Olympia Dukakis, Jonathan Clayton Are This Year’s Tradition Dinner Honorees

During a rich career as an actress, Olympia Dukakis has been honored for her film and stage performances, but at the College’s Fifth Annual Tradition Dinner the winner of the 1988 Academy Award for her role in the film “Moonstruck” received a very different award for a very different role.

At the gala event, held February 22 at the Grand Ballroom of the Waldorf-Astoria Hotel, the College and Evangeline Gouletas presented Ms. Dukakis with the Evangeline Gouletas Leadership Award for her real-life role as a teacher. The award, which is bestowed upon an individual committed to serving the city and its people, recognized Ms. Dukakis for her 15-year career as an acting teacher at New York University and founder of the Whole Theatre, a nationally acclaimed repertory theater.

Also honored was Jonathan A. Clayton, Manufacturers Hanover Trusts’ senior vice president for business development for New York State. The College presented him with the Tradition Award for being a “teacher facilitating progress.”

“This year the dinner’s theme is ‘teachers working to build a strong urban future,’” said Sheila Gordon, dinner organizer. “We chose to recognize two distinguished individuals who within their professional fields have served as educators.”

Embracing the theme, the College presented the 500 corporate and

Middle College High Celebrates 15 Years of Innovation

When its was founded in 1974, Middle College High School was looked upon as a bold educational experiment. A decade and a half later it still is.

It was the first high school to collaborate with a college to educate a student population which traditionally others failed to serve—high school youngsters at risk of dropping out of school.

As it celebrates its fifteenth anniversary, the high school has established a national reputation as a successful model for educating this targeted population. Some 1,000 youngsters have graduated, and 78 percent of them have gone on to college.

“As a concept it was ahead of its time, in terms of high school/college collaborations,” said Dr. Janet Lieberman, special assistant to the president for educational collaboratives

Continued on page 2

Photo above: At the LaGuardia Tradition Dinner February 22, President Raymond C. Bowen is joined by Evangeline Gouletas, left, and dinner honoree Olympia Dukakis.
President Bowen To Be Inaugurated September 18th

The inauguration of Raymond C. Bowen as the College’s second president will be held September 18 in the Atrium of the IDC/NY Center II Building.

According to Dean Maryse Prezeau, Division of Institutional Advancement, the prevailing themes of the event are cultural pluralism and economic development.

The event will begin at 2 pm. A reception for guests will follow at the College.

President Bowen was appointed September, 1989.

Golden Globe and an Academy Award. She has also received two Obie awards for roles in Bertolt Brecht’s “A Man’s a Man” and Christopher Durang’s “The Marriage of Bette and Boo.”

She has appeared in over 100 Off-Broadway and regional productions. Her most recent Broadway appearance was in “Social Security.” Her current film credits include “Dad,” “Look Who’s Talking,” and “Steel Magnolias.”

As an educator, she has taught master acting classes for the past 15 years at NYU.

Mr. Elwin Larson, executive officer of Brooklyn Union Gas and last year’s honoree, presented the Tradition Award to Mr. Clayton, describing him as “one of the leading lights of one of New York’s leading banks.”

In his remarks, Mr. Larson also noted Manufacturers Hanover’s active role in helping the College conceptualize its cooperative education program in the early 1970s, and for being a long-standing participating employer.

In the tradition of the four previous dinners, the evening was brought to a close with honorees and guests singing “New York, New York.”

Middle College...

Continued from page 1

and a founder of Middle College. “What also made it unique was the attention it paid to this particular population and the way it structured a program that could keep these youngsters in school and send them on to college.”

Since that time there has been a growing awareness of the need for colleges to get involved with the secondary schools to serve this at-risk population.

With this realization also has come the call to replicate Middle College. Across the country institutions have adopted Middle College’s special blend of administrative philosophies, academic programs, and support services that distinguish the school from others.

Within the City University, Middle College has been replicated at Brooklyn College Academy, Bronx Community College’s University Heights International, and Lincoln Hostos Academy on the Hostos Community College campus. In addition, LaGuardia opened its second alternative high school for another ‘high risk’ population—recent immigrants with limited English language skills.

With the support of Ford Foundation grants totaling $430,000, six other high school/college collaboratives are now in operation. The model has been replicated at Contra Costa College, San Pablo, California; Cuyohoga Community College, Cleveland, Ohio; El Centro College, Dallas, Texas; Illinois Central College, East Peoria, Illinois; Los Angeles Southwest College, Los Angeles, California; and Shelby State Community College, Memphis, Tennessee.

Other spinoffs have been funded separately, at Miami Dade Community College, Miami, Florida; and Seattle Community College, Seattle, Washington. And in the fall, Mott Community College, Flint, Michigan, and the University of the District of Columbia, Washington, D.C., will

Continued on page 6
Student Math Team Scores
Dramatic Turn Around

A year ago, when the College's math team entered a city or state competition, it invariably found itself in last place.

Since then, however, the club has been transformed. Its members recently took third place in a state contest, and more recently, first place in the first leg of the two-part CUNY Math League Contest.

What changed? Last year Andrew Berry, a math professor, took over as the club's advisor. He attracted a group of enthusiastic high school and college mathematicians and shaped them into a competitive force.

Professor Berry explained that his plan was to spark interest in math among the students. "When I took on the advisory post the club only had three members," he said.

The spark turned out to be a weekly college-wide math competition. Students each week found a new math teaser posted on the club's bulletin board. A correct answer won students a free lunch at a local restaurant—and membership in the club.

"I was flooded with answers," said Professor Berry. "The club now has 15 to 18 members, and it's still growing," he added.

His next step was to turn students into competitive problem-solving strategists.

To achieve this goal, Professor Berry bombarded students with questions from old competitions, as well as original problems similar to those they would encounter during contests.

"To win, one has to be taught how to solve mathematical problems," said Professor Berry, "and to do it in approximately 30 seconds."

Training sessions are held every Wednesday during club hours. For five hours students can be found at the blackboard working collaboratively on solutions while others plot individual strategies at their desk. After training for six months, Professor Berry last fall decided that the team was ready for its first competition.

"I am rather rah-rah about these things," he said, "and I made up my mind, and everyone else's, that they were going to win."

The first competition was The New York State Mathematical Association for Two Year College's Team Competition. Among the 19 community colleges entered, LaGuardia came in third.

With a good showing in the state contest, the team was ready in November to enter the first portion of the CUNY Math League Contest. In a field of five community colleges, the nine-member team defeated last year's champion Queensborough.

Team scores are tabulated by averaging the top three scores from each school. Yu Tim, an International High School student, received the highest individual score of 70, followed by LaGuardia students Leong Loh with 60 points and Wen I. Lin with 45. The other team members are: Vladimir Annekov, Dwight Bygrave, Jian Fang Co, Shaqiqul Islam, Jacob Lee, and Mai Tran.

With two successful outings, Professor Berry said students are now gearing up for the second part of the CUNY competition in April.

What do they think of their chances? "With a lot of hard work I think we can do it," said team member Dwight Bygrave. "All it takes is practice, and the ability to think."

Children's Theater Program Schedules
Spring Events

The magic of live theater will come to young theatergoers this spring as the College's theater program presents an exciting melange of puppetry, storytelling, music and dance. The classic stories of "Br'er Rabbit" and "Uncle Remus" will be told on April 21 at 1:30 pm, and April 23 and 24 at 10 am by master storyteller and singer Don Oliver. These delightful southern tales, which are based on African legends and myths, were the basis of the Walt Disney film, "Song of the South," with the Academy Award winning song, "Zip-a-dee-do-dah."

On April 25, Don Oliver will once again appear on the LaGuardia stage as he takes the audience on a musical journey that traces the influence black music has had on the American song. The show progresses from the work songs of slaves, through spirituals, blues, gospel and jazz to the music of today. Mr. Oliver will perform from the 25th through the 27th at 10 am.

A non-stop dance extravaganza featuring ethnic folk dances from around the world will be held on May 5. The College's ninth annual International Dance Festival will highlight troupes, which in their native costumes, will demonstrate Asian, Caribbean, African and Appalachian dance. The marathon event will run from 12 noon to 7 pm.

Continued on page 4
International High School Pioneers
Collaborative Learning Techniques

At the start of class students filed into the science lab, and without instruction from any of the three teachers, began working together in small groups.

One group worked with a 10-foot balance beam in an experiment that examined the patterns between the weights of things placed on the beam and their distances from the center. Students in another group were weighing small plastic canisters containing an undisclosed number of coins, in an experiment that would lead them to an understanding of mass. Still another tested Newton's second law by measuring the effects of mass and force on acceleration.

In a matter of minutes the room was buzzing with lively scientific chatter as the students shared ideas, probed and questioned each others' theories, and refined their statements until they were satisfied with their answers.

Upon completing its activity sheets, the balance beam group called to a teacher who looked over the groups answers, asked a few questions, and after feeling confident that the students had grasped the concept, signed off on their activity.

Welcome to "Exploring Motion," International High School's latest educational experiment which allows students to explore the concepts of motion from the point of view of several disciplines in a learning environment that emphasizes collaborative learning.

The new curriculum, which was developed and is taught by a team of College and International High School faculty members, integrates math, physics, literature and physical education around the common theme. In the team taught math and physics component, LaGuardia math professor John Stevenson, high school physics teacher David Hirschy and high school math teacher Felicita Santiago design hands-on activities that give the students an understanding of motion and the mathematics which help them to understand the concept. English teacher Kathie Rugger has the students delve into the ideas of motion and change found in literature. And physical education teacher Alan Krull and co-teacher Ruthellen Weiner, have the students explore motion through adventure-based learning activities that stress student cooperation.

The subjects are taught to 21 students in a cooperative setting where collaborative learning is practiced.

"We have created a supportive close-knit family," said Ms. Rugger, "where students can work together."

The collaborative learning approach works the same in all academic classes. Each student signs up for an activity and works with other classmates who have chosen the same project. In these small supportive learning groups the students are peer teachers who work with each other to complete the assignment.

"Sometimes an explanation by a student is easier to understand than a teacher's," said Masha Bardash, "because a student will explain it in a way another student can understand."

Continued from page 3

The enchanting story of "Pinocchio" will be presented on May 14 through the 19th by the Seattle Mime Theatre. This internationally-known mime company, which has been called "brilliant," "hilarious," and "unabashedly entertaining," by critics and audiences all over the world, will tell the classic story with colorful sets, costumes, music and dialogue.

The May 14 through 18th performances will begin at 10 am., and the May 19 will start at 1:30 pm.

Prices for the weekday performances are $2.00 per person. Ticket prices for the Saturday shows are $2.50 for children and seniors and $4.00 for adults, with the exception of the international dance festival which is $3.00 for children and seniors and $5.00 for adults.

For those who are interested in purchasing tickets, please contact the theater office at ext. 5151.
Program Aims to Train Workers for New Careers

After working 13 years as a senior pattern maker, Gunther Eichholtz found himself without a job when his company moved from New York to Charlotte, N. C. "I had the option to relocate," said the 65-year-old Mr. Eichholtz, "but I felt that at this point in my life, I did not want to move."

Yet retirement was not an option, and with skills that were no longer in demand, Mr. Eichholtz was forced to take a new career direction. He decided to learn how to operate a microcomputer under the College's new vocational training program targeting three special populations among the city's unemployed: people like Mr. Eichholtz who have lost their jobs due to a plant lay-off or shutdown; homemakers who find themselves without financial support as a result of divorce, separation or death; and workers who have been unemployed for 15 weeks or more within the last 26-week working period.

The 21-month program is funded by a $392,000 state and city grant administered by the New York City Department of Employment. The College will conduct three, 20-week cycles to train a total of 50 people during each cycle. The first cycle began last November.

The College's Family Institute for Education, Training and Employment, formerly Programs for Women and Youth, has developed a retraining program aimed at training workers for new careers.

The purpose of connecting the three academic areas by a common theme, Mr. Hirschy said is to break down the traditional discipline areas and allow the students to begin focusing on one idea.

"By uniting all the courses around the same concept," said Ms. Rugger, "the students can see that the concrete, abstract and verbal worlds are all connected. For example, in studying the topic of falling, the students have a chance to write and read about it, experiment with it, and have a chance to actually experience it."

Connected to the academic classes is a physical education component, which is designed to help create the group cohesiveness that is essential to the program's success.

According to Mr. Krull, the course accomplishes this through a sequence of activities based on the Project Adventure method—experiential outdoor education where students work together as a group to a common goal. The students go from group games designed to make them feel more comfortable with each other to a trust sequence where they engage in fairly risky activities.

"The goal of the physical education program is to have the students carry over the trust and confidence that they learn here into their academic classes," said Ms. Weiner.
New Careers...
Continued from page 5

Middle College Marks
15 Years of Innovation

Continued from page 2

open their doors.
And several programs are in the planning stages. Roxbury and Bunker Hill Community Colleges, both in Boston, are considering the model, as well as Florida Community College in Jacksonville, Florida, and Central Piedmont Community College in Charlotte, North Carolina.

Word of the program’s success has also traveled to international institutions. For example, Math Professor John Stevenson recently presented both the college and high school models at five South African institutions.

There has been an explosion of interest,” said Middle College Principal Cecilia Cullen. “Each month we play host to an average of two community colleges interested in adopting the model.”

Despite its success the school in the past two years has gone through a total restructuring to strengthen the academic program, according to Ms. Cullen.

“We know how to create the supportive environment for this special population,” she said. “Now we want to better prepare our students academically for college.”

The first reforms include lengthening the 40-minute class period to 70 minutes and reducing the number of daily classes attended from seven to four.

“This schedule is unheard of at the high school level,” said Ms. Cullen, “but we want to mesh with a college-style schedule.”

Students also attend only four days of classes a week. Instead of regular classes on Tuesday morning, every student and professional staff member participate in “house.” According to guidance counselor Donald Freeman, “house” is an attempt to create an informal environment where an adult serves as a mentor and advisor to a small group of youngsters. During the special two-and-a-half hour period, groups discuss a variety of academic and civic-related issues, such as leadership skills, government, and preparation for life-after-high-school. On Wednesday afternoons, the high school students, like their college counterparts, go to assigned clubs.

Ms. Cullen indicated that the new class schedule reduced emphasis on

Continued on page 7

Photo left: Two students enrolled in a microcomputer training program for the unemployed work on a classroom assignment in the computer lab.
teacher-dominated classes and created a push toward more collaborative learning where students work together in small groups. High school and college faculty have combined their academic expertise to develop several interdisciplinary projects.

In one merger, Roberta Matthews, associate dean of Academic Affairs, and Middle College teacher Eleanor Morley have developed an American social history curriculum that combines history and English.

In another collaborative, Middle College High, International High, and LaGuardia faculty developed a curriculum where math is taught through mathematics and motion. The "Math and Motion," course, which is similar to an International High School project (see story on page 4), merges a full spectrum of subjects from basic math to pre-calculus.

"No one in the country knows what to do to raise math achievement," said Ms. Cullen. "This could be revolutionary."

Through these reforms, Ms. Cullen said the high school is once again setting the pace for the rest of the country.

"All the programs that education experts are talking about in terms of reform have already been instituted at Middle College because of the relationship that we have with the College," said Ms. Cullen, "and because we go beyond the boundary of what people consider high school to be."

Addressing the needs of students for expanded child care services, the College has established a second Early Childhood Learning Center in the Marie LaGuardia Building.

The new facility, which opened in September, more than doubles the space allocated by the College and has enabled enrollment to increase from 60 to 100 children daily.

"The College supports wholeheartedly the two early childhood learning center programs," said Dean Carol Jackson of the Division of Student Services. "We believe that child care is a critical issue to our student-parents."

The centers are open from 8 am to 11 pm weekdays and from 9:30 am to 2:30 pm on Saturdays.

"If it weren't for the day care center," said Qian Yu, a full-time ESL student, "I would not be able to attend college."

Five days a week, Ms. Yu drops off her five-year-old son, Yuan Zhou, at the new center. There, Yuan and his classmates, who range in age from two years, 10 months to six years, participate in a curriculum of reading and writing readiness activities, organized and free play, and recreation.

For Linda Polodian the program gives her four-year-old son, Charles, an opportunity to get a jump on his education before he begins kindergarten. Without the service, Ms. Polodian explained that Charles would have to wait until kindergarten to begin his formal education because she cannot afford private day care.

"The program is inexpensive compared to private day care," said Ms. Polodian. Parents now pay a maximum of $300 per quarter.

For the students enrolled in the extended day program, the center also offers a school-age program for children up to the age of nine. The program provides homework assistance, on-site computers and recreational activities.

The center's full academic and enrichment program is also extended to the children who attend Saturday Continued on page 8
Memorial Services Planned for Claudia Gregory, Dan Horn

The college community in February learned of the untimely deaths of two staff members, Claudia Gregory of the Division of Adult and Continuing Education and Dan Horn of the Division of Institutional Advancement.

In memory of Ms. Gregory and Mr. Horn, the college will hold separate services in the theater. A memorial service for Ms. Gregory is planned for May 16. The date of Mr. Horn’s service will be announced this month.

Claudia Gregory

Claudia Gregory, a counselor for the College’s Programs for Deaf Adults, died of an aneurysm on February 2. She was 41 years old.

Ms. Gregory, a 1984 LaGuardia graduate, joined the college staff in the fall of 1988 after completing her bachelor’s degree at the University of Tennessee. As an intake counselor, she provided academic, personal, and career counseling, and assisted with credit advisement, registration, and the supervision of the intern counseling assistant.

She was also the founder of the Student Organization for Deaf Awareness at the College.

Surviving are her parents, Edythe and William, her daughter, Shea, her five brothers, Brian, Dennis, Bart, Garry and Barry, and her sister, Keli.

Dan Horn

Dan Horn, the director of the LaGuardia theater, died of pneumonia on February 21. He was 37 years old.

Mr. Horn joined the College in 1985 as assistant to the director of Community Service Programs before being named theater director the following year.

As director he was responsible for expanding a children’s theater program that provided professional entertainment to the western Queens community. He scheduled weekday performances for school-age youngsters, as well as Saturday matinees for families and senior citizens. And also had sign language interpreters available at many of the performances.

Mr. Horn was also instrumental in developing the 800-seat theater in the college’s new building which is presently under construction.

Mr. Horn was born in Brooklyn, and received a bachelor’s degree from New York University and a master’s degree from Bank Street College of Education.

He is survived by his wife, Jo Yarrington; his son, Willie; his father, Aaron; and his sister, Toby.

Child Care...

Continued from page 7

sessions held in the LaGuardia building.

The new center’s spacious 1,200 square feet is broken up into special work and play areas. Another feature of the center is an outdoor play area that contains a small grassy section, as well as a paved portion.

In addition to educating children, the center also sponsors parent workshops. Topics are suggested by parents and include learning through play and the types of play parents can do at home with their children.

Both centers serve as field sites for student interns. Each quarter between five and 10 LaGuardia students, as well as Middle College and International High School students work in the centers.