A Month-Long Celebration of CUNY Offerings; Prospective Students and Public Welcome

When novelist Susan Isaacs went to Shelley and her classic novel Frankenstein, she was impressed. See page 12.

A searchable listing of the month’s activities can be found at www.cuny.edu/cuny-month. Visitors can also choose to receive their own e-mail alerts about open house dates or other activities of special interest. Trained counselors at 1-800-CUNY-YES can also answer questions about the colleges’ highly ranked undergraduate and graduate degree programs.

November 9th.

November 1st at the 19 colleges throughout New York.

November CUNY Month in New York City.

The author of nine novels, including the just-published Frankenstein story, along with a lecture and panel discussion (Nov. 2).

The program is called “Investing in Futures @ City University.”

The author of nine novels, including the just-published Frankenstein story, along with a lecture and panel discussion (Nov. 2).

CUNY Month at our colleges has become a celebration of the great city and state we proudly serve,” said Chancellor Matthew Goldstein. “We invite prospective students to visit all CUNY campuses and participate in educational and cultural events and activities.”

To help spread the word about CUNY Month, Con Edison will include information about it in bills being sent to 3.1 million customers, including 500,000 copies in Spanish. A special CUNY Month message has been included in municipal workers’ pay stubs. And a DVD about CUNY Month, produced by CUNY-TV/75, along with a 24-page brochure, has been mailed to over 100,000 public and private high school students in the five boroughs and surrounding suburbs. Filled with information about the University’s programs and featuring segments from CUNY-TV’s acclaimed “Study With the Best” newspaper, the DVD introduces college seekers to student success stories.

CUNY Thank you for your involvement CUNY Month has been included in municipal workers’ pay stubs. And a DVD about CUNY Month, produced by CUNY-TV/75, along with a 24-page brochure, has been mailed to over 100,000 public and private high school students in the five boroughs and surrounding suburbs. Filled with information about the University’s programs and featuring segments from CUNY-TV’s acclaimed “Study With the Best” newspaper, the DVD introduces college seekers to student success stories.

A Month-Long Celebration of CUNY Offerings; Prospective Students and Public Welcome

November 2004

November 9th.

November 1st at the 19 colleges throughout New York.

November CUNY Month in New York City.

The author of nine novels, including the just-published Frankenstein story, along with a lecture and panel discussion (Nov. 2).

CUNY Month at our colleges has become a celebration of the great city and state we proudly serve,” said Chancellor Matthew Goldstein. “We invite prospective students to visit all CUNY campuses and participate in educational and cultural events and activities.”

To help spread the word about CUNY Month, Con Edison will include information about it in bills being sent to 3.1 million customers, including 500,000 copies in Spanish. A special CUNY Month message has been included in municipal workers’ pay stubs. And a DVD about CUNY Month, produced by CUNY-TV/75, along with a 24-page brochure, has been mailed to over 100,000 public and private high school students in the five boroughs and surrounding suburbs. Filled with information about the University’s programs and featuring segments from CUNY-TV’s acclaimed “Study With the Best” newspaper, the DVD introduces college seekers to student success stories.

CUNY Thank you for your involvement CUNY Month has been included in municipal workers’ pay stubs. And a DVD about CUNY Month, produced by CUNY-TV/75, along with a 24-page brochure, has been mailed to over 100,000 public and private high school students in the five boroughs and surrounding suburbs. Filled with information about the University’s programs and featuring segments from CUNY-TV’s acclaimed “Study With the Best” newspaper, the DVD introduces college seekers to student success stories.

A Month-Long Celebration of CUNY Offerings; Prospective Students and Public Welcome

November 2004

November 9th.

November 1st at the 19 colleges throughout New York.

November CUNY Month in New York City.

The author of nine novels, including the just-published Frankenstein story, along with a lecture and panel discussion (Nov. 2).

CUNY Month at our colleges has become a celebration of the great city and state we proudly serve,” said Chancellor Matthew Goldstein. “We invite prospective students to visit all CUNY campuses and participate in educational and cultural events and activities.”

To help spread the word about CUNY Month, Con Edison will include information about it in bills being sent to 3.1 million customers, including 500,000 copies in Spanish. A special CUNY Month message has been included in municipal workers’ pay stubs. And a DVD about CUNY Month, produced by CUNY-TV/75, along with a 24-page brochure, has been mailed to over 100,000 public and private high school students in the five boroughs and surrounding suburbs. Filled with information about the University’s programs and featuring segments from CUNY-TV’s acclaimed “Study With the Best” newspaper, the DVD introduces college seekers to student success stories.

CUNY Thank you for your involvement CUNY Month has been included in municipal workers’ pay stubs. And a DVD about CUNY Month, produced by CUNY-TV/75, along with a 24-page brochure, has been mailed to over 100,000 public and private high school students in the five boroughs and surrounding suburbs. Filled with information about the University’s programs and featuring segments from CUNY-TV’s acclaimed “Study With the Best” newspaper, the DVD introduces college seekers to student success stories.

A Month-Long Celebration of CUNY Offerings; Prospective Students and Public Welcome

November 2004

November 9th.

November 1st at the 19 colleges throughout New York.

November CUNY Month in New York City.

The author of nine novels, including the just-published Frankenstein story, along with a lecture and panel discussion (Nov. 2).

CUNY Month at our colleges has become a celebration of the great city and state we proudly serve,” said Chancellor Matthew Goldstein. “We invite prospective students to visit all CUNY campuses and participate in educational and cultural events and activities.”

To help spread the word about CUNY Month, Con Edison will include information about it in bills being sent to 3.1 million customers, including 500,000 copies in Spanish. A special CUNY Month message has been included in municipal workers’ pay stubs. And a DVD about CUNY Month, produced by CUNY-TV/75, along with a 24-page brochure, has been mailed to over 100,000 public and private high school students in the five boroughs and surrounding suburbs. Filled with information about the University’s programs and featuring segments from CUNY-TV’s acclaimed “Study With the Best” newspaper, the DVD introduces college seekers to student success stories.

CUNY Thank you for your involvement CUNY Month has been included in municipal workers’ pay stubs. And a DVD about CUNY Month, produced by CUNY-TV/75, along with a 24-page brochure, has been mailed to over 100,000 public and private high school students in the five boroughs and surrounding suburbs. Filled with information about the University’s programs and featuring segments from CUNY-TV’s acclaimed “Study With the Best” newspaper, the DVD introduces college seekers to student success stories.

A Month-Long Celebration of CUNY Offerings; Prospective Students and Public Welcome

November 2004

November 9th.

November 1st at the 19 colleges throughout New York.

November CUNY Month in New York City.

The author of nine novels, including the just-published Frankenstein story, along with a lecture and panel discussion (Nov. 2).

CUNY Month at our colleges has become a celebration of the great city and state we proudly serve,” said Chancellor Matthew Goldstein. “We invite prospective students to visit all CUNY campuses and participate in educational and cultural events and activities.”

To help spread the word about CUNY Month, Con Edison will include information about it in bills being sent to 3.1 million customers, including 500,000 copies in Spanish. A special CUNY Month message has been included in municipal workers’ pay stubs. And a DVD about CUNY Month, produced by CUNY-TV/75, along with a 24-page brochure, has been mailed to over 100,000 public and private high school students in the five boroughs and surrounding suburbs. Filled with information about the University’s programs and featuring segments from CUNY-TV’s acclaimed “Study With the Best” newspaper, the DVD introduces college seekers to student success stories.

CUNY Thank you for your involvement CUNY Month has been included in municipal workers’ pay stubs. And a DVD about CUNY Month, produced by CUNY-TV/75, along with a 24-page brochure, has been mailed to over 100,000 public and private high school students in the five boroughs and surrounding suburbs. Filled with information about the University’s programs and featuring segments from CUNY-TV’s acclaimed “Study With the Best” newspaper, the DVD introduces college seekers to student success stories.
Some years ago, when I was taking a tour of the just-finished Newman Library at Baruch College, a group of students stopped me to give their assessment of this new center for learning that had once served a powerhouse for streetcars. I steered myself. Then one of the students said, “This building is so beautiful. It’s more beautiful than where any of us live.” I replied, “You know what? It’s more beautiful than where I live, too.”

I have always believed that our students and faculty need campuses that are beautiful, spaces that inspire learning, places for reflection, companionship and community. The need for fostering community is especially great at CUNY where nearly all of our students commute to class, often from the workplace. New York City presents the ultimate challenge for those who seek to create excellent spaces for learning. Available land is at a premium, and the rules that govern its use are complex. Employing inspiring architectural designs that are at ease in an urban environment is no simple task. These obstacles present a daunting challenge, one with great risks and great rewards.

This challenge has taken on a new urgency as the University’s enrollment is at its highest level in 30 years, and as we move forward with a capital construction program that will provide to our campuses over the next five years the largest infusion of dollars for facilities in the University’s history.

The scope of recent efforts at CUNY demonstrates that inspiring destinations can be created throughout New York City: from Baruch College’s “vertical campus,” a 17-story building that covers almost an entire city block, to the academic building under construction at Medgar Evers College to support its growing programs in Brooklyn; to the restoration of the Great Hall and the landmark exterior at City College; John Jay College of Criminal Justice will in a few years have a space that will be in keeping with its position as the nation’s pre-eminent college for the study of criminal justice and related disciplines.

Consider, also, the newly expanded library at Brooklyn College. The project combines a respectful restoration of this neo-Georgian-colonial gem, additional space to house the collections amassed over the decades, and new technology that is without peer. A second project for the college will expand the quadrangle to the proportions contemplated by its original designers in these and many other projects, the architectural teams have responded creatively, emphasizing through visual detail and scale that these are places of inspiration and import, not merely pass-through points.

Attending college is much more than dashing into a building, sitting at a desk for an hour, and then leaving. Just as good design has many inspirations and influences, a good education doesn’t happen simply by sitting in a classroom. It happens when a student feels the sense of ownership, confidence, and ease an inspired setting can offer. Spaces of light and connection and purpose—when designed well—inspire us to believe in the power of our own creativity. Educational environments should stir the imagination, communing to students that they are capable of being the ‘architects’ of their future, through whatever field they have chosen.

With its 19 colleges and professional schools spread throughout the five boroughs of New York City, CUNY is truly part of the fabric of the City. Its distinguished alumni have helped shape the city, its students reflect the city’s racial and ethnic diversity, and its campuses reflect the physical diversity of the city’s neighborhoods.

That’s why we at CUNY are such believers in creating strong civic and academic spaces. Our students, the future of New York City, deserve them.

EDITOR’S NOTE: Chancellor Goldstein was the recipient in October of the New York Foundation for Architecture’s Presidents Award.

As MoMA Leaves Queens,

T he works of some of America’s greatest 20th century artists—including Andy Warhol, Jim Dine, Mark Rothko, Roy Lichtenstein, Frank Stella, Willem de Kooning, Larry Rivers, Sol Le Witt and Robert Motherwell—are on display at the exquisitely renovated Queensborough Community College Art Gallery. The gallery is showing off its expanded space, which includes a theater and a research library, with a groundbreaking exhibit titled “An American Odyssey, 1945-1980: Debating Modernism.”

Many of the works in the show, which features more than 100 pieces by some 65 artists, have never been publicly exhibited before. “It’s a fresh show,” says curator Stephen Foster. “And this is it only U.S. stop.”

“This is the first time that we have ever had an exhibit of this level,” said Queensborough Community College President Eduardo Martí. “I see the gallery as a laboratory for our art department and the exhibits as a textbook for students to experience world-class art. Forty-five percent of our students are immigrants and I’m a Cuban immigrant, and I believe that students deserve high-quality educational opportunities. We want to create an accessible resource for our students and inspire them with the power of art.”

The critically acclaimed show, which opened at the prestigious Circulo de Bellas Artes in Madrid, Spain, examines the mid-century avant-garde art movements in the United States after WWII, when the center of the art world shifted from Paris to New York. “This is an exhibition that respectfully rubs against the grain,” Foster says. “Instead of representing the works in a time-period continuum, it takes a more critical approach by illustrating how these American artists who inhabited the mantle of European 20th century modernism questioned the validity and politics of that tradition and moved away from it. This period was a very important turning point in the history of 20th century art.”

The great divide between America and Europe and old and new is best represented by Jim Dine’s “Hatchet With Two Palettes, No. 2,” a painting that depicts an artist’s palette braided into a bar of wood in which a chained hitch is buried. “It is quite a powerful image,” Foster says. “And it’s a collusion to a direct attack on conventional modernism. This painting is incredibly famous but is almost never seen. It’s like hauling out the Mona Lisa. It’s an icon of 20th century modernism.”

Artist Audrey Flack adds feminist perspective to the American Odyssey with “Wheel of Fortune,” from her vanitas or “vanity” series of the 1970s. In this large painting, a fetching skull, virtually overshadowed by a lipstick-red necklace of an eye, the artist’s signature, is just beginning to open, as though nature is about to take over again.

Call it the dream team of speakers: In September 2002, Bill Clinton, Vaclav Havel, and Elie Wiesel joined a CUNY panel exploring political second acts—as do 16 other panelists at the Graduate Center this year has had an impressive lineup for its Continuing Education public programs, including former UN High Commissioner for Human Rights, Mary Robinson, Up the Down Staircase author Bell Kaufman, physicist Brian Greene and spiritual guru Ram Dass.

The Graduate Center of course offers more than the high-scale, intellectual and hands-on education courses, as do 16 other CUNY campuses. Students can train as paralegals at Medgar Evers, as medical records technicians at Bronx Community College, or as web designers at City University, or they can immerse themselves in esoterica ranging from Kabbalah at the College of Staten Island to comedy writing at Hunter College, to Qi Gong at Kingsborough.

But, now, a sea change is on the way. A quarter century in, CUNY’s continuing education system is experiencing growing pains, the good kind, due to growth. In ten
Queensborough Begins to Fill the Void

Queensborough Community College’s Continuing Ed program is absorbed in their books, under instructor’s supervision.

Queens College Museum Holds Art Treasures, Ancient and Modern

Recent acquisitions, including works by such artists as Albrecht Dürer, Max Ernst, Romare Bearden and Georges Braque, will be exhibited through December 15 at Queens College’s Godwin-Ternbach Museum.

The more than 100 works were selected from over 500 donated to the museum since 1998. Other works in the show include a 15th-Century gothic head of the Virgin Mary, textiles from Pre-Hispanic Peru and two totem poles from New Guinea depicting ancestral bird spirits. Paintings, drawings and prints from Spain and Latin America, selected from a group of 53 artworks donated in 1998 by the Lannan Foundation, are also featured in the exhibition.

A series of seven lectures, beginning October 27 and running through December 8, accompanies the show. Amy Winter, the museum’s director and curator, will give a director’s tour to open the series, and will follow on November 17 with a lecture on Max Ernst’s 1926 portfolio, Historie Naturelle, which is represented in the exhibition by several prints.

The Godwin-Ternbach is the only museum in Queens with a comprehensive collection of art and artifacts from ancient to modern times. Its permanent collection of over 3,500 works includes ancient Egyptian amulets, Greek and Roman sculpture and hand-blown glass, paintings from the workshop of Peter Paul Rubens, court-inspired objects from all parts of Asia and the Near East, masks and carvings from Africa, and drawings and prints by such old masters as Dürer and Rembrandt, and modern virtuosos such as Whistler, Miró, Picasso, Matisse, and Andy Warhol.

Queensborough President Eduardo Martin and gallery director Faustino Quintanilla, in the Queensborough Community College Art Gallery.

Students at Kingsborough Community College’s Continuing Ed program are absorbed in their books, under instructor’s supervision.

to a Bright Future of Strong Growth and Public Service

years, system-wide enrollment has nearly doubled, from 148,500 in 1994-95 to 247,700 last year. And the number of non-credit courses and certificate clusters across 18 campuses has skyrocketed. As a result, CUNY’s system is impatient to jump to the next level. For Continuing Education, that’s going to mean educational collaborations among campuses, aggressive marketing of programs, a centralized web site, and more.

Continuing Ed directors and their deans have been discussing these changes for over three years. “The idea was we needed to elevate [the system’s] status within the university in order to elevate its status within the city,” explains David Levine, continuing education director at the Graduate Center. “We’re at a new moment for continuing education within CUNY, in terms of its recognition, acceptance and embrace by the University as an integrated unit”—meaning integrated with CUNY’s academic side. Levine adds that another factor prompting change is the university’s unique relationship with its urban environs: “Continuing Ed serves a really important role as a bridge to the University—the first entry point,” Levine says.

He is echoed by John Mogulescu, senior university dean for academic affairs, who himself came out of CUNY Continuing Ed. Mogulescu is particularly proud of the role these programs fill as grantees and government contractors responsible for reaching low income and immigrant New Yorkers with free adult literacy, GED, and ESL classes; programs for youth; technical education programs and classes for the deaf and hard of hearing. “We serve children through senior; and unlike some of the private schools, while we do a lot of the same things they do, we are very responsive to the educational needs of New York City and low income New Yorkers,” Mogulescu says. “You wouldn’t think of a university being heavily involved in adult literacy, for example; but we probably have 20,000 students enrolled in classes in that area.”

For New Yorkers who want to start climbing the ladder of learning, there is The Summer Intensive English Language Program, annually taught at City College, LaGuardia Community, Bronx Community and the New York City College of Technology. Each summer, 400 to 500 young immigrants entering ninth grade study English five days a week for six weeks—and do it with incredible zeal. “You can’t get them out of the computer lab,” says coordinator Leslie Oppenheim. Also unique to CUNY is its emergency medical technician/paramedic training.

Continued on page 10 ➞
Students and Experts Share Goal: Restoring Life to Canal

Environmetalists have been trying for years to restore life to the Gowanus Canal. Although there has been some progress, a recent expedition yielded little reason to rejoice. Two weeks of searching for living things resulted in a slew of worms and one tiny fish floating in the murkiness of the Brooklyn waterway.

Where oxygen should have been, mercury, nickel, arsenic and lead abound. But significant progress may be on the way. More than 250 environmentalists from around the country met at the Brooklyn College Student Center this summer, assessing the situation and coming up with plans to rescue the legendary canal. The ultimate goal of those who attended the daylong gathering was to restore clear water and wildlife to the historically industrial and thus heavily polluted canal, which extends through the neighborhoods of Carroll Gardens, Park Slope and Red Hook.

At its most glorious, when it first opened in the 1860s, the two-mile-long stretch of water was home to giant lobsters, seals, jellyfish and a variety of fish. But decades of environmental neglect—caused by unlawful disposal of raw sewage and industrial spills from the surrounding coal yards, tanneries, and paint factories—slowly took a toll and transformed the area into a biological desert.

The experts who met at Brooklyn College presented data from their research and, together with community leaders, they issued calls for more public and private funding to revitalize the canal.

"There is a sense of optimism," because people at last are coming together to discuss what the problems are, said Martin Schreibman, director of Brooklyn College’s Aquatic Research and Environmental Assessment Center.

The center, along with the U.S. Army Corps of Engineers and the Gowanus Canal Community Development Corporation, sponsored the June conference.

Schreibman’s optimism is shared by others who say there has been a renaissance of sorts taking place along the shores. A planned 56-room hotel is about to rise on an empty lot on Union Street, Lowe’s Home Center has opened a store, and owners are converting properties into apartments to make way for new residents.

The effort to return the Gowanus to a semblance of its remote past goes back a century. In 1911 the Flushing Tunnel was constructed with a huge propeller that pulled clean water from the neighboring Buttermilk Channel into the canal.

In the 1960s, however, the propeller stopped working due to mechanical failure and the canal recaptured its fetid odor and returned to its polluted condition.

Community activists and environmentalists have been demanding that something be done; and in 1999 the relentless advocacy prompted the Department of Environmental Protection to reactivate the flushing system. In addition to that, 2,000 tons of contaminated sediments were dredged from the bottom of the waters. As a result the water quality improved notably and realtors began to show a stronger interest in nearby properties.

Conference participants made it clear that much more needs to be done.

Among the interested environmentalists with sound ideas about what to do were a number of CUNY students.

One student, Chester Zarnoch, 25, representing both the Graduate Center and Brooklyn College, presented his thoughts on how best to clean the waters of the canal. His plans were based on research about oysters, the "filter feeders," as he called them—have the ability to take in water and remove plankton and algae, thereby cleaning the surrounding water. Zarnoch discussed the potential application of his plan to the Gowanus, although he warned the canal is currently too dirty to support an oyster population.

This, however, does not mean that there is no hope.

“There are a lot of people committed to immediate changes…People are not thinking of the canal as a dumping ground any more," Zarnoch observed.

While residents are skeptical about the commercial boom that may intensify as the canal becomes more alive, Brooklyn College’s Schreibman believes there will ultimately be a healthy balance of industry and nature.

“The kind of unmonitored heavy industrial activity won’t happen here again, with the pollution and illegal spills,” Schreibman said. “This is a mixed community with a good balance of industrial and residential elements, and it’s a healthy mix.”

Who Would Have Thought It? My Book about Frida Became a Movie

Adapted here is a segment from “Study With the Best,” the 30-minute TV magazine, now entering its fourth season, that highlights CUNY’s wide array of outstanding faculty, remarkable students and alumni, and major University academic initiatives. The lively, fast-paced series (CUNY TV Channel 75) is aimed particularly at prospective CUNY students.

When the award-winning film "Frida" was released in 2002, it turned the little-known Mexican painter Frida Kahlo into a pop icon.

And it’s all because of the biography written by CUNY Graduate Center alum Hayden Herrera.

Herrera’s book, “Frida Kahlo,” which was published some two decades before the movie was filmed and which was listed in its credits, was her dissertation. “I was completely surprised” by all the attention the film brought to the book, she says, adding that in the 1980s, when she wrote it, she didn’t think many people would read it because her subject was so obscure.

“I thought, no one’s heard of Frida, so maybe a few people will read it in the art world, especially the feminists and my friends.”

When Herrera began researching Frida’s life, she became so fascinated with the story of this forgotten political and sexual revolutionary that “I began to feel as though I had gotten inside her head.”

The story of the feminist Kahlo, whose haunting self-portraits were overshadowed by the celebrated work of her philandering husband, Rockefeller Center muralist Diego Rivera, and whose personal life was filled with physical and emotional pain, took on new meaning when Herrera visited her Blue House in the suburbs of Mexico City. It was at the house museum that Herrera was able to put Kahlo’s life into perspective and then onto paper.

At 6, Kahlo had polio, and at 18, a bus accident left her with injuries so numerous and severe that her body was encased in a cast for a month. It was while she was confined to bed with the injuries that would plague her the rest of her life that she began painting, and it was her painting that would sustain her through some 30 more operations. In 1953, her work was finally exhibited in Mexico City for the first time, and in 1954, suffering after her right leg was amputated below the knee because of gangrene, she committed suicide at age 47.

“The house had such an atmosphere, it was as though Frida had just left,” Herrera says. “And there were all her things, all her dolls, all her clothes, her bedside table with her plaster cast on the bed with the thumbtacks in it. It was extremely vivid. And one did feel her presence quite strongly there. And I think a lot of people come away feeling that she’s there, you know.”

The tequila-chugging Kahlo, who dressed in traditional Mexican costume, expressed herself in four-letter words and entertained guests at her wild parties by singing off-color songs, cut a colorful figure. When Rivera had an affair with her sister, for instance, Kahlo, who was bisexual, countered with a mix of emotions and men, including communist leader Leon Trotsky.

Herrera says that Kahlo’s life and her paintings, which detail her pain brushstroke by brushstroke, are an allegory. “It’s the strength and that insistence on allegria – joy – that is what makes people love Frida and why she’s been turned into sort of Santa Frida,” Herrera says.
### Employees Can Save as They Use Public Transportation

City University employees who commute by city trains or buses may be able to save more than $200 a year by participating in CUNY’s Transit Benefit program.

The program offers a direct discount on subway or bus fares. Instead, it allows workers to pay for MetroCards with pre-tax earnings – meaning that the amounts paid for commuting costs never show up as part of gross earnings, and thus aren’t taxed.

Participants choose how much to contribute from each paycheck to the Transportation Spending Account based on how often they use city public transportation. Each is issued a TSA debit card that can only be used at MetroCard vending machines to purchase rides with funds from the spending account.

Contributions can be suspended during the summer, while employees are on leave, or anytime an employee decides to suspend participation. In the latter case, however, the normal administrative fee of $10 a month charged by JP Morgan Chase, who oversees the plan, will continue to be deducted from the employee’s paycheck.

The Transit Benefit program can’t be used to buy tickets on Metro North, the Long Island Railroad or New Jersey transit, nor can it be used to pay for parking costs. It can be used on express buses in the city.

The savings are greatest for higher-paid employees who use public transportation often. For a “frequent rider” (10 or more trips per week) making about $55,000 a year, annual savings would amount to between $283 and $300. Riders using more expensive express buses could save more, but there is an upper limit on contributions of $100 per month; additional amounts can come from post-tax earnings.

### New Hostos Review Features Latin American Writers

The Hostos Review, a compilation of articles, stories and poetry, is out in print and ready to be devoured by lovers of Latin-American literature. Its editor says the publication is an attempt to “build bridges” between Latino writers around the hemisphere and the world.

The current 353-page issue is in Spanish, but the next one will be devoted to Puerto Rican literature and many of those pieces will be published in English, the editor Dr. Isaac Goldemberg said.

Dr. Isaac Goldemberg, editor of the new Hostos Review of Latin American literature.

### CUNY Professors Donate $100,000 For Scholarships at Medgar Evers College

Teachers have been known to speak of “giving back” as a motivation for choosing their profession, but few have used the phrase as literally as Drs. Umesh P. and Shailaja U. Nagarkatte.

Umesh Nagarkatte, a mathematics professor at Medgar Evers College, and his wife Shailaja, a professor in mathematics and computer science at Queensborough Community College, recently gave $100,000 to Medgar Evers for scholarships to be awarded to two students each year, beginning with the fall of 2005.

“It’s a good use of money,” the soft-spoken Nagarkatte said of the gift. “It’s from our hearts. There are a number of students who do not have any other (financial) help and this will be quite useful for them.”

An immigrant from India, Nagarkatte said he loves being at Medgar Evers College, where the student body is largely black and President Edison O. Jackson has been struggling to boost donations from all corners of the borough of Brooklyn. He has been teaching there since 1978.

Another $100,000 gift came to Medgar Evers recently in the name of the late Brooklyn Councilwoman Mary Pinkett, whose husband William gave the school $50,000 this past summer with a promise of another $50,000 early next year. Pinkett said he hoped his donation would inspire other middle-class Brooklyn residents to do the same. “I hoped that maybe other people as well will start doing this,” said Pinkett, who works with an association of retired school supervisors and administrators in downtown Brooklyn.

Medgar Evers has been struggling over the decades against political and social odds to educate a population that is at risk in society, Pinkett said. “These are the things that inspired me as an individual to support it,” he said. “When people do something like this, maybe it can focus attention on the need. Other institutions have people to support them, but to my knowledge, although Medgar Evers does get some donations, they do not get a large number of substantial donations.”

But at the college’s Fourth Annual Legacy Awards Gala held in early October at the Marriott Hotel in downtown Brooklyn, college president Jackson boasted of the support, financial and otherwise, he’s been receiving from some high-powered people, including John Esposito, president and chief executive officer of Schieffelin and Company, and Frank Comerford, president and general manager of WNBC.

Jackson presented distinguished alumni awards to several graduates, including Dr. Carol DeCosta, a physician who offered strong words of thanks to the Medgar Evers faculty.

A current student, April Mojica, spoke of her experiences at the college, saying she took heart from words that Jackson repeats often when he’s speaking to students: “If your mind can conceive it, and your heart can believe it, then surely, surely you can achieve it.”

“Our mission is to establish links to build bridges between Latin American writers living in the United States with their Latino counterparts” in other parts of the world, said Goldemberg, who is a Distinguished Professor of Humanities at Hostos Community College and is the general editor of the Review.

With plans to publish several issues a year, the Hostos Review, or Revista Hostosiana, will present some of the finest writers and scholars in Latin America as well as here in the United States. For example, one of the authors in the current issue is Julio Ortega, a professor at Brown University and a “foremost” scholar on Latin American literature today, Goldemberg said.

### Scientists Get to the Heart of Trans Fatty Acids

Countless news articles and TV ads have bellowed a seeming truism: that solid fats found in margarine, ice cream, pop corn, fast-food French fries and cookies have been linked to high cholesterol and heart disease. But so far no study has established that they do, indeed, cause these health problems.

Research by City College Biochemistry Prof Dr. Horst Schulz and post-graduate student Wenfeng Yu may eventually answer this vitally important question.

“There’s still no definite answer, but this research opens up new possibilities for exploration,” said Schulz, who has been researching fatty acids for 35 years. Yu, who just earned his doctorate in biochemistry from CUNY with research done at CCNY, is now doing post-graduate work at the Albert Einstein College of Medicine in New York.

Schulz and Yu isolated mitochondria, sub-cellular pulmonary plants that manufacture energy, from rat livers and added a dietary trans-fatty acid to see how rapidly it broke down. They discovered that the trans-fatty acid is metabolized so slowly that it leaks out into other parts of the cell.

“This slow metabolizing may contribute to the negative health effects attributed to the acid,” Schulz said. He cautioned, however, that what occurs in rats may not necessarily hold true for humans.

Although Schulz and Yu studied only one trans-fatty acid, they expect others to behave similarly.

City Tech Windsurfer Is Sixth in Olympics

CUNY MATTERS — November 2004 | 5

Jessica Crisp, City Tech student and Olympic windsurfer.

When people ask City Tech architect-technology student Jessica Crisp what she did on her summer vacation, she can regale them with stories from Athens, where she competed in windsurfing in the 2004 Summer Olympics.

The 35-year-old, an Australian national who now lives in Brooklyn Heights, competed with the Australian Olympic team in the Mistral class of the sailing event, finishing sixth in a field of 26. “The competition was very tough,” she admitted.

Crisp, a sophomore, took a leave of absence from City Tech for a year and a half to prepare for the games, but is back this fall working on a degree in architectural technology. Previously, she studied furniture design in California before relocating to New York City in August 2001.

In the process of searching the Internet looking for furniture design training opportunities in New York, Crisp came across information about City Tech’s architectural technology program. “I was impressed by what I read and the opportunities the program provides to do hands-on design projects, both in the classroom and through internships,” she says.

She adds, “I’m so happy to be back on campus.”

Scientists Get to the Heart of Trans Fatty Acids

City College Biochemistry Professor Horst Schulz and post-graduate student Dr. Wenfeng Yu have done critical research on trans fatty acids. Photo, Bill Summers.
There was perhaps no more appropriate setting in which to hold the unveiling of the CUNY Voting Rights and Citizenship Calendar than the New-York Historical Society, where New Yorkers lately have been learning about the life and times of Founding Father Alexander Hamilton.

The calendar, a one-of-a-kind document that will be used around the country and in New York City public schools as a valuable tool in curriculum development, spans 17 months between September of this year and January of 2006, but it is far more than just a document for students. With them is Dr. Gail O. Mellow, President of LaGuardia Community College. At the unveiling of the calendar and oversaw its development, the implementation fell to Richard K. Lieberman, Director of the LaGuardia and Wagner Archives at LaGuardia Community College. Lieberman had the massive task of locating archival material. He spoke at the unveiling ceremony and oversaw its implementation.

The calendar and website, curated by a ‘visionary leader’ who showed singular energy in spreading it far beyond the boundaries of CUNY. That person was Jay Hershenon, CUNY Vice Chancellor for University Relations and Secretary of the Board of Trustees. Vice Chancellor Hershenon asked the New York Times through its Knowledge Network to be CUNY’s partner and obtain support from TIAA-CREF and JP Morgan Chase, who agreed to be the founding sponsors.

But if Hershenon conceived the calendar and oversaw its development, the implementation fell to Richard K. Lieberman, Director of the LaGuardia and Wagner Archives at LaGuardia Community College. Lieberman had the massive task of locating archival material. He spoke at the unveiling ceremony and oversaw its implementation.

The calendar… will reach millions of people in New York City, across the country and around the world.” — Chancellor Matthew Goldstein

The Voting Rights and Citizenship Calendar highlights critical events and themes that shaped America’s voting history: civil rights, big city voting in the mid-19th century, Party organization and patronage jobs, and more. It marks important future development, spanning 17 months between September of this year and January of 2006, but it is far more than just a document for students. With them is Dr. Gail O. Mellow, President of LaGuardia Community College.

The calendar has a companion website (www.cuny.edu/votingcalendar) that makes use of audio, video and links to further information, which together will hopefully inspire greater civic participation and a deeper appreciation of the American way of life.

The calendar is the only easily accessible location on the web to hear President Lyndon B. Johnson and the era’s key government and civil rights figures discuss the 1965 Voting Rights Act. Many young students are simply not aware of the great significance of that act, which was a watershed moment in the development of American democracy, a dividing line between a new era of more open participation in the nation’s electoral system and an old era when Americans of dark hue, and their white sympathizers as well, were harassed, beaten and even killed for demanding that everyone have the right to vote.

Full copies of all LBJ telephone recordings are available from the LBJ Presidential Library and the Miller Center for Public Affairs, but neither site allows listeners to select calls about specific topics. The calendar contains the most significant excerpts of the President’s conversations, this matter, framed with scholarly commentary to provide context for the issues at hand. In this sense, someone with no background other than a desire to learn more about this critical piece of legislation can use the Voting Rights Calendar recordings to gain insight into the origins, progress, and passage of the act—as it appeared at the time in the nation’s news pages even in 2004.

The Calendar: An Overview

The Voting Rights and Citizenship Calendar highlights critical events and themes that shaped America’s voting history: civil rights, big city voting in the mid-20th century, the Constitution, suffrage, contested elections and the electoral college. Specially illustrated sections explore how Native Americans, Chinese-Americans and women obtained the right to vote. The rich companion website offers rare streaming videos of civil rights leader Medgar Evers, the Johnson audio tapes, and more.

Curricular and lesson plans, drawn from the calendar’s scholarship and research
The Rev. Martin Luther King, Jr. with President Lyndon B. Johnson. In 1965, using tear gas and nightsticks stopped the first Selma-to-Montgomery voting rights march. Dr. King led a second march, but turned the marchers around to prevent a confrontation. Over 32,000 marchers made a third march safely under a court order of protection.

Representatives Bella Abzug, left, and Edward I. Koch listen to an address by Shirley Chisholm, the first African-American woman elected to Congress. A Brooklyn College graduate, she was an author of legislation establishing SEEK (Search for Education, Elevation and Knowledge), provides disadvantaged youths the chance to attend college.

Herman Badillo, a path-breaking Puerto Rican politician and CUNY alumnus, has been Bronx borough president, a congressman, deputy mayor and chairman of the CUNY Board of Trustees. The Jones Act of 1917 made Puerto Ricans U.S. citizens, allowing them to migrate freely to the mainland – and to vote upon arrival here.

A Blue Print for the Learning of History

underpinnings, are in development for elementary, middle and high school students and teachers in the New York City public schools and throughout the New York metropolitan area and beyond.

The calendar is distributed free of charge by CUNY and The New York Times Knowledge Network. It is sponsored by JPMorgan Chase and TIAA-CREF. Centro de Estudios Puertorriqueños at Hunter College/CUNY is preparing a Spanish translation of the printed calendar, and the University is planning translations in other formats and languages also. More than 170 CUNY faculty, staff and students helped with research, editing and the identification of resources and links. University Director of Media Relations Michael Arena and Daniel Shure, managing editor of cuny.edu, worked closely with Dr. Lieberman and his colleagues to establish the calendar website.

A Month by Month Journey to Democracy Below are listed some of the important historical topics dealt with in the Calendar. At the end of each section printed here, in parentheses, the reader will find the month and year of the calendar discussing that particular topic. Please note that the below list is not all-inclusive.

- The Civil War, which resulted in Abraham Lincoln’s Emancipation Proclamation, passage of the 13th Amendment to the Constitution abolishing slavery, and the Fourteenth Amendment, which granted citizenship to former slaves. (January 2005)
- Reconstruction, which was the period after the Civil War including the ratification in 1870 of the Fifteenth Amendment to the Constitution, which enfranchised former slaves. A combination of enduring racism and the need to protect the freedmen’s autonomy eventually stripped African-Americans of political, social, and economic power and resulted in racial segregation in the former Confederacy. (February 2005)
- Women’s Suffrage and Women Get the Vote, which are the sections recounting the struggle for women’s voting rights. The Seneca Falls Women’s Rights Convention was held in 1848 issued a Declaration of Sentiments stating, “All men and women are created equal.” (March and April 2005)
- The Jim Crow era, when Southern white supremacists used poll taxes, literacy tests and violence to prevent African-Americans from voting. The U.S. Supreme Court upheld segregation in Plessy v. Ferguson (1896) and endorsed state laws disenfranchising African-Americans in Williams v. Mississippi (1898). (May 2005)
- President Franklin D. Roosevelt’s New Deal, which was put into place during the Great Depression as the country suffered through a painful and sustained economic downturn that cut across racial lines. The importance of the vote took on a new immediate meaning. The National Labor Relations Act in 1935 spurred millions of workers to organize into unions, which used their strength to elect candidates sympathetic to labor’s interests. (June 2005)
- Big-city political machines, which wielded enormous power over the lives of residents in New York and other large cities that grew rapidly in the mid-19th century, fueled by immigration and an increase in manufacturing. Party organizations—known as political machines—offered immigrants help in exchange for political support. They sometimes fixed elections by stuffing or destroying ballot boxes. (July 2005)
- The Civil Rights movement, including the Supreme Court’s 1954 Brown v. Board of Education ruling, which outlawed racial segregation in schools. This calendar month also deals with the Montgomery, Alabama, bus boycott led by the Rev. Martin Luther King, Jr. The use of attack dogs, tear gas, and clubs against nonviolent demonstrators carried millions of Americans and led to the 1963 March on Washington, where Dr. King delivered his famed “I Have a Dream” speech. (September 2005)
- Additional calendar months are devoted to: The murders of Medgar Evers and civil rights workers in the south, events that led to the Voting Rights Act of 1965; Puerto Rican Voters; and Mexican-Americans. (Respectively, October 2005, November 2005, and January 2006)

Shining History’s Light into Classrooms

Voting Rights and Citizenship curricula are in development for the fourth, eighth and eleventh grades. Students using those materials will survey American history beginning with the construction of the Constitution, taking an educational journey through the Civil War and on to the struggles for women’s suffrage. They will also learn about civil rights and the labor movement. Finally, students will examine the struggles of today’s immigrants for voting rights and political empowerment.

The Archives has amassed a collection of primary source documents that will assist CUNY professors in preparing lessons. The LaGuardia and Wagner Archives and CUNY faculty are collaborating with teachers from the New York City Department of Education and the City Hall Academy, who will bring their pedagogical skills to the project.

Document-based learning, a requirement of the New York State Department of Education, will help students prepare for standardized tests, broaden their knowledge of U.S. history and government, and build their critical thinking skills. This material will be presented using a combination of printed materials and the computer.

The LaGuardia and Wagner Archives has produced curricula for the New York City public schools for more than fifteen years. Earlier topics have included public housing, Mayor Fiorello La Guardia, public health and the Erie Canal. Since 2003 the Archives has focused on civics, including its most recent curriculum “Keeping New York City Streets Clean Since the 1800s,” which dealt with waste management. Voting rights will build upon the Archives’ efforts, educating students about this fundamental right as they march through the major moments of American history.
Recalling a Hunter Grad Who Waged a Battle for Peace

The late Eileen Egan’s name would not trip easily from the tongue of a typical American history student. But the 1933 Hunter College grad was a prolific author and human rights activist who was passionately involved in the burning moral issues and events of the twentieth century. A radical pacifist, she was honored by the post-World War II governments of France and Germany for her work with European refugees. She later marched with the Rev. Martin Luther King, Jr. and was arrested with Mexican-American farm workers in California. She authored the first definitive biography of the late Catholic missionary Mother Teresa. Egan comes to our attention by way of Dr. Susan Kopp, director of the veterinary technology program at LaGuardia Community College.

Earlier this year, Kopp was honored by the Catholic Press Association for articles she wrote for a small Catholic monthly magazine, Living City. The articles were about the AIDS crisis in Uganda and the award was called the Eileen Egan Journalism Award, a name that at first meant nothing to Kopp. She wrote about AIDS in Uganda. Kopp then began to participate in acts of civil disobedience. “She was arrested maybe four times, with Dorothy Day (founder of the Catholic Worker newspaper), and with the farm workers striking in California” during the United Farm Workers boycotts of the late ’60s and early ’70s, her brother Jerome said.

For all her world travels, Eileen Egan remained a New Yorker in fact and in heart. In August of 1992, at the age of 72, she was the victim of a brutal mugging after attending mass at St. Monica’s Church on East 79th Street near her home. “She was near a restaurant and looking at the menu, her back was to the street, when this crazed person came up behind her. He went to grab her shoulder bag and couldn’t get it” and so he got rough with her, said Jean Gartlan, who was a personal friend of Egan’s and now lives in Baltimore. Egan suffered a broken hip, broken ribs and had to spend two weeks at Lenox Hill Hospital.

“Everyone wondered when the mugger happened how she would react, now that she was finally confronted with violence herself,” Gartlan said. But according to Egan’s family and friends, she never uttered a word of anger about the man, 31-year-old Richard Raimonde, who was eventually caught and sentenced in the crime.

In fact, “she forgave him and wrote to him when he was in jail and got to know his family,” said Gartlan.

In January, 1993, the New York Times published a feature article on Egan, based on an interview with her in her third-floor walk-up apartment, as she was still wheelchair-bound. “It was totally anonymous violence,” she told the reporter Michael T. Kaufman, “the kind of violence that comes in a war, when your house is bombed and you don’t know who did it or why.” She continued, “When I was in the hospital and they told me that Richard had been caught and that he was a poor white drifter who had done this sort of thing before, what could I feel? I feel compassion for all people who live by violence or act in violence. To me we are here either to heal or to hurt, and for me people who hurt others are the most tragic.”

At the time of the interview, according to the Times article, Egan was working on a book “arguing that with contemporary military technology it is no longer possible to cling to notions of a just war.” The book, titled Peace Be With You, was published in 1999.

In October of 2000, at the age of 88, Eileen Egan died. She is buried in Calvary Cemetery in Queens.

In the western corner of Queens, in Long Island City, veterinary professor Kopp said she has been inspired by Egan’s life. Kopp has accomplished quite a bit herself as a veterinarian. Back in the 1990s when she was chief veterinarian at New York City’s Animal Care and Control, she was interviewed by national radio commentator Charles Osgood about the difficulties of placing pit bulls in adoptive homes. The Amsterdam News wrote about her after one of her students was accepted to Cornell University’s College of Veterinary Medicine. Kopp said she is proud of the training her students get at LaGuardia and of their track record in finding meaningful work in the veterinary field.

Diligence and pride in one’s craft, as well as an ability to work with others, are qualities Kopp hopes she is passing on to her students. “I really like it when some body uses her talents for others,” Kopp said. “How I live my life ties into my teaching, the way I treat the students. I teach them that if you don’t learn to work together with others, with other students, it’s the animals who suffer.”

The New York Times spokeinging the A World of Difference

“We are here either to heal or to hurt, and for me people who hurt others are the most tragic.” —Eileen Egan, speaking to the New York Times in January, 1993.

In an undated photo, Eileen Egan is in the Mother Teresa House of the Dying in India.
Corruption in China, 18th-Century Women Who Tally and Tell

BY Fortune coincidence, Yan Sun happened to be traveling in several Chinese cities during the summer of the bloody Tianamen Square protests of 1989. The foreign media had for years been reporting on budding pro-democracy movements in China, and the world might have been pardoned for assuming that, at long last, democracy was finally bursting forth in the world’s most populous nation. Sun, now a professor of political science at Queens College and the Graduate Center, quickly discovered the real reason for the protests: “I learned first-hand that most public grievances were directed at the rise of official corruption since urban reforms in 1984.” Two years after the events, Sun recorded her views in her first professional article, “The Tiananmen Protests of 1989: The Key Issue of Corruption,” in the journal Asian Survey. At that time “corruption” referred mainly to profliteering by the children of powerful party and government officials. Corruption largely ended with the dismantling of central planning structures in the early 1990s. When Sun returned for another extended summer visit in 1995, she was taken aback by the new corruption: “returning with a vengeance” as China began to launch its full transition to a market economy. Contemplating research on the subject, Sun found a “rich reservoir” of materials in Chinese book stores, party offices, libraries, and law schools. “My experiences with the corruption and anti-corruption realities of China,” she writes, have resulted in her new book from Cornell University Press, Corruption and Market in Contemporary China.

Sun begins her study, for very good reasons, in Las Vegas, whither high-rolling Chinese fat-cats have been staking out ever-increasing numbers over the last decade. These, she asserts, are often “government officials and CEOs of state firms who have embezzled public funds and taken huge bribes, or business people who have acquired huge wealth through smuggling, tax evasion, or other dubious activities.” Sun quotes a Washington Post report that “high rollers from China and the amount they are willing to gamble have captured the imaginations of Vegas’s gambling industry” and is off and running, exploring the various kinds of corruption—which she defines as “the abuse of public power (gonggong quanli) by occupants of public office (gonggong renyuan)—in China. Three of her appendices depressingly list “Worst Construction Failures,” “Worst Office Sellers,” and “Fallen Gamblers” in the last decade. Sun quotes a Chinese newspaper’s headlines: “Urban Corruption for Sale,” “Corruption Fears in the Capital,” “Falling in the Trap of Speculation.” She adds that “the real reason for corruption is the real reason for public grievances” and that “the real reason for corruption is democracy.”

For several years, professional corruption has largely ended with the dismantling of central planning structures, and the elections of candidates for office. Corruption largely ended with the dismantling of central planning structures in the early 1990s.

Concurrent with the Chinese leadership’s ideological and moral, the state has retreated even more sorrowfully... Despite occasional exhortations to remember the party’s tradition of jingshi feidao (diligence and frugality), the party has not articulated an alternative value platform to balance the onslaught of commercialism and consumerism, the aggrandizement of individual desires and wants, and the legitimation of private “lifestyle.”

“Not surprisingly, in her conclusion Sun suggests the answers may ultimately lie in pro-democracy efforts.” The democratic alternative offers promising anti-corruption potential, especially in two areas: media exposure and periodic removal of corrupt officials through democratic processes. Though, she warns, striking the cautionary note: “Even democracy—especially at its fledging stage—may not be sufficient to constrain corruption.”

In her last chapter, Sun focuses on four fictional heroines—Defoe’s Molly Flanders and Richardson’s Clarissa—with personality, but not in the sense of the old James Van Heusen song that “a common 18th-century synonym for movable, or personal property was ‘personality’ or ‘personality.” Here she explores “the intricate connection between those women accounts who keep track of both narrative and finance, and their respective personalities” of property and individuality. Conner’s exploration tantalizingly leaves the reader at the doorstep of the CPA—in chief of all English novels, Jane Austen, but she was only 15 years old when Conner’s chosen century ended.

“Reading about capitalism run amuck causes one to think immediately of the collapse of Enron, made possible by several forms of corporate corruption and government lassitude. Remember, too, just about the only high-up Enron executives who emerged from that feudal accounting swamp smelling like a rose were women.”

Sun recorded her views in her first professional article, “The Issue of Corruption,” in the journal Women, Accounting, and Narrative: Keeping Books in 18th-century England, the latest title in the Gender and History series. For she has chosen to focus on a century that saw the first extensive attempts by the patriarchal to introduce the joys—and responsibilities—of accounting to women. “Account, accounting, accountable: the words are found everywhere from tutelary texts to novels,” Conner writes in her introduction, particularly “in literature about and directed toward women.”

Conner has discovered a remarkable nexus between the ubiquitous ladies’ almanacs and pocket-size account books and English fiction during the 18th century. The heroines conceived by male authors like Daniel Defoe and Samuel Richardson, Conner writes, “seem to be fictional versions of the owners of such almanacs” in The Ladies’ Compleat Pocket Book (1753), The Young Ladies’ Accountant, and Best Accomplisher (1771), or The Ladies’ Own Memorandum Book (1775).

Conversely, Conner notes how a woman, the late-17th-century author Aphra Behn, “deliberately omits precise financial records” because in her fiction accounting “symbolizes an encroaching, and corrupting, capitalistic world.”

Conner has the knack for chapter and sub-chapter titles. In her first chapter, “Duery of a not-so-mad housewife,” she surveys the various “accounting literatures” and explains its popularity. One was the rarity of banks: there were none in England before 1694 and relatively few even by 1750. “The domestic functioning of finances was often a matter of choice rather than a choice.” Blank pages in these yearly almanacs, Conner points out, were invitations to record much more than trivial sums; women began to “tell” their lives. She also has fun with the eponymity of the (male) authors of these almanacs to prevent women from the “fatal Precipitancy” of lavish spending.

It was in the 18th century, Conner shows, that the serious work began which led to a Sherron Watkins’ “Arithmetick, or containing Accounts, as it is called, are very necessary Accomplishments,” opines The Lady’s Preceptor in 1743. That is doubling why old Samuel Johnson wrote gently to his seven-year-old godchild in 1784, “When you are a little older, I hope you will be very diligent in learning arithmetick.”

Defoe’s novels, Conner concludes, reveal his “confidence in the financial capabilities of women.” His female characters “possess elaborate financial ‘portfolios’ and manipulate their funds with skill and acuity.” If Defoe wrote feelingly about accounting, it is perhaps because he was no stranger to debtor’s prison himself. In her last chapter, Conner focuses on four fictional heroines—Defoe’s Molly Flanders and Richardson’s Clarissa—with personality, but not in the sense of the old James Van Heusen song that “a common 18th-century synonym for moveable, or personal property was ‘personality’ or ‘personality’.” Here she explores “the intricate connection between those women accountants who keep track of both narrative and finance, and their respective personalities” of property and individuality.

Conner’s exploration tantalizingly leaves the reader at the doorstep of the CPA-in-chief of all English novels, Jane Austen, but she was only 15 years old when Conner’s chosen century ended.

— Gary Schmidgall
Dominicans Grow in Numbers and Influence, Across the City

On a recent Saturday, up on the hill that is City College's Hamilton Heights campus, several hundred Dominican-Americans gathered to share thoughts on the progress they have made politically and otherwise in recent years.

At one of several morning panels, Daisy Coco DeFilippis, provost of Hostos Community College, recalled a time not long ago when she was always the only Dominican at the various CUNY meetings she attended.

But throughout the day, it was clear the Dominican community had made substantial gains, in the city generally and at CUNY.

Politicians, businesspeople and scholars—many announcing proudly that they were themselves CUNY graduates—spent the day strategizing about ways they could share their own success with tens of thousands of other Dominicans reaching after the American dream.

During the course of her presentation touching upon obstacles facing Dominican New Yorkers, of relative poverty and discrimination, Coco DeFilippis summed up her feeling in words that were echoed in various permutations throughout the day.

“Only education will save us,” she said, speaking in Spanish.

University Chancellor Matthew Goldstein was one of the featured speakers at the mid-day luncheon event held in the majestic Great Hall, where he delivered the message that salvation, in the form of education, has in fact arrived and is already commencing its healing work.

“This university is proud of the more than 23,000 students of Dominican descent enrolled in degree programs at CUNY,” Goldstein said, as the audience broke into applause. “In fact, CUNY has graduated more Dominicans than any other academic institution in these United States.”

The Chancellor furthermore noted that the Dominican Studies Institute, which is based at City College and served as the organizational host for the weekend gathering, “is the only research initiative at any university devoted to the Dominican experience.”

The director of the Dominican Studies Institute, Dr. Ramona Hernandez, when speaking earlier in the day at a panel, had presented results of a survey showing the effects of Americanization on growing numbers of Dominicans in New York.

Dominicans hold on to their culture even as they display ambition in reaching the American dream, “in the way they view themselves and in their aspirations,” the group says in a 69-page publication distributed that day.

Among the Dominican political stalwarts at the conference was Manhattan Assemblyman Adriano Espallat, who earned his B.S. degree in political science from Queens College in 1978. At the luncheon event with Chancellor Goldstein, Espallat spoke about the evident achievements of Dominicans and said that striving members of an ethnic group beset with relatively high poverty rates must be selfless even as they display ambition in reaching their personal and professional goals.

“While there is much more work to be done,” he said, “we cannot just say we’re going to make a lot of money and not be thinking of the man who has almost nothing.”

Another Dominican official present, Guillermo Linares, recently was appointed by Mayor Michael Bloomberg as commissioner of the Mayor’s Office of Immigration Affairs.

Linares received his B.A. in 1973 and his M.S. in 1979, both from City College. In 1991, he became the first Dominican-American to hold public office in the United States when he was elected to the New York City Council. Over the past several years he has held varied posts addressing the broad needs of Latino and other immigrants in the United States.

Linares could be seen chatting Saturday with Allan Wernick, the chairman of CUNY’s Citizenship and Immigration Project. Wernick participated in the morning panel on legal problems experienced by Dominican immigrants.

The day’s emphasis on education had special resonance for young scholars who attended the panels and other presentations. City College sophomore Daniel Guillen took part in a folkloric presentation of music and dance that evening for conference participants.

Continuing Education Looks to a Bright Future of Strong Respect

Continued from page 3 which has drawn a stream of young people from the Caribbean nations Trinidad and Tobago and Anguilla to LaGuardia. In several cases, those students have returned to their homelands to be their country’s first certified EMTs.

And to train a cadre of New Yorkers to combat homegrown problems like drug addiction, Hostos is offering the state’s first bilingual program to train alcoholism and substance abuse counselors.

Barriers are breaking down fast with respect to CUNY’s Continuing Ed programs, and collaboration is on the rise. One multi-campus model in the planning stages is one that will promote training in sustainable construction skills. Another is what Kingsborough’s Linda Nahum calls an allied-health consortium. “For say, sonogram technicians, we didn’t want each of the campuses to develop its own curriculum—which might not be standardized,” explains Nahum, Associate Dean for Continuing Ed. For eight months, Nahum says, representatives from 11 campuses have shared ideas on how “not to reinvent the wheel.” The colleges are trying "to look at the program so [courses] complement, not compete," Nahum says.

Another major accomplishment for CUNY’s Continuing Ed system will be a centralized, searchable website, up and running within two years. “We have a huge portfolio of products, much more than any of our competitors around town,” explains Paul Russo, associate dean of continuing education and professional studies at Baruch, who is coordinating this ambitious project. “But if you’re someone on the outside trying to figure out what, where, how much, it can be unwieldy; and we recognize this.”

Accordingly, Russo and project partner Hugo Kijne of The College of Staten Island are working to streamline multiple-campus databases. “Our ultimate hope is to have a database-driven website which is searchable,” Russo says.

Chancellor Matthew Goldstein talks with Leonel Fernandez, President of the Dominican Republic, with whom the Chancellor signed a cooperative agreement earlier this year.

President Bill Clinton, on a CUNY Continuing Ed panel with Holocaust survivor Elie Wiesel.
Guillen, 20, is the president of the Dominican Students Association at City College and said he wants someday to earn a doctorate in music and teach at a college. More immediately, he is working with students at other campuses to create a CUNY-wide Dominican Students organization, so they can more effectively absorb and disseminate their history and culture, as they work to improve conditions in their community.

To plan for a CUNY-wide organization, Guillen said, he had recently met with Mirta Santana, president of ASEDOM, the Spanish acronym for the Association of Dominican Students at Baruch College. Further meetings are planned with student leaders at Bronx and Hostos Community Colleges, and John Jay and Lehman Colleges, Guillen said.

"In recent years there has been an increase in Dominican students coming to the college and registering. I know that," said Guillen, adding that he marveled at the caliber of people who attended the Dominican American National Roundtable Conference.

"Who would ever think that we'd have Dominicans on Wall Street and high in politics? Dominican culture is becoming part of this city and influencing it in positive ways."

CUNY and Dominican Republic Foundation Agree to Exchanges

Ties between CUNY and the Dominican Republic grew stronger this summer when Chancellor Matthew Goldstein and Dominican President Dr. Leonel Fernandez signed an agreement vowing cooperation in a number of academic areas. The pact puts CUNY in an alliance with the Dominican Republic-based Fundación Democracia y Desarrollo and its sister organization, Wash., D.C.-based Global Foundation for Democracy and Development. The Dominican organizations and CUNY "will foster technical cooperation on topics that will be jointly established as complementary..." the agreement says. "This collaboration will encompass the humanities, social sciences, natural sciences and technology."

The document specifically mentions the setting up of visiting scholar programs and opens the door for exchanges among students and faculty in a wide variety of fields. Officials at CUNY will hold annual meetings with Dominican counterparts to assess progress, the document stipulates.

The pact, according to Chancellor Goldstein, is one of the benefits of the expanded relationship between CUNY and the Dominican Republic. In recent years there has been an increase in Dominican students coming to CUNY and registering. There is also an increase in Dominican students at Bronx and Hostos Community Colleges.

"It is difficult to say what the exact impact will be," Goldstein said. "But the increase in Dominican students coming to CUNY will contribute to the diversity of our student body, and the cultural and educational exchange will benefit all of us."

Goldstein added that the relationship with the Dominican Republic should be applauded for its potential to enhance the educational experience of students in both countries.

Guillen, who is working to establish a CUNY-wide organization for Dominican Students, said he is excited about the potential for increased collaboration between CUNY and the Dominican Republic. He added that he hopes to see more students from the Dominican Republic come to CUNY and participate in academic and cultural programs.

"It is important to establish a strong relationship with the Dominican Republic," Guillen said. "This will allow for increased exchange of ideas, resources, and opportunities for students and faculty."

Goldstein said that the relationship with the Dominican Republic should be seen as a model for similar partnerships with other countries. He added that CUNY is committed to不断扩大 the cultural and educational exchange with the Dominican Republic and other nations.

Overall, Goldstein said, the relationship with the Dominican Republic is one of the many ways that CUNY is working to enhance the educational experience of students and contribute to the prosperity of the city and the nation.

Grants to Improve Instruction of Science and Math in City High Schools

T

two grants totaling $21.5 million will fund City University research to help high-school students from poor districts succeed in science and mathematics and to create biomedical research opportunities for minorities.

The larger grant, $12.5 million from the National Science Foundation, will fund the Mathematics Science Partnership in New York City, a program that will involve six CUNY colleges in a campaign to improve science and math instruction in 12 city high schools in Queens, the South Bronx and Manhattan over the next five years.

Hunter College will lead the group, which also comprises Lehman and Queens Colleges and Bronx, Hostos and Queensborough Community Colleges. The partnership will build on a successful Hunter pilot program that has helped students who failed state Regents exams in science and math. In 2004, 80 percent of the failed students who participated in that program passed their exams.

The other grant, $9 million from the National Institutes of Health to researchers at Hunter College, is aimed at creating research opportunities for minorities in such areas as molecular neuroscience, nanotechnology and cell regulation and proliferation.

Work on the Mathematics Science Partnership began last year, when Nicholas Michelli, the University’s dean for teacher education, convened a working group of CUNY faculty and representatives from the city’s schools system.

The group, which expanded its meetings at times to include state and city education officials, found “widespread problems...that impact negatively on the effective teaching and learning of mathematics and science.”

Leading the effort to correct those problems, along with Michelli, will be Pamela Milkins, chemistry professor at Hunter, along with Hunter chemist William Sweeney, Bronx Community College mathematician Vruna Prabhu and Hunter mathematics educator Frank Gardella.

Among other reforms, the program will create a dozen math-and-science “hub” schools, undertake professional development for 84 teachers, organize partnerships between college faculty and high school teachers, start summer camps for students who fail science or math exams and work to make all these changes permanent parts of academic-year programs.

Students at hub schools who demonstrate aptitude will be tapped for a “cadet corps” to encourage them to prepare for careers teaching math and science. CUNY’s other eight banks will receive scholarships for teacher education programs at CUNY, Michelli said.

Under supervision from CUNY faculty, high school teachers will be encouraged to embrace a “teacher-researcher” role to broaden their teaching skills while deepening their understanding of method and content.

The grants were among scores awarded to CUNY researchers recently. Among the others were:

- **BRONX COMMUNITY COLLEGE**
  - U.S. Department of Energy to the college’s Center for Sustainable Energy, for study of alternative energy sources ($996,600)

- **BROOKLYN COLLEGE**
  - National Institutes of Health to Louise Lainemiller, “Biomedical Research Training for Minority Honor Students” ($475,381)

- **GROVE CITY COLLEGE**
  - National Science Foundation to Kenneth T. Tochin, “Use of Research to Improve the Quality of Science Education in Urban High Schools” ($304,963)

- **BROOKLYN COLLEGE**
  - Better World Fund to Thomas Weiss, “50 Intellectual History Project – Phase III” ($267,165)

- **SUNY COLLEGE**
  - National Science Foundation to the CUNY Institute for Software Design and Development, in partnership with the New York Software Industry Association, to develop advanced software technologies and engineering methods ($600,000)

- **HUNTER COLLEGE**
  - Ford Foundation to Pedro Pedrazza, “Latin American Education Research Agenda for the 21st Century” ($150,000)

- **PHS/NIH/National Institute of General Medical Sciences to David Mootoo, “Synthesis of Stable Galacto Disaccharide Mimetics” ($296,974)

- **QUEENS COLLEGE**
  - National Institutes of Health to Zahra Zakeri for “Establishment of a Minority Access to Research Centers Program” ($244,377)

- **QUINNSEBOURGH COMMUNITY COLLEGE**
  - New York State Education Department to Anne Wagner, “Tech Prep Consortium of Queens” ($160,000)

- **QUEENS COLLEGE**
  - National Science Foundation to David Lieberman and Tak Cheung, “Remote Laboratories and Distance Learning for Technical Training” ($296,051)

- **YORK COLLEGE**
  - National Institutes of Health to Beth Rosenthal, “Exposure to Chronic Community Violence and its Consequences” ($295,053)

- **NEW YORK CITY COLLEGE OF TECHNOLOGY**
  - New York State Department of Education to Elaine Maldonado, “Math, Writing and Critical Thinking” ($425,369)

- **MEDGAR EVERS COLLEGE**
  - National Aeronautics and Space Administration to Leon Johnson, “New York City Research Initiative” ($148,417)
ePortfolio Helps Students Showcase Skills to Prospective Employers

Imagine a virtual interview that allows students to showcase their work and present themselves to prospective employers anywhere in the world without leaving home. Well, that’s the reality of ePortfolio, an innovative web-based program that is helping students at New York City College of Technology and LaGuardia Community College.

For example, Antonio Calixto, who recently earned his bachelor of technology degree in communication from City Tech, utilized ePortfolio to help land his current position as a graphics designer at the newspaper Hoy. Calixto, who arrived from Mexico 10 years ago at age 15, says proudly: “My website let me advertise myself: ‘Here’s my talent, come and get it!’”

Calixto and others are benefiting from a five-year $3.1 million U.S. Department of Education Title V collaborative grant to the two schools that aims to improve educational outcomes. The program is in its third year.

ePortfolio enables students to create online electronic portfolios in multimedia, state-of-the-art computer labs. Using photography, sound, movement, links, 3-D animation, multi-colored graphics and other technologies, they are able to design their own websites and create portfolios that include research papers, accounts of internship experiences and multimedia presentations.

“A student with an ePortfolio can, in a sense, interview virtually without leaving home,” said City Tech program director Antonio Calixto, who came from Mexico 10 years ago at age 15 and earned his bachelor’s degree from City Tech in June, advertised himself with ePortfolio.

Karen Bonsignore. “With a click of the mouse an ePortfolio can be sent to potential employers anywhere in the world, who can see evidence of the student’s creativity, work and academic success.”

Dr. B. Eynon is director of LaGuardia’s Center for Teaching and Learning and also heads its ePortfolio program. “Approximately 1,200 students were involved in the program last year,” he said, “and we expect an additional 2,000 during the current academic year.”

Faculty will join 40 colleagues who have found ePortfolio at LaGuardia.

A City Tech student Javed K. Ellis, 21, who arrived from Trinidad & Tobago in 2000, says his website shows not only what he can create, but also how he has sharpened his skills.

“A design company executive saw my work online and contacted me to discuss what sounds like a very promising internship,” he said.

Another user who showed the upward trajectory of her skills is Cheryl St. John-Broomes, who emigrated from Barbados in 1998 and this past June completed her bachelor of science degree in technology teacher education, with a 3.90 GPA. “My website showed samples of my work from true for today’s students.”

Waldron said the final gift was $10 million “from an alumnus who wishes to remain anonymous.” She credited this “extraordinarily generous gift,” and the amounts pledged by the other alumni, with helping to elevate Baruch’s status and to enhance the outlook for the college’s future graduates.

Noting Baruch’s high standings in national college rankings by such magazines as U.S. News and World Report and Money, Waldron said that “the support of our alumni and donors is the driving force behind this expansion of excellence.”

Baruch Alumni Donate Millions to Their ‘Downtown City’

Baruch College’s new president, Kathleen Waldron, announced that six alumni—one of whom chose to remain anonymous—have contributed a total of $53.5 million to the college.

Included in the total is one of the largest donations in history to a public college in New York State: $25 million given by William and Anita Newman in support of Baruch’s award-winning Vertical Campus facility, which will be renamed in their honor.

Newman, a 1947 graduate, has funded graduate and undergraduate programs at Baruch. He is the founder-chancellor of New Plan Excel Realty Trust, one of the nation’s largest real estate companies, which concentrates on shopping centers in a portfolio that comprises more than 400 properties.

His wife attended Hunter College.

He noted that his immigrant parents and his late brother also attended the school, known familiarly at the time as Downtown City, “earning degrees and setting the stage for productive careers in business. I’m grateful for what this school, now Baruch, has given me, and I welcome the opportunity to do the same for a new generation of young people.”

Another son of immigrants who has distinguished himself in the real estate field, Lawrence N. Field, made another of the major gifts to Baruch with his wife, Eris Field. The Fields donated $10 million toward future renovation of Baruch’s original academic building at 250 Delancey St. They are also giving $2 million to fund the Larry and Eris Fields Family Chair of Entrepreneurship, expanding the scope of Baruch’s Field Center in Entrepreneurship, which they endowed in 1999.

The founder and principal of NSB Associates, Field has more than three decades of experience in real estate development and investment in New York and Southern California. “For me, this opportunity to give back to Baruch College is both a privilege and an obligation,” he said.

Lawrence and Carol Zicklin, who endowed the Zicklin School of Business in 1997 with an $18 million gift, donated an additional $2 million to fund Baruch’s Robert Zicklin Center for Corporate Integrity. He graduated from Baruch in 1957, and was a managing principal and chairman of Neuberger Berman, an investment management firm.

Zicklin said the inspiration for his support was his cousin, Robert Zicklin, “a stickler for ethics and the law…. For me he was the model of integrity.”

Marvin Antonowski, a 1947 graduate whose long career in entertainment marketing involved him in such successful films as “Gandhi,” “Tootsie,” “Steel Magnolias,” “Prince of Tides” and “The Big Chill,” donated $2.5 million to support the performing arts center in the Vertical Campus, which will be named the Martin Antonowski Performing Arts Complex.

“I’m delighted to lend my name to a first-rate arts center at a college that’s home to the nation’s largest business school,” Antonowski said.

William F. Aldinger III, a 1969 Baruch graduate who is chairman and CEO of HSBC North America Holdings Inc., donated $2 million to endow a chair in his name in banking and finance.

“My professional life has been profoundly impacted by the excellent education I received at Baruch,” Aldinger said.

“And I want to make sure the same holds true for today’s students.”