-17 at 10 am.

The Hudson puppets will reappear on stage November 18 to perform the masterpiece of music and puppet ballet, Peter and the Wolf. The performance will be based upon the original Prokofiev story and music. Following this children's classic will be another puppet play based on the music of Respigli. The performance will begin at 1:30 pm.

Universal Language, a troupe that bridges a wide variety of musical styles from traditional to contemporary will perform on December 4 through the 8th at 10 am. The group will perform jazz, calypso, reggae, and African music.

The National Theatre of the Deaf's Little Theatre Tour returns on January 13 for the sixth consecutive year to provide a unique theater experience by telling stories, fables, and jokes through a combination of spoken words, sign language, and mime. The show will feature an adaptation from 1,001 Arabian Nights. The curtain will rise at 10 am.
Federal Grant Funds Classroom Cooperation to Aid Retention

A new college program to increase student retention by pairing teaching faculty and counseling faculty with students in the classroom has won a $250,000 Fund for the Improvement of Post Secondary Education grant.

The strategy is to teach a special curriculum that not only covers basic skills or a particular content area but also shows students how to acquire the necessary learning skills needed to achieve academic success. Called the "learning-to-learn" (LTL) strategies, this approach has proven effective, particularly among under-prepared students.

"This approach," said Associate Dean Carol Jackson, who developed the project, "will enable faculty to maintain academic standards, and with counselor support, enable students to master course content."

She also pointed out that by incorporating the LTL method in the classroom, "we meet the students where they are, rather than asking them to add on something which they have no time to do. It gives learning strategies the place that they deserve at the core of the curriculum."

The project began this fall when three instructors in the basic skills areas—Gail Green of the English Department, Dehly Porras of the Math Department, and Carolyn Sterling of the English Language Center—and three counselors: Michael Horwitz, Leo Newball, and Olga Vega-Malloy—attended a two-day training session at the college conducted by Susan Shapiro, a trained professional in the learning-to-learn approach, from the State University of New York at Buffalo. The training period is being followed by weekly study groups held throughout the quarter where the teams will discuss ideas and conduct research.

What each team brings to the classroom is a curriculum package that exposes students to a three-stage learning approach. In the first stage, students learn to ask themselves questions drawn from classroom lectures, presentations, and reading assignments. In the second stage, they learn to arrange information into understandable components, to compare concepts, and to think in terms of flow charts and informational maps. In the third stage students follow systematic procedures for working through problems based on the principles of prior stages.

"This learning approach has been shown to help students develop both the affective and the cognitive skills needed to a succeed," she said, "producing improved grade point averages and retention."

In this unique partnership, Dean Jackson explained that the counselors provide a model for good learning behavior. For example, to make sure that students understand a particular point in a lesson, the counselor may address questions to the professor.

"Often, students do not ask questions, even when they have not fully grasped the concept," Dean Jackson said. "Here the counselor will show students how to illicit more information from a teacher."

She went on to say that the counselor's presence in the classroom is also beneficial to the professor. "The counselor serves as an observer who provides important information on the lesson's impact," she said.

The program is an outgrowth of initiatives taken by the counseling department over the past few years. The LTL methodologies have already
been introduced informally in Freshman Seminar, the Pre-Freshman Summer Program, and an informal collaborative between counselors and faculty teaching basic skills courses in reading, ESL, math and writing has also been implemented.

By the end of the three-year grant, Dean Jackson said that six full-time faculty and six counselors will have been trained in the LTL approach, and an estimated 400 students will have gone through the program.

In appraising the impact of the program, she believes that "the approach is likely to change the way teachers teach, and how counselors impact on the educational environment. And among the students who have gone through the program, we will see an improvement in performance both in mastering the course content and in making satisfactory progress toward their degree".

Programs for Business Celebrates Ten Years Of Custom Designed Workplace Training

"The way I like to describe the program," said Despene Gazianis-Stough, director of Programs for Business, "is that we bring education into the work-place."

Celebrating its tenth anniversary this year, the program specializes in tailor-made courses to meet the needs of employees at a variety of businesses throughout the Metropolitan area in a way that is unique.

For example, it has provided business writing classes for supervisors of the Girl Scouts of the U.S. of America. At Coach Leatherware, a major manufacturer of leather handbags and wallets, the program developed an English as a Second Language class that teaches factory workers industry-related vocabulary. And for the New York Medical Society, it offered a one-day seminar in practice management for medical office support staff.

Over the past decade, the program has served over 150 unions, hospitals, manufacturers, retailers, and local development corporations, and trained over 2,000 workers.

One appealing factor is its cost. "Because we are part of City University we can offer courses at much lower cost than other training institutions," she said.

Another attractive feature is the program's ability to design custom-made courses in six major areas: management/supervisory skills, computer science, communication/language skills, one-day business workshops, workshops for small business owners, and technical training.

To insure that a course meets the needs of the client, Ms. Gazianis-Stough said she reviews the job descriptions of the participants before developing the course.

"We can say to the employer, 'This is what your employees need and this is how we can design a course for them,'" she said. "We don't just give them a generic package."

Still another feature is the ability to hold courses on company premises at convenient times.

In describing the program offerings, Ms. Gazianis-Stough said that currently the fastest growing offering is an English as a Second Language course that teaches foreign-speaking employees specific job-related vocabulary and language skills. The course, called English for Specific Purposes (ESP), has been conducted at Eastern Airlines, The Marriott Marquis, Peerless Instrument Company, Queens Hospital Center and Coach Leatherware.

"Companies are attracted to this program," said Ms. Gazianis-Stough, "because it improves employee language skills, self confidence and provides employees with the opportunity for advancement."

She added that as a result of increased demand for language skills training, Programs for Business has developed a new ESL/ESP Workplace Literacy program. This course requires ESL instructors to visit the workplace and conduct a preliminary needs assessment of the English proficiency level of the workers before teaching.

"By working side-by-side with the employees who will become their students," said Ms. Gazianis-Stough, "the teacher builds an important bond of friendship." Some companies involved are Abe Munn Picture Frames, Tama Sportswear, and Prints Charming.

A companion program to the literacy course is the Cross-Cultural Communications Workshop for upper management. Under this arrangement, a company couples ESP classes for its lower level employees with specialized training sessions for its supervisors.

"We discovered that to train the low level employees and not bring their supervisors into the loop was counterproductive," said Will Saunders, coordinator of grants for the program. "We feel much of the benefit of ESP is lost if the supervisors do not know how to encourage learning."

Looking to the future, Ms. Gazianis-Stough noted that the program received funding to initiate a mini-management institute for women executives in public relations.

The program is also offering a series of basic business seminars for Korean small business owners.

And with Citicorp adding 4,000 employees at its new Long Island City offices, Ms. Gazianis-Stough sees it too as a potential client. She indicated that the bank already has requested that the program submit a proposal.

"We are thinking of developing management training, lunch-time seminars and health workshops," she said.
LaGuardia High School Students Get Taste of College at Vassar Program

Amidst the beauty of the Hudson River Valley, Ruby Correa, a student from LaGuardia's International High School, carefully gathered gypsy moth specimens for a project that examined the insect's effects on the environment, while at a nearby lake, Middle College High School student Angie Falquez observed how chemical dumping pollutes this once pure body of water.

Such environmental issues were explored in July by Ruby, Angie and 15 fellow Middle College and International High School students at Vassar College's Summer Institute.

"The students", according to Middle College Principal Cecilia Cullen, "were part of an experiment funded by the Ford Foundation to see how at-risk students fare in a private four-year academic environment."

"The idea was to take them away from their environment—their families and neighborhoods," said Burt Rosenberg, administrative assistant of guidance at International High School who served as a program counselor, "and put them in a college setting where they would live and work with each other. If they commuted, the program would not have had the same impact."

For two weeks the eleventh graders took on the challenges of a highly intensive college-level program and got a real taste of campus life.

The course, created and team taught by Middle College teachers Hector Lopez and Yvonne Hilton, in conjunction with Dick Hemmis, a senior biologist on the Vassar faculty, covered three major environmental areas—noise pollution, toxic chemicals and acid rain—as well as literature and writing. Built into the program was a support group that included a Vassar counselor, who provided basic skills instruction, two Vassar students who served as peer counselors, and Mr. Rosenberg, who conducted group and individual counseling sessions.

The students began each academic day with a three-hour class that combined environmental issues in science with English.

"The team teaching approach provided more information than we would have received if there was only one instructor," said Kevin Valentin, a Middle College student. "The teachers demanded a great deal from us, but I learned more in two weeks than in 10 months in high school."

"The residential experience taught the students how to study," said Dr. Janet Lieberman, special assistant to the president for educational collaborators, "and how to effectively manage their time and establish a balance between work and play."

The students spent afternoons working collectively on research projects in the library, attending laboratory sessions, or participating in field trips that aided research. Every night students could be found in their dorm rooms poring over their books.

Each evening the students also took a short break from their studies to participate in a group gathering conducted by Mr. Rosenberg. At informal sessions, students had the opportunity to discuss academic and personal subjects.

Mr. Rosenberg pointed out that one of the outcomes of the program was that students discovered the many educational options open to them. "All the students have a desire to pursue a college education, but because of their deep roots in their neighborhoods, they do not look beyond City University. Now instead of going to Hunter, for example, they may go to a residential college."

Mr. Valentin is one student who is going to reexamine his college plans. "Before I attended the program I planned on going to City College," he said. "Now I'm applying to Vassar."

Middle College administrators hope that this nucleus of students, who are returning to high school with new values regarding a college education, will ignite an enthusiasm for learning among fellow classmates. "We hope that this condition is infectious," said Mr. Rosenberg.

Middle College and Vassar are already deciding what the future holds for the program. "The question is not whether to run it next year," said Mr. Rosenberg, "but how to expand it."

LaGuardia Wins More CASE Publications Awards Than Any College in the Nation

Publications produced during the past year by the college's Communications Office won more prizes in the annual competition sponsored by the Council for Advancement and Support of Education (CASE) than publications from any college or university system in the country.

The college won 17 CASE medals, including a Gold Medal in the category judging the best total publications program. It was the sixth time in the past eight years that LaGuardia's overall program placed among the nation's top.

This year, however, marked the first time that the total number of medals awarded to the college for publications exceeded the number won by any other institution.

The competition, the most prestigious in the field, annually attracts 10,000 entries from some 250 colleges and universities. Second place finisher for total number publication awards was Emory University, followed by SUNY/Buffalo, Penn State University and the University of Pennsylvania.
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professor of biology, assistant to the president and associate dean of student development at Cleveland State University. Before that he held the post of Kettering Fellow and assistant professor of zoology at Ohio Wesleyan University.

He was named an honorary member of the Tennessee General Assembly in 1983 and was cited as an Outstanding Educator by the Memphis Board of Education in 1982. In 1981 he was awarded the City of Baltimore's Citizen's Citation. His alma mater, the University of Connecticut, selected him as a distinguished alumnus in 1976.

Last year he served as a consultant to the Ford Foundation under a program which selected colleges around the country as sites to replicate LaGuardia's Middle College High School model. He is the author of numerous papers on both biology and higher education.

Dr. Bowen was selected as LaGuardia's chief executive following a nationwide search which lasted nearly one year. The post became vacant last July 1st when the college's founding president, Dr. Joseph Shenker, resigned the position to become president of Bank Street College of Education.

Gov. Cuomo Supports Deaf Program Funding And No Tuition Increase During College Visit

At a borough community forum hosted by the college August 3rd, Governor Mario Cuomo confirmed his support for the college's deaf program and his opposition to future tuition increases.

At what was the first of five such forums, the Governor met with hundreds of Queens residents, local politicians, and college faculty and students who gathered in the college's gymnasium to voice their concerns on such issues as the homeless, long-term hospital care, and the Hunters Point redevelopment project.

Responding to a question by a LaGuardia deaf student on state funding for the college's Program for Deaf Adults, the Governor said that he is committed to the college's program and assured that funds will continue to be included in the budget.

The Governor also allayed another student's concern over possible future tuition increases by reiterating his opposition to any future increase.