College Names New Building for Marie LaGuardia, Mayor's Widow

In what was the first major public tribute to her since her death, Marie LaGuardia—wife of Mayor Fiorello LaGuardia—was honored as the college named its newest building in her memory.

The structure was officially named the Marie LaGuardia Building at a formal ceremony October 20th. Located at 45-35 Van Dam Street, the building is now the permanent home of Middle College High School and several academic departments.

Hosting the event, President Raymond C. Bowen said: “It is fitting that we name this facility for Marie LaGuardia. It is a tribute to a woman whose public life exemplified the finest traditions of public service.”

Also attending the ceremony were CUNY Trustee Sylvia Bloom, CUNY Chancellor Joseph S. Murphy, State Senators Serph Maltese and George Onorato, Assemblywoman Kathy Nolan, and Deputy Borough President of Queens Peter Magnani.

Until her death in 1984 at the age of 89, Mrs. LaGuardia was a strong supporter of the college. In 1981 she attended the college’s tenth anniversary celebration, where she joined Mayor Koch and other community leaders in ceremonies officially dedicating the college’s main building.

Her greatest contribution came in

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1982 when she donated to the college a unique treasure: Mayor LaGuardia's personal memorabilia—an enormous collection of personal records, speeches, historic documents, and over 2,000 photographs—that span the 40 years of his public life. The gift became the centerpiece of the LaGuardia Archives and Museum which is now housed on campus.

The decision to name the building for Mrs. LaGuardia met with strong approval from her granddaughter, Dr. Katherine LaGuardia, who also participated in the ceremony.

"I think the dedication is an appropriate recognition of my grandmother," said Dr. LaGuardia, who is a research supervisor for Population Sciences at The Rockefeller Foundation. "She remained active in public life for 37 years after my grandfather's death. She has not received the acknowledgement she deserves."

The former Marie Fischer's role in public service began in 1914, when at the age of 18, she became Mr. LaGuardia's secretary. For the next 15 years she was an influential force in his professional life. In 1929 her political role was supplanted by a new one—wife of Mr. LaGuardia. Following his desire that she no longer remain in the public eye, Mrs. LaGuardia entered a quiet domestic life. In 1933 the couple adopted a girl, Jean. The following year they adopted a boy, Eric.

When LaGuardia became the city's 99th mayor in 1934, Mrs. LaGuardia served as New York's first lady for the next 12 years. During his third term, the couple became the first residents to occupy the new home established for New York's mayors, Gracie Mansion. In 1945, LaGuardia stepped down after his third term, and 21 months later he died.

After his death, Mrs. LaGuardia again stepped back into the public spotlight.

In the political arena, she supported Nelson Rockefeller's bid for the governorship, and John Lindsay's drive to become mayor. She endorsed Mayor Koch in 1981.

Her energies were also directed toward such philanthropic endeavors as the March of Dimes, the Muscular Dystrophy Association, and agencies that dealt with infertility. She also participated in a variety of activities at the college and elsewhere in 1982 during the city-wide celebration of the 100th anniversary of her husband's birth.

LaGuardia's 10-K Road Race Planned For April 22nd


This is what Recreational Director Andy Saluga, organizer of LaGuardia's road race, hopes many members of the college community will do on April 22 when the college hosts this annual event.

"We would love to see more faculty, staff and students either wearing race numbers or volunteering their services," said Mr. Saluga.

In the past, the race has attracted a small but committed number of LaGuardians who entered one of the three competitions—the 10-K race, 4-K Fitness walk, or one-mile "fun run". In addition, while these college athletes ran through the streets of Long Island City, college volunteers manned water stations, prepared food for the post-race buffet party, or recorded finishing times.

"A nice part of this non-academic activity," said Mr. Saluga, "is that it allows faculty, staff and students to shed their traditional roles and come together."

To help boost the field of LaGuardia entrants and to prepare runners for the big day, the Recreation Office will hold a series of pre-race training workshops.

Mr. Saluga noted that people who are just getting started in the sport, or view themselves simply as recreational runners, should not be intimidated by the race. "Although we have attracted some big-name runners, most of the entrants are middle-of-the-pack joggers," he said.

Over the past eight years, the college's small community race has gained the reputation among both serious and recreational runners as a high quality road race. The event gets high marks for paying close at... Continued on page seven
The Wagner family, the New York dynasty that fashioned liberal ideals into programs with national impact, is the theme of the 1990 community history calendar.

Entitled “Liberalism and Leadership: One Family’s Contribution,” the calendar examines the contributions of Senator Robert F. Wagner, Mayor Robert F. Wagner, Jr., and Bobby Wagner, current president of the New York City Board of Education.

“Each member of the family worked to reshape the country’s attitudes and institutions to provide security and opportunity for the urban working class,” said Dr. Richard K. Lieberman, director of the LaGuardia Archives which published the calendar.

The project was made possible by the New York City Department of Cultural Affairs, Con Edison’s Queens Division, and the Queens Borough President’s Office.

The story of this family’s dedication to public service is told through narrative and photographs from the family’s personal collection.

The story begins in 1904 when Robert F. Wagner, Sr. took his first step into the political spotlight as a New York State assemblyman.

After serving in Albany, he moved in 1926 to the U.S. Senate, defeating Republican incumbent James W. Wadsworth in a tight race.

According to the calendar: “For 22 years the senator pioneered social legislation that expanded the Federal government’s role in the economy and enlarged the responsibility for helping the poor.”

To combat the effects of the Depression, Senator Wagner sponsored the National Labor Relations Act of 1935, giving workers the right to bargain collectively. He wrote the Social Security Act of 1935, initiating federal old age pensions and unemployment insurance.

That same year, Robert F. Wagner, Jr. ran for the New York State Assembly from the same district that had sent his father to Albany 33 years earlier. Like his father, the 27-year-old Wagner won.

“In Albany,” the calendar explains, “Assemblyman Wagner followed his beloved father’s lead by backing New York’s first comprehensive low-cost public housing program and propos-
Collaborative Curriculum Launched with District 30

The college, in a new collaboration with Community School District 30, has developed a local history curriculum that teaches fourth graders about the 1939 World’s Fair.

The educational package examines how Mayor Fiorello LaGuardia and his city planners transformed a Corona wasteland into a fairground that gave its visitors a glimpse of the future and a feeling of hope at a time when Hitler’s troops were advancing across Europe.

“To learn about the World’s Fair,” said Clifton Hood of the LaGuardia Archives, which designed the curriculum, “is to learn about the history of Queens.”

To kick off the introduction of the curriculum into the district’s 20 elementary schools, the college on December 10 invited famed radio and television broadcaster Ed Hurlihy, the voice of the first television broadcast at the World’s Fair, to share his memories with a fourth grade class at P.S. 112 in Long Island City.

The man who was the voice of Kraft for 43 years and the host of “The Children’s Hour” from 1948 to 1958 reminisced about his role in presenting this new invention at the fair.

He explained that the first broadcasts were transmitted from the outside of the RCA pavilion onto a small-screened television viewed inside the building. “That was it,” said Mr. Hurlihy. “But it was a beginning.”

The curriculum looks at the new technologies introduced at the fair, but it also teaches how the fair led to the growth of the borough.

Dr. Hood points out that the fair was not only responsible for converting 1,200 acres of barren land into what is now Flushing Meadow Park, but for improving the borough’s highways and spurring the construction of LaGuardia Airport. To prepare for the visitors, the Grand Central Parkway was extended, and the Triborough Bridge and the Queens Midtown Tunnel were completed.

Along with the history lessons, the curriculum also includes activities designed to strengthen the students’ reading comprehension and map reading skills.

According to Dr. Hood, the curriculum satisfies a recent state requirement mandating that local history be taught in the city’s fourth grades.

For the college and Community School District 30 this pact represents the latest in a series of collaboratives designed to improve the quality of education in the district’s schools.

Efforts underway include: Project AWARE, a drug abuse prevention program; State Liberty Partnership’s Program, where the college works with a district intermediate school to improve academic achievement and retention among high-risk students; and the Science and Technology Entry Program (STEP), an enrichment program designed to increase the number of minority students pursuing careers in science, technology, and health.

“We are extremely grateful for the partnership we have established with LaGuardia,” said Community School District 30 Superintendent Angelo Gimondo, “and we look forward to many more future collaborations.”

New Scholarships to Aid Future School Teachers

In an effort to increase the number of minority students pursuing teaching careers in the city’s public schools, the college has developed two new scholarship programs under a $75,000 New York Community Trust grant.

The Arnhold and Berri Scholarships will provide funds to help cover educational and personal costs for students who have demonstrated a potential for teaching and who plan on enter the profession.

“Scholarships tend to be given to graduate students and upper division undergraduates enrolled in full-time programs,” said Director of College and School Collaborations Arlene Kahn. “Community college students often do not qualify.”

The scholarships will be awarded at two points in the students’ career. The Arnhold Scholarship fund will be awarded over the next three years to 64 students who demonstrate a flair for teaching, a commitment to children, and an interest in the profession. Each will receive $500.

The Berri Scholarship fund will award $500 scholarships to selected graduates who are going on to a senior college. Over the three-year period, 64 students also receive these scholarships.

Students must have a 3.0 grade point average, plan to teach, and demonstrate financial need.

Dr. Kahn said that the scholarship program will help address the severe teaching shortage the city’s public school system will face in the coming decade. She said that more than 40,000 new teachers will be needed to replace teachers who are retiring, and Continued on page eight
New $300,000 Grant to Enhance Education For Allied Health Science Students

The college has received a $300,000 grant from The United States Public Health Service to develop a comprehensive program of support services designed to enhance the education of disadvantaged students enrolled in allied health majors.

Under the three-year grant, the Department of Natural and Applied Sciences will integrate into the curricula of three of its associate degree programs—clinical dietetic technology, occupational therapy assistant, and physical therapist assistant—a variety of supplementary academic activities including a career exploration sequence, tutorials, individual and group counseling sessions, as well as study skills workshops and a mentor program.

According to Naomi Greenberg, project director, the program, entitled the Health Careers Opportunity Program, has a three-part objective: to improve the retention and graduation rate among minority and other disadvantaged students who enter these associate degree programs, to increase the number of allied health majors who complete basic skills courses and enroll in program courses, and to boost the recruitment rate of these students into particular allied health fields.

"By providing academic reinforcements," said Professor Greenberg, "we hope to maximize the student's chances of successfully completing training and entering the job market." She indicated that currently less than 50 percent of students enrolled in these majors graduate.

The program kicked off last fall with an enrollment of 120. Sixty were entering freshmen enrolled in basic skills courses, and 60 were already enrolled in the allied health professions courses of the three majors.

The first phase of the program is career orientation designed to broaden the students' perspective on the particular allied health profession they have selected by providing a description of the academic courses, the internship opportunities, and the career ladder for that profession.

"Many who enroll in an allied health major do so with very little knowledge of the field, its career opportunities, or even the academic requirements," said Professor Greenberg.

The 60 incoming freshmen will further explore career issues during Freshman Seminar. In addition to receiving information about their career—including entrance requirements, job responsibilities, salary scales and opportunities for advancement—one important exercise has the students evaluating themselves in relation to the career information presented to them.

"Through this process," said Professor Greenberg, "we hope those who decide they have made a sound choice will become more committed to their goals, thereby increasing their chances of completing the allied health curriculum."

To bolster the students' academic progress, the program offers individual and group tutorial sessions for students who need help in their major subjects, as well as remedial classes. Students who opt to take additional instruction are entitled to two hours a week of extra help.

Students are also encouraged to participate in a variety of study skills workshops and study groups. The workshops delve into such topics as test-taking strategies, time and stress management, note-taking, and memory skills, while the study groups reinforce newly developed study skills, and provide students with the opportunity to clarify and learn new course content.

"The study group concept has been shown to be successful in helping promote a positive identity and in helping students learn more than they would learn on their own," said Professor Mary Beth Early, who developed the proposal.

A counseling program, where participants discuss personal, academic and career issues, also has been built into the curriculum. Still another component which is being instituted is a mentoring program, where some 50 allied health graduates will be matched up with select students. The alumni mentors will share experiences, as well as discuss the academic and career concerns of the student.

"Because the mentors have succeeded," said Professor Greenberg, "they can share their strategies for success."

Over the course of three years, Professor Greenberg explained that the students' progress will be carefully monitored through pre- and post-testing, interviews, questionnaires, and review of college records.

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**Perspective**

*Perspective* is a periodic publication of the college produced by the Office of Communications. Suggestions for future articles may be made by calling the office at extension 5060.
College Wins Voc Ed Grants In All Major Categories

The college has won grants totaling $131,333 in the Vocational Education Act's 1990 Postsecondary Competitive Grants program, the only institution to receive grants in all major funding categories.

The awards will support continuing education projects developed by John Garcia, director of Non-Credit Program Operations, who was awarded $34,000; Shirley Miller, acting director of Community Service Programs, who received $57,018 for two grant proposals; and Jane Schulman, director of Adult Career Counseling Center, whose grant totaled $40,351.

"The college is especially proud," said President Raymond C. Bowen, "because we not only received more awards than any other college, but for the first time the college has received funding in all four categories."

In a separate VEA competition, Barbara Muir of the Mathematics Department received a $32,400 Dwight D. Eisenhower Title II A Inservice Project grant.

Mr. Garcia received approval to launch an effort with the Church Avenue Merchants Block Association of Brooklyn to provide clients with employment and training opportunities in health care and food service training. The project will target underemployed and unemployed refugees and immigrants.

Ms. Miller was awarded $29,518 to continue the college's Access Center for Vocational Education, which provides career development and educational and vocational referral services to inmates at the Queensborough Correctional Facility and Lincoln Correctional Facility.

Her second grant, amounting to $27,500, will establish a comprehensive occupational and remedial education program for Hispanic recipients of Aid to Families with Dependent Children. The project will offer participants English as a second language classes, expanded acculturation workshops, and occupational training sessions.

Ms. Schulman received funding for a non-traditional careers project which will introduce 500 men and women to career options available in non-traditional occupations.

Professor Muir will develop a course for middle/junior high school teachers from School District 13 in Brooklyn to improve their skills in the instruction of mathematics problem-solving. Under the program, 25 teachers will attend 16 two-hour workshops and will receive guided observation by project staff in the classroom. Upon completion of the program, teachers will have the skills needed to serve as instructors in peer-training seminars.

Amnesty Program Meets Permanent Residency Needs

The college has joined the federally-funded Amnesty Program designed to provide immigrants with the education they need to obtain permanent resident status.

According to Alexis Frazier, director of the Adult Learning Center which oversees the program, 1,200 students over the past year have gone through the 60-hour course which concentrates on English language instruction and U.S. history and government.

Offered by 11 CUNY units, as well as the New York City Board of Education and the Community Development Agency, the course grew out of the Immigration Reform and Control Act of 1986. By law, illegal aliens who arrived in this country prior to October of 1982 can apply for permanent resident status, if they receive a certificate that indicates they have taken an appropriate course.

Dr. Frazier indicated the college was selected to participate because of its well-established literacy program. "Since the structure was already here, it was decided that our ESL people were the ideal providers to serve this population," she said.

To help these people take the first step toward permanent residency status, the college has established an on-campus center and a site in Chinatown. During the registration process, applicants attend an orientation where a counselor briefs them on the program and the information they need to become permanent residents.

"The orientation and counseling sessions are two important features that help the college create a supportive learning environment that is essential for the success of the students," said Dr. Frazier. "The orientation provides students with the information they need to begin the program, and the counseling component assures students that a professional will always be available to offer academic and personal advisement."

To enhance classroom instruction, the program includes trips to Washington, D.C., the Statue of Liberty, and the United Nations.

Upon completing the program, students receive a "Certificate of Sat-
LaGuardia Degree Is Key To Grad's New Success

When Maureen Melle looks back on the last two years, she can hardly believe how much her life has changed.

In 1987 the 40-year-old Manhattan resident was unemployed and had no prospects. Now, after completing a two-year degree in human services at the college, Ms. Melle is a social worker assistant at the Manhattan Psychiatric Center.

"I can't believe it," said Ms. Melle. "When I applied to LaGuardia, I didn't know how well things would work out for me."

What appealed to her was the college's cooperative education program. "I felt that this kind of experience would help me find a job after I graduated," she said.

Ms. Melle enrolled in the program in the fall of 1987 and immediately became an excellent student. At graduation she received the outstanding academic achievement and service awards in human services, as well as the Dean of Faculty Award for highest scholastic achievement.

To fulfill her cooperative education requirements, she was placed on four internships at the Manhattan Psychiatric Center where she worked with patients who were substance abusers. "The internships proved to be invaluable," Ms. Melle said. "With each experience I was given more responsibility."

When Ms. Melle graduated last spring, she quickly discovered that her degree and internship experiences were the credentials she needed to walk into a full-time position at the psychiatric center.

"The position required a BA degree and one year of post-baccalaureate experience in the field," she said, "but I was offered the job because of the experience I gained on my internships."

At the center the social worker assistant serves mentally ill substance abusers. "When pay day comes I am amazed that I am being paid to do what I've always wanted to do," she said.

Ms. Melle is already planning her next career move. "As a result of the experience I had at LaGuardia, I'm planning to go for a master's in social work," she said.

LaGuardia 10-K...

Continued from page two

Attention to the runners' safety, for careful scoring, and for such special amenities as its locker room facilities, post-race buffet, and awards ceremony.

Another feature that appeals to runners is the certified race route that winds through Long Island City, past old and renovated factories, streets of brown stones, and offers spectacular views of Manhattan. "Runners find the course interesting and different," said Mr. Saluga. "We offer more than just loops in Central Park."

Anyone who is interested in entering the competition or in volunteering to help, please contact Mr. Saluga at extension 5045.

50 Students Named To Who's Who

Fifty LaGuardia students have been nominated to appear in the 1990 edition of Who's Who Among Students in American Junior Colleges.

The selection by the campus nominating committee and editors of the directory was based on academic achievement, community service, extracurricular activities, and future potential.

Candidates were selected from 1,400 institutions of higher learning in all 50 states, the District of Columbia, and several foreign nations.
Dr. Lieberman...
Continued from page one

While fewer than 20 percent of community college graduates nationally complete a bachelor's degree, more than 70 percent of students in this program have enrolled in a four-year college and expect to graduate. In fact, five graduates of Vassar this year came through the program, including three who were elected to Phi Beta Kappa.

The objective, according to Dr. Lieberman, is to establish a model which other colleges can adopt to enlarge opportunities for the 4.5 million students who are enrolled in the nation's 1,200 two-year colleges.

Support from foundations and corporations has enabled six colleges to initiate programs based on the model. Others are investigating its potential for attracting qualified minority students.

Students in the program live at Vassar and are taught by LaGuardia and Vassar faculty. They also receive special support from Vassar library staff, as well as specialists in reading and mathematics, and academic and peer counselors.

Dr. Lieberman received her bachelor's degree in economics from Barnard College, a master's degree in school psychology from The City College of New York, and a PhD in educational psychology from NYU.

She joined the college's Department of Social Science faculty in 1971. She currently serves as special assistant to the president for educational collaborative. She also has served as project director on grants from the Ford Foundation and the Aaron Diamond Foundation.

She won $400,000 in funding from Ford to replicate Middle College High School, an alternative school operated jointly by the New York City Board of Education and The City University of New York which is nationally known for its success with potential dropouts, in nine sites around the country.

New Scholarships...
Continued from page four

to meet demands of increasing enrollment.

The scholarships, she said, will also increase the number of minorities teaching in the school system.

These scholarships represent the latest of the college's efforts to prepare students for teaching careers.

Project TEACH, which won a Fund for the Improvement of Post-Secondary Education grant in 1987, identifies students interested in teaching. The curriculum is reinforced by learning groups and individual career counseling. Now in its third and final year, the program has attracted 118 students, 72 percent of whom are drawn from minority groups.

Another effort has been the creation of the pre-education major, which facilitates the transition of students from two-year to four-year institutions. The 66-credit major, which is the only one of its kind in CUNY, includes a liberal arts and cooperative education component.

To overcome the problems graduates face when transferring LaGuardia credits, the college has established a variety of articulation agreements. An arrangement with Queens College provides that 47 credits will be accepted. Two other pacts soon to be signed with Hunter and York Colleges call for the acceptance of 50 and 60 credits, respectively.

Under the State's Joint Registration Initiatives—a program that enables a two- and four-year institutional pair to jointly admit students into a four-year program they design together—the college is formulating a proposal with New York University under which all 66 credits required for the pre-education program will be accepted.

"These inter-institutional agreements," Dr. Kahn said, "are another method of helping our students overcome the barriers they encounter on their way to a teaching degree."