Of Catiline, Subjunctive Control, & Complicated Cum-Clauses

Flora Kimmich, a former student in the Brooklyn College/GSUC Summer Latin Institute, reports on one of the nation’s most successful and honored foreign language immersion programs as it celebrates its silver anniversary.

Latin has no word for “carousels”—a pity, considering the career of CUNY Latinist Floyd Moreland, who retired last year. For now, on the board-walk in Seaside Heights, New Jersey, he runs a world-class carousel—a bestiarium of great beauty that he and a team of friends rescued from dismantlement and piecemeal sale, then carefully restored to operation.

Until recently, it was only on weekends that Moreland polished up his enchanting animals, sold tickets, set the carousel in motion to the music of a real Wurlitzer organ, and then stepped aboard to collect tickets. During the week he was at the Graduate School—in administrative positions in later years but, in the full flower of his youth, at the Summer Latin Institute. He founded the Institute in 1973, and it is his major legacy—to CUNY, to the field of Classics, and to the teaching and learning of ancient languages.

Paidagogos, in Ancient Greece, referred to a slave who escorted children to school. In his retirement from pedagogy, Moreland has, with a fine sense of balance, chosen to spend his time escorting children to delight. His Summer Latin Institute, which became the Latin/Greek Institute in 1978, has trained more than 1,200 students—high school, college, and graduate students and their teachers. Classicists, Medievalists, historians, theologians, and poets—to the point of proficiency in Latin and Ancient Greek. Its ten weeks of intensive learning are roughly equivalent to three or three-and-a-half years of conventional college course work. “Roughly” not only because all equivalents are rough, but also because the Institute is pedagogically far superior to conventional and even other intensive language programs.

New Trustee Kathleen Pesile

Native Staten Islander Kathleen M. Pesile, right, was approved by the New York State Senate on June 17 as the newest member of the CUNY Board of Trustees, effective immediately. Pesile, a nominee of Governor Pataki, is a principal of her own financial services firm, Pesile Financial Group. She brings to the Board many years of City University experience, both as a student, teacher, and long-time supporter of the College of Staten Island.

Trustee Pesile earned her Associate Degree in finance from what was then Staten Island Community College. Afterward, she earned B.A. and M.A. degrees—both magna cum laude—in public finance and management at Baruch College. For two decades Pesile has served as an adjunct lecturer in finance and international business at CSI and was a founding faculty member of its Weekend Division. Pesile has also been a member of the College of Staten Island Foundation and of the CSI Alumni Association.

Prior to establishing her own financial consultancy, Pesile served as a vice president at J.P. Morgan & Co.—in the fields of global markets and mergers and acquisitions—and as a vice president for finance and administration at Capital Cities/ABC. Pesile replaces Susan Moore Mouner, a Governor Cuomo appointee who has served on the Board since 1990. Pesile’s term will extend to June 30, 2004.

The University’s Board of Trustees adopted a resolution on May 26 to phase out all remedial education in the baccalaureate degree programs at CUNY’s eleven senior colleges, starting in the fall of 1999 and continuing through September 2001.

The four colleges to be affected in the first phase are Baruch, Brooklyn, Queens, and Hunter Colleges. City, Lehman, and John Jay Colleges, The College of Staten Island, and New York City Technical College will be part of phase two in September 2000 and York and Medgar Evers Colleges will be included in September 2001.

Students will be required to pass all three Freshman Skills Assessment Tests (reading comprehension, essay writing, and mathematics), as well as other admissions criteria, in order to enroll as freshmen or to transfer into those colleges’ baccalaureate programs. The resolution adds that “students seeking remediation shall be able to obtain such remediation services at a CUNY community college, at a senior college only during its summer sessions, or elsewhere as it may be made available.” The resolution does not apply to ESL students who received a secondary education abroad and who otherwise are not in need of remediation.

Board Chairwoman Anne Paolucci emphasized that “the University will focus on strengthening collaborations with the public schools and developing innovative alternatives to current remedial instruction.” In comments after the vote, Paolucci urged “the improvement of remediation strategies and proper monitoring of them.” She also expressed confidence that students “will have a much better chance if remediation is intense, intensive, at the entry level, where they do not have to compete with regular course work or other students in class who are far ahead of them. If I were a student, I would welcome this.”

Trustee Vice Chairman Herman Badillo observed, “These standards will benefit the students and will benefit the entire University” and called upon University officials to “come up with a ‘best case’ scenario—come up with a program to increase summer immersion programs and increase remedial immersion. This can be done.”

Detailed plans to implement the resolution at the respective colleges are requested of Interim Chancellor Christoph Kimmich and the senior college presidents by September 1998.

Kimmich stated after the Board’s action, “The challenge before us is to ensure that no student requiring remediation will be deprived of the opportunity to find suitable courses or programs.” Among the strategies under review for broader and more effective applications are:

- The College Now program, designed to help students make a smooth transition from high school to college.
- The pre-freshman summer skills programs, evening and weekend classes
- Expansion of language immersion and basic skills immersion programs.
- Tutoring and mentoring services and programs
- Joint programs between senior and community colleges.
- Collaborative strategies planned with the high schools include early warning programs and early testing to identify skills and deficiencies.

“Working together,” Kimmich added, “we will devise creative and innovative approaches, sensitive to the needs of students with their often complicated, over-burdened lives, sensitive as well to standards we expect students to meet in our programs. The goal, above all, is not to lose a single student with a high school degree and the ability to benefit from a college education.”
Albany Passes Bill To Aid TAP Students Who Are Disabled

Until now, many disabled students have been forced to put their health at risk by attending college full-time because it was a requirement for Tuition Assistance Program funds. In some cases, students were forced to choose between needed physical therapy and attending classes. Because they sometimes required two semesters to achieve full-time status, their TAP payments often came a year late.

This hardship was remedied in June when the Legislature passed a bill eliminating the full-time requirement for students who are defined as disabled under the Federal Americans With Disabilities Act of 1990 (Governor Pataki’s approval is expected). It is estimated that 1,000 of CUNY’s 8,000 students with disabilities will benefit from this legislation.

Passage of the bill was aided by close collaboration with its sponsors, Assemblyman Ed Sullivan and Senator Roy Goodman. Sullivan spoke on Governmental Relations and Merrill Parra, the Program for the Homebound at Queensborough Community College.

"The change brings students into line with the Federal Pell Grant Program, which permits part-time attendance by disabled students."

The University's prospects for New York City funding, mainly for the community colleges, are normally resolved by the end of June, but this year—for the first time since the City Charter revision in 1989—the Mayor and the City Council did not reach consensus on a budget. Mayor Rudolph Giuliani vetoed several provisions in the City Council budget, among them $7 million in financial aid for community and senior college students from City public and private schools who maintain a B average; $1.2 million for the College Now program; $450,000 in various member bills; and $50,000 for the Hunter College Schools Support program.

On June 16, the City Council overrode the Mayor’s vetoes by a vote of 47 to seven, and all of the Council’s additions were restored to the budget. "The New York Community Trust grant to embrace the economic benefits of "intensive recycling" (that is, recycling up to 70% of garbage, instead of the current level of under 50%). "The New York area is potentially the nation’s largest source of reusable materials," Commoner says, "but currently none of our garbage is processed within the New York area." He has received a New York Community Trust grant to study the economic benefits of "intensive recycling." (Photo: D. Beckles)

Funds for Java, Signing, Virtual Panels, Garbage & One Bright Orange TEM

On May 27 the City University honored recipients of an extraordinary array of major institutional grants won during the 1996-1997 academic year. Gathered in the air garden of Hunter College’s Faculty Lounge for the annual spring reception are five of the 200 honoraries. Distinguished Professor of Biology at City College John Lee (left) garnered a $129,000 NSF grant for a new German-made transmission electron microscope to replace "our old lady of 1972 vintage." The new instrument, Lee says, has very high powers of resolution, and its digital imaging capabilities mean CCNY scientists (mainly biologists and chemists) "will never need a darkroom again." The bright orange TEM has arrived. It will be placed in color-coordinated beige quarters and go online in early summer.

Professor of Electrical and Computer Engineering Bernard Mohr (second from left) of Queensborough Community College has marshaled several NSF grants totaling $600,000 over three years to enhance technological instruction through the Internet and World Wide Web. With these funds Mohr and his colleagues have established a local area network (LAN) to facilitate instructional delivery and have developed multimedia courseware, customized browsers for students, a virtual instrumentation panel that can process and graph data, and a project called webLab, which offers instructional presentations and an online lab manual for introductory electronics experiments.

Professor David Salb (middle) reeled in a Microsoft Corporation Academic Cooperative Instructional grant for the English Department and Computer Science. This grant is in effect a license to copy software and will allow KCC students to immerse themselves in Java, one of the hottest universal programming languages. Since 1975 LaGuardia Community College has pioneered the education of deaf and hard-of-hearing students. Jo Ann Kranis, Director of Interpreting Education Services, was recognized for attracting a five-year $283,000 U.S. Department of Education grant for training sign language interpreters (a two-year course of study). Emeritus rank is certainly not impeding the storied career of environmentalist Barry Com- moner (right). The current theme of the Director of the Center for the Biology of Natural Systems at Queens College might be "Garbage In But Not Out." He has received a New York Community Trust grant to study the economic benefits of "intensive recycling." (that is, recycling up to 70% of garbage, instead of the current level of under 50%). "The New York area is potentially the nation’s largest source of reusable materials," Commoner says, "but currently none of our garbage is processed within the City." His five-year study, to be concluded in the next few months, will lay out the benefits, notably an increase in jobs, of establishing processing sites in the City.

State, City Budget Update

Governor George P. Pataki announced early in June that substantial additional funds would be made available to State University and City University community colleges for the 1998-99 school year in order to avoid the need for tuition increases on these campuses. Pataki explained that his decision was based on the view that the 30 SUNY and six CUNY community colleges serve as the front line of higher educational opportunity for New Yorkers and are "important economic engines across the Empire State."

This increased funding, which totals $8.5 million for CUNY’s community colleges raises State aid per full-time equivalent student by $150, now totaling $2,050.

The Chairwoman of CUNY’s Board of Trustees, Anne Paolucci, said, “We are deeply grateful to Governor Pataki for his visionary leadership in assuring an increase in State support for the six community colleges at CUNY. This new funding is especially welcome in light of the recent Board of Trustees resolution to phase out remediation at the senior colleges and to review those programs at the community colleges.”

CUNY’s Interim Chancellor, Christoph Kimmich, added, “The City University’s community colleges will benefit greatly from the additional $150 in base aid funding. This will mean these campuses will continue to build on their numerous contributions to the State economy. We thank the Governor for his strong recognition of the vital importance of the community colleges.”

The Governor’s earlier vetoes of other measures for CUNY funding passed by the State Legislature, however, remain in effect.

John Morning, who was appointed to the CUNY Board of Trustees in 1997, was elected in late April to chair the Board of Directors of the Association of Governing Boards of Colleges and Universities, which is headquartered in Washington, D.C. He has been a member of the AGB board since 1991.

Morning continues to serve, as well, on the governing boards of the Pratt Institute (where he was also chairman for several years) and Wilberforce University in Ohio. He is also a director on several other cultural and charitable institutions, notably the New York Landmarks Conservancy and the Brooklyn Academy of Music.

BCC President Carolyn Williams, who was appointed to the Board of Governors of the American Association of Community Colleges (AACC) in 1999, has been elected Chairperson of the Board of Directors of the Association of Governing Boards of Colleges and Universities, which is headquartered in Washington, D.C. Williams, who arrived at BCC in 1996, comes to the Chair with 26 years of experience in urban community colleges in Los Angeles and Detroit (her B.A. M.A., and Ph.D. are all from Wayne State University in that city). The winner of several public service awards, Williams has most recently been honored as Woman of the Year by the Network Organization of Bronx Women, the Bronx Borough President, and the Urban League.

Major Appointment For Trustee Morning

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The mission of the Association of Governing Boards is to strengthen the institution of citizen trusteeship in higher education. It reaches more than 32,000 individuals affiliated with 1,800 colleges and universities and serving on nearly 1,100 boards.
S he was indomitable and inspiring, honored and beloved, a national figure. The founding president emerita of the Professional Staff Congress, Belle Zeller died on May 22 at the age of 95. A champion of faculty rights, student access, and academic excellence in higher education, Dr. Zeller’s energy and drive on behalf of the university she loved were legendary.

Zeller first became known as a faculty advocate in 1937 as chair of the Brooklyn College chapter of the College Teachers Union, which later became the American Federation of Teachers. She chaired the Legislative Congress, which represented the university’s instructional staff from 1944 to 1972, and under her leadership the Congress became a bona fide union in 1969, with CUNY as the first major university in the country to be unionized.

Her expertise in political action and the legislative process was instrumental in securing for instructional staff statutory tenure, competitive salary schedules, pension benefits, and other gains that served as a model for collective bargaining in higher education.

Zeller was impossible—and quite capable of bursting in on legislators, even if they were behind closed doors. It was not unusual for her to encounter former students on these forays, since many went on to serve in the Legislature.

She was always on the go, impatient for her next assignment. She was famous for ending a telephone conversation without so much as a “good-bye,” once the substance of the talk was completed. And she sometimes did not wait for a car taking her to a meeting to stop before leaping out. After stepping down from the PSC in 1976, she continued to work for the union as legislative representative and as a member of the Executive Council.

In tribute to her, the PSC created the Belle Zeller Scholarship Trust Fund in 1979. Despite the encroachments of advancing age and the impediments created by injuries sustained in an accident, Zeller, glowing with pride, each year personally presented the full-tuition awards to outstanding CUNY students chosen for academic excellence and community service.

She was also honored in 1988 by the establishment of the Belle Zeller Visiting Distinguished Professorship in Public Policy and Administration at Brooklyn College. Her beginnings were typical of many CUNY students. One of nine children born to immigrants from Eastern Europe, Davis and Celia Davidson Zeller, she went to City schools, received her baccalaureate cum laude from Hunter College, then earned a Columbia M.A. and a Ph.D. in political science.

A teacher briefly at Hunter, Zeller became one of the pioneer instructors at Brooklyn College in 1930 and retired in 1973 with nearly a half-century of teaching to look back on. Her doctoral dissertation, which was published in 1937 as Pressure Politics in New York, was the first full-length study of state-level lobbying. Later she co-authored American State Legislatures, which became the bible for state legislative reform.

Belle Zeller fulfilled the vision of the founders of the Free Academy in 1847, who sought to open the doors to the children of the City’s poor and working classes. Several years ago, in an address to recipients of Zeller scholarships, she said:

“What started as a bold experiment…has been proved a success over and over again. It has been proved in the thousands and thousands of students of the lowest of means who have entered our colleges with little or nothing going for them but a dream and a chance. They have rewarded us by proving the rightness of this enterprise by their deeds—the Nobel Prizes beyond our share and the public servants and the teachers and nurses and doctors and men and women of distinction in every walk of our national life. . . . It has been the grandest gratification of my nine decades to have had the opportunity to contribute to this magnificent enterprise.

Belle was on the phone to me about University affairs almost to the last day of her life. She continued to voice her concern for CUNY during these days of political and educational assault. To the end, every member of CUNY’s academic family was enriched by her life of service.

Irwin H. Poliishook
President, Professional Staff Congress

THE PSC IS PLANNING TO HOLD A MEMORIAL TO DR. ZELLER IN THE FALL. CONTRIBUTIONS IN HER MEMORY MAY BE SENT TO THE BELLE ZELLER SCHOLARSHIP TRUST FUND, C/O THE PSC, 25 WEST 43RD ST., NEW YORK, NY 10036.

Caumsett in His Ways

S heila, a Harris Hawk, ponders the tastiness of an index finger as Peter Schmidt explains some fine points of raptor biology to two students from Intermediate School 227. Sheila is one of several raptors, local animals, and some exotic denizens (a ten-foot python named Monty, huge hooting Madagascar cockroaches) used by Schmidt, Director of the Queens College Center for Environmental Teaching and Research at 1,600-acre Caumsett State Park, and his colleagues for educational programs.

Schmidt has been on hand at Caumsett—which is poised on a splendid rise of land overlooking Long Island Sound a half-dozen miles north of Huntington Station—for the entire 18 years the Center has been in operation. In addition to being a field station for CUNY biology and geology classes, the Center’s instructional staff works with more than 200 elementary and middle schools in the metropolitan region.

Last year 4,000 students participated in overnight environmental education trips—their “dorm” is the grand old former mansion of Marshall Field III—and 2,000 made day trips. Pictured here are students from PS. 118 in Queens getting up close to Caumsett’s tidal ecosystem. Annually, the Center’s vans, packed with furry, feathered, and scaly creatures, also safari out to visit 5,000 students in their classrooms.

A new lease for the Center is now being negotiated with the New York State Department of Parks. For more about the Center’s programs or to book a program, call 516-421-3526.

TWO COMMENCEMENT TALES

Photo Finish, White House Gig

M anuel Mendez is a photography buff—big-time. Pictured here are three prime examples of his passion, his daughters (from left) Konica, Leica, and Minolta. The 20-year-old triplets, though not identical, bear a striking resemblance—and in more ways than one. On June 5 they graduated from Queensborough Community College with nearly identical sky-high GPAs (3.8, 3.95, and 3.89, respectively), and they made the Dean’s List every semester they were on campus.

Born in the Philippines and raised in the Middle East, the Mendez sisters arrived in the U.S. less than three years ago and immediately enrolled at Queensborough. Konica and Leica will attend Hunter College in the fall, intending to study graphic arts. Minolta, a business/finance major, will attend Baruch College.

This picture was taken by the proud father. Clearly not wanting to play favorites, the camera he used was a Contax.

R ajah Pettinato Manno’s grandmother enrolled at Hunter College in 1922, but never got a degree. Manno himself gave Hunter two college tries, in 1985 and 1990. Each time he dropped out, and so he wound up tending bar and playing blues guitar in New York night clubs for a decade.

But Manno, whose teens were spent on the streets brushing up against the law, got lucky in his mentors, including Acting New York Supreme Court Judge Michael Corrigan (“he got me reading Aristotle, Plato, Gandhi, Martin Luther King, Jr.”), his stepfather John Pettinato (former director of the Greenwich Village Youth Council), and Kenneth Sherrill, political science chair at Hunter.

Flash forward, with their encouragement, to Hunter’s June 4th commencement, at which the 32-year-old Manno received his B.A. in political science. “The natural connection between creative arts and creative solutions to social problems is what drew me to political science and got me through college the final time.”

Manno will be attending law school this fall, but in the meantime he has been selected as a White House summer intern. Whether this will entail jam sessions with a certain saxophonist remains to be seen.
A WORKFORCE DEVELOPMENT OVERVIEW

CUNY's Full-court Press
For Full-time Employment

Don Menz, Director of the Regional Education Center for Economic Development and Coordinator of Workforce Development Programs for the Office of Academic Affairs, reports on programs and initiatives to strengthen the metropolitan and State work force.

Vera Naughton had been an Art Director for national magazine publishers for nearly ten years when she was laid off. Her “cut and paste” skills of redesigning magazine layouts with photographs and illustrations were no longer in demand. She had been replaced by a computer. Having heard about a program called Re-employment through Training and Education (RATE), she went to the Staten Island Worker Career Center, which provided her with a tuition voucher for a desktop publishing course being offered through Baruch College. After completing this course and searching for work for several weeks, she was hired by Time-Warner as a freelance Art Worker Career Center, which provided her with a “cut and paste” skills of redesigning the Office of Academic Affairs, reports on programs and initiatives to strengthen the metropolitan and State work force.

Over the last two years, more than 3,000 persons have utilized approximately $3.5 million in RATE funds at more than 150 different New York area educational institutions. CUNY accounted for approximately half of this total (47%). Among CUNY’s offerings were “customized” courses adapted from regular course offerings by Brooklyn College, Queens College, Baruch College, LaGuardia Community College, the Borough of Manhattan Community College, and the College of Staten Island.

The RATE program started on a small scale in 1990 with a request by Actors’ Equity—one of the Consortium’s member unions—to develop a program that would meet the needs of actors leaving theater work for more regular employment. The union had created the Actors’ Work Program, which offered career counseling and advice, but found that most of its clients refused to return to school to complete degrees or to learn new skills in demand in their target industries. RATE, which grew out of this request for help, is now open to dislocated workers from all fields who apply through one of the Consortium’s five Worker Career Centers (WCCs). Located in each of the boroughs, the WCCs are open to all applicants, union members and non-members alike, who have lost full-time employment.

After a long period of relative stagnation, the New York City area economy has begun adding jobs during the past year, but employment has not grown nearly as fast as in the rest of the country. Unemployment rates remain high. When layoffs occur, many workers find they must “re-tool,” especially those in fields where computer technology has transformed jobs and skill requirements. Like Vera Naughton, many of the WCCs’ clients are seeking to add computer-related skills to those acquired through years of experience on the job. In addition to desktop publishing and a variety of introductory courses in computer applications, “customized” courses developed by CUNY institutions for the Consortium’s RATE clients include the Teaching of English as a Second Language (Baruch College), Child Care (Brooklyn), Medical Assistant (Queens), Integrated Computer/ESL (LaGuardia), and Career Transition to the Non-profit Sector (the Graduate Center).

Thanks to this CUNY/Consortium for Worker Education partnership, the careers of hundreds of dislocated workers have, like Vera Naughton’s, been re-started on a new track, that follows the new direction of the City’s economy.

The funds supporting the development of Hunter’s Interdisciplinary Biotechnology program are part of the State funds that the University has received each year since 1993 for WDI. WDI in turn supports campus-based projects aimed at increasing CUNY’s ability to contribute to the economic development in the City and State. A wide variety of other projects have been funded since 1993 under this relatively broad mandate.

SEARCH AND EMPLOY OPERATION

The largest number of employers never before attended the 10-year history of the CUNY Big Apple Job Fair gathered at the Javits Convention Center on April 24 to meet with 5,000 graduating seniors and recent alumni. Pictured below is the husband and wife team of the U.S. Navy recruiters. Lieutenants Amy and Ken Whitwell. Being encouraged to come aboard are Bronx Community College June Associate Director of Career Services, Patricia Linder. "The lectures on theory solidify the knowledge they have already gained in their regular course work, while the hands-on skills training gives them a chance to apply this knowledge to real-world problems.

The lectures on theory solidify the knowledge they have already gained in their regular course work, while the hands-on skills training gives them a chance to apply this knowledge to real-world problems." In addition, she notes, "they gain access to private sector employers and the confidence to explore job opportunities outside of the hospital and academic realms, where they already have role models.

"The companies involved are equally enthusiastic," says Dr. Patricia Rockwell, the projects Director and chief instructor, "and they provide students with an opportunity to acquire additional skills and insight into the nature of industrial research."

In addition to Hunter seniors and M.A. students in Biology, the College has developed a modified two-month workshop for members of the Local 1199 Hospital Workers union laid off when their hospital-based medical labs have been either closed or outfitted with robotic technology.

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Among them are:

• Baruch College has created a Small Business Lab, providing business management skills to more than 1,000 entrepreneurs and small business owners annually, the majority of whom are Black, Hispanic, and other minorities. Baruch is also carrying out an investigation on behalf of the CUNY Task Force on Languages Other Than English, examining the value of these languages as a job credential for CUNY graduates.
• Borough of Manhattan Community College has created a Center for Business Trends Analysis, which focuses primarily on the economic structure and dynamics of the Lower Manhattan economy surrounding the College.
• Brooklyn College initiated an outreach effort to attract bilingual and immigrant professionals and to accelerate their completion of teacher certification requirements in fields where teacher shortages are most severe (e.g., bilingual special education, science, and mathematics).
• City College is designing advanced computer programming courses, based on current employer requirements, which will be offered both to CUNY students and to the general public as a continuing education course. The curricula for these courses will be shared with Computer Science and Continuing Education departments at other CUNY campuses.
• The Graduate School and University Center established a Paraprofessional Academy and Resource Center to help paraprofessionals advance their careers. The Center’s CUNY Data Service is also creating a World Wide Web-based version of its publication, “FYI. A Comprehensive Guide to Statistical Sources for the New York City Metropolitan Area.”
• Lehman College is creating an innovative Career Development Program for Home Care Workers, piloting a concept that could prove applicable to other workers entering the growing field of tutoring adults.
• Medgar Evers College developed a series of intensive internships courses to help paraprofessionals accelerate their progress toward completion of degree.
• New York City Technical College established a Small Business Institute designed to help local small downtown businesses improve their operations in order to benefit from the economic revitalization taking place in the MetroTech area.
• Queens College conducted a feasibility study of the potential for creating jobs by developing recycling-based industries on a city-wide basis.

Multi-campus WDI projects include the
A LIFE IN THE DRAMA

Eileen Hawkins, a graduate student and adjunct in the Theatre Department at Hunter College, recalls her first encounter with Eric Bentley, who bids fair to be the nation’s dean of theatrical discourse: “He was body-miked, leaning on a piano in Hunter’s recital hall, intoning poetry and songs of Bertolt Brecht in a raspy baritone. I was surprised by the ramrod straight six-foot-plus frame of the 62-year-old man. I knew Bentley had taught at the College in the past, and I startled myself that evening by impulsively asking him if he’d return. His ‘yes’ set wheels in motion, and the next fall I found myself enrolled in the class of this recent inductee into the Theatre Hall of Fame.” The author of 40-plus works of criticism (notably The Life of the Drama, The Playwright as Thinker, In Search of Theatre), translator, adapter, and original playwright, Bentley is acknowledged as one of the 20th century’s most vigorous and probing scholars of the stage. Recently, Hawkins visited him in his riverside apartment on Riverside Drive overlooking the Hudson. On a well-worn sofa near the grand piano where he performs his lyrics and tinkerers with ragtime, Bentley and Hawkins had the following relaxed and candid conversation.

Hawkins: I was going through my own theatre library the other day, and I was astonished how many of my volumes bear the name “Eric Bentley”—Bentley as scholar, critic, translator, teacher, director, playwright, and performer. Did I leave anything out? Bentley: Well no, but it’s mostly because I’ve been given a very long time to do all of these things. If I’d died young, like Georg Büchner, at 23, the list wouldn’t do all of these things. If I’d died young, cause I’ve been given a very long time to continue.” I did continue, but writing mine my directions. He said, “Oh, I know cal intelligence, not his flattery, to deter-vocation, and I told him I wanted his criti-cal ideas and do an essay on those, rather than discuss how he uses them in his plays, how he makes them part of the drama, not just part of the history of philosophy. It is the same with verse. You have to read po-eetry as poetry: the aesthetic experience of reading the poem is presumably what Shakespeare wanted from you, and he is entitled to get that from the critic as well. How can professors nurture stu-dents’ creativity? Bentley: That reminds me again of C.S. Lewis. One day I brought to him a terrible essay, full of awful profound-sounding stuff to im-press him. I read it—the Oxford method is that you read your paper aloud to your teacher—and when I was through there was a long pause. Then he said, “That makes my head swim.” And that made your heart sink!

B: But that conversational style got me in trouble in Germany! I delivered a chap-ter from The Life of the Drama there, translated for me by some-one, and afterwards some German scholars informed me this was not quite the tone for serious academic discourse. I was sorely tempted to quote Lewis and say, “but your pretentious language and hifalutin jargon makes my head swim.”

H: I get the feeling you are skeptical about teaching poetry or playwrighting. Bentley: Very—but I’m perhaps a skeptic about human nature! Still, many very fine writers will tell you someone, not necessarily teach-ing a formula. In modern society, such a function for them when they were just beginning—that is, reading their work and revealing them to themselves. Let’s reveal something about your recent theatre work. In 1956, you directed the original production of your translation of Brecht’s Good Woman of Setzuan, with Uta Hagen. This spring you collaborated on a new, Broadway-style version of the play. Yes. I wrote the book, and Michael Rice did the music and lyrics.

H: You did another Brecht recently, Mother Courage with the Jean Cocteau Repertory. That version, with a score by Darius Milhaud, was first created in 1959, but not performed until 1997. Yes. Before Milhaud, I had had to fit my lyrics to the original Paul Dessau score. I rewrite my lyrics for Milhaud—but before he composed the music, which was a great aid.”

H: Are you working on any other theatrical projects? B: One project has legal, not artistic, problems. Cocteau Rep wanted to do Happy End, but we never got the clearance from the owners of various rights. The lyric-als are owned by one party, book by an-other, music by a third. I’m intrigued by Happy End almost as a play-writing project. Its book is not by Brecht but Elisabeth Hauptmann, and it’s not very good. I think I could make a better one. H: The first time we met, you came to Hunter to read some from your translations of Brecht’s poetry and singing your Happy End lyrics. Your energy and relish for perform-ing really came across the footlights, so to speak. How does this compare to teach-ing—or does it compare? B: A teacher has put on a performance, too. I knew Mildred Dunnock, who taught in a girls’ school before she became a famous actress, and she said it wasn’t very different. C.S. Lewis—one last funny story about him—was a performer too. He taught one class for potential for being hard and dull, an introduction to medieval

Continued on next page
Wisdom from the Basement of Langston Hughes

James King, a doctoral candidate in English at the GSUC, reports on a highlight of his research at the Langston Hughes House. King was a participant in an experimental internship program, devised by Prof. Joan Richardson, that places CUNY graduate students in local cultural institutions for independent research.

In the fall of 1996, I was approached by Prof. William Kelly, Executive Officer of the Ph.D. program in English, concerning a possible research project at the Langston Hughes House, located at 20 East 127th St. in Harlem. The property is owned by Albert Davis, who has lived in the house since the mid-1980s. We met to discuss the sort of work that had already been done and what type of research remained to be conducted.

Davis explained that most items of scholarly import had already been transferred to the Hughes Collection at Yale, with duplicates also being housed at the Schomburg Center of the N.Y. Public Library. A little dismayed at the slim prospects for a late-comer of happening upon an undiscovered poem or script, I agreed to begin work at the House as part of an independent study through the English program.

My search of the basement at first yielded only some fairly unremarkable Langstoniana—a few maps, a number of books given as gifts by Langston to “Aunt Toy” Harper, who, along with Langston and her husband William Emerson Harper, owned the house.

Then, in a steel cabinet, I discovered, among volumes of Emerson’s sheet music, a note and the articles has led me on a search for a connection. One plausible explanation is that Langston was following the careers of these actors and actresses, watching the reception of Black theater productions, within and beyond the Black community, and hoping to direct such artists as these in a new play—one he was not able to finish before his death in 1967.

Now, two years later, my research has led me into new areas of study concerning the “Poet Laureate of Harlem,” notably the history of Black theater and Hughes’ connections with the Black Arts Movement of the 1960s. This research has taken time, much more than I ever expected to dedicate to my original independent study project. But then again, I have it on very good authority that it’s never wise to pursue important things—like a poem or an education—in a “rush rush hurry.”

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Venice Observed (And Studied)
By New York City Teachers

English Professor Brian Gallagher reports on the "Venice: Art, Humanism and Culture" course of study he created and directed for LaGuardia Community College's Sabbatical Program for public school teachers.

On a brilliantly clear day in January 1998, late in the morning, a group of 30 New York City teachers had what everyone concerned agreed was a transcendent experience. Standing before Giovanni Bellini's splendid 1485 triptych of Mary with Saints Nicholas, Peter, Mark and Benedict in the Pesaro Chapel of Venice's Frari church, the group uttered a collective gasp. Suddenly—after months of studying Venetian history, art, literature, and culture and after five days actually touring the churches, museums, and monuments of the "Queen of the Adriatic"—the group felt a spontaneous, instinctive flash of insight.

The moment was, in part, a recognition of the great merits of the piece: the unusually rich blue of Mary's robe; the golden, "mossaic" hue of the background apse; the trompe l'oeil continuation of the elaborate gilded framing into repeated pilasters in the painting itself; and, finally, the poised spirituality of this whole Sacra Conversazione.

More important, this was a collective encounter, to borrow F. Scott Fitzgerald's phrase, "commensurate to our capacity for wonder." And the moment was rendered unforgettable when—in this church where the great Renaissance composer Monteverdi is buried and in this city he served for more than two decades as choirmaster of the basilica of San Marco—the organ suddenly boomed out the opening chords of a triumphal theme.

Walking tours, guest lectures, and interesting readings.

T he 19-day trip allowed opportunity to visit Venetian sites well beyond Saint Mark's Square and the Doge's Palace. We explored the ornate Gothic church of Madonna dell'Orto (Tintoretto's home parish), the Ca' D'Oro museum, Ca' Rezzonico (where we heard two baroque concerts in its baroque ballroom), and the Ghetto. "Ghetto," incidentally, was Venetian dialect for "foundry"; the first ghetto, for Jews, was established by Venetians in 1516 on an island that formerly had an iron foundry on it.

We also took four excursions to see the 5th- and 6th-century mosaics in Ravenna, the Venetian empire's most important mainland city, Verona, Giotto's compelling frescoes in Padua's Scrovegni Chapel, and Torcello, where the oldest buildings of the Venetian lagoon still stand. Four free days at the end allowed students to radiate to the Veneto and beyond.

The (Venetian) Lion in Winter
Sabbatical Program students gathered, during their trip to Venice this winter, in the Cloister of San Giorgio Maggiore: the author, left, steps aside to make way for a typical Venetian prospect.

The Venetian course is the first to include travel and was designed to introduce a new phase of the program, "Cultures of the World." Drawing on faculty expertise, we are currently developing courses in this area that will focus on Ireland and India. The idea is to look at one culture in depth, using cross-cultural references both to illuminate the foreign culture and explore its significance for New York City's rich ethnic diversity.

For instance, the history and culture of the small but powerful Venetian city-state, which was an independent republic for more than a thousand years, was linked to Near Eastern art, medieval world trade in luxury goods, Renaissance exploration of the globe, and the Reformations. These strands in its history were brought closer to home by exploring Venice's layout in relation to the gridiron plan adopted in New York City in 1811, by considering our own "Renaissance," the Harlem Renaissance, and by "Venetian Brooklyn," a walking tour that focused on buildings like the Montauk Club, which was directly modeled on Venice's Ca' D'Oro.

For Venice, students took three fall courses: history and culture of Venice, Italian Renaissance art (emphasizing Venetian painting and architecture), and drama related to Venice like The Merchant of Venice, the plays of Carlo Goldoni, and Venice preserved by Thomas Otway. Then, from January 22 to February 9, the group explored the cultural sites of "La Serenissima." (Participants received one credit of independent study for the study trip.)

The Champs
Pedagogy, in fact, is the centerpiece of the Institute. Students come not only to learn Latin and Ancient Greek but also to learn to teach these languages. The proud- est products of the Institute beside its 1,200 graduates, are two celebrated textbooks, Latin: An Intensive Course, by Moreland and Rita M. Fleischer, and Greek: An Intensive Course, by Hardy Hansen and Gerald M. Quinn. Each is the standard- bearing teaching text in its field. The edu- cational influence of the Institute, there- fore, has been immense.

It all began at Brooklyn College when Ethyl Wolfe, then Chair of the Classics Department and subsequently Dean of the School of Humanities, interviewing Floyd Moreland for a Classics appointment, per- ceived a gifted classroom teacher. From this intuition—and from Wolfe's energetic and valiant sponsorship of an idea she believed in—grew the Brooklyn College Sum- mer Latin Institute. It was situated cen- trally at the Graduate School, where it be- came a model of its kind and attracted na- tional attention.

Or, if we go back one step, it all began at the University of California at Berkeley with a humble summer program for gradu- ate students who needed quick Latin read- ing skill to pass an exam commonly re- quired in humanities Ph.D. programs. Ber- keley, too, recognized in Moreland, then still a graduate student, the pre-eminent teacher he was to become and called on him to set up the crash course.

Insightful and impatient, Moreland be- gan by skipping around within the conven- tional Latin textbook he was obliged to use, tuete de mieux. He wanted to bring his students quickly to the point of reading real Latin, and he understood instinctively that they would have to control the subjective mood early if they were to have any chance of doing so. Even within the confines of the indicative, and therefore of simple sentences, he understood that students are entitled to fare more satisfying than the Femina pulchra est of the bad old days.

Sure enough, among the exercises of the first chapter of Moreland and Fleischer, which was perfected in the CUNY Institute, occurs this sentence: Feminis est forma, tama natula ("Beauty is for women, fame for sailors")—a fine illustration of the da- ta of reference replete with the rhetorical devices of alliteration, chiasmus, and elision of the verb “to be.” (Through nine printings, Moreland and Fleischer, to its credit, remains unrepentantly politically incorrect.)

The subjunctive enters in the second chapter of Latin: An Intensive Course; at the end of the fifth chapter a little tale of Dido and Aeneas ends with the death of Turnus and the founding of the city (Romae; of course): Turnus interficierunt erat ut plus impium superans oppidum conderet ("Turnus had to be slain so that the good man, vanquishing the bad, might found the city"). At the beginning of the sixth week of the program, those same students, hav- ing finished Moreland and Fleischer and mastered fundamental grammar, will set out to read Cicero’s First Oration Against Catiline in full and then Book Four, the Dido episode, of Vergil’s Aeneid.

How these instances of inspired peda- gogy, evanescently present in the classrooms of Berkeley, became a text is a CUNY story. We were all young people,” says Rita Fleischer, present at the Institute from its inception and now Administrative Director of Foreign Languages at the GNC, and, as teacher but then its secretary—typed up to be used in the next day’s class. Latin read- ings, lightly adapted and carefully glossed, followed the same path through the class- room into the textbook.

The young people who taught at the In- stitute then—Moreland, Fleischer, Gail Smith, and John Wyatt of Beloit College— glossed and graded into the night, one step ahead of their students, and kept the same furious pace of preparation. “The students would stay on at the Graduate Center at night,” recalls Fleischer, “and the faculty were all there… it was one big family.”

Twenty-five years after this tumultuous beginning, the faculty leaders of the Latin/ Greek Institute continue to work as har- sh as the students. Preliminary training ses- sions for them, whether seasoned instruc- tors or new recruits, begin in February and last till summer. Taking roles as teacher and student, the faculty reenact and try to anticipate classroom exchanges and strat- egies in the instruction on grammar, read- ing, and translation.

After classes begin in the summer, the faculty meet regularly at day’s end to re- view or anticipate problems. And they are available all through the night. Students stumped by a translation or a grammar exercise are free to call at any time. They do call, at all hours, for the rule is that they must be perfectly prepared when reci- tion resumes in class the next morning. The result of all this effort is perfectly dis- ciplined teaching and learning. This shared experience of impeccable discipline binds faculty and students, providing a psychological dimension of common commit- ment that makes so high a level of pedagogy sustainable—and even possible.

I remember a total world. A student in the Basic Latin program in 1987, I mut- ter exercises prepared into the wee hours the night before as I wait at 7 a.m. at a park-and-ride deep in New Jersey for a bus to the Port Authority. On the bus, I flip vocabulary cards. Latin on one side, and English on the other. At a dead run from Eighth Avenue, I arrive on the 10th floor of the Graduate School to find my fellow students muttering and flipping, too, in preparation for the daily morning quiz.

We sit all day in windowless class- rooms, chilled by air-conditioning, trans- ported to Carthage, where Aeneas does Dido wrong. At 10:30 a.m. each day’s quiz is returned, graded and commented upon. Over lunch, which we eat together in packs on the 18th floor, we curse at the five func- tions of cum-clauses and the six ways to compose conditional sentences.

Back on the classroom floors before the afternoon demonstration of new grammar points, we go eagerly to optional sight-reading exercises where, yoking with one another and carefully guided by our in- structors, we divine Martial’s wicked epi- grams on the strength of three weeks of Latin. After the grammar lecture, another sprint for a Port Authority bus, where, bathed in the late afternoon sun, I begin to unravel the exercises I shall be muttering in the next day’s early light.

The result? I learned Latin. I read it to this day: after a little preliminary limbering up, the hexameters fall into serried ranks and march past my reviewing stand in per- fect cadence. Even Horace, enigmatic and incomparable, opens to reveal secrets, as he did under Floyd Moreland’s gentle prob- ing in a stellar series of lectures and expli- cations that concluded and crowned that summer’s 10-week program.

Down on the Seaside Heights boardwalk now, Moreland pushes forward the lever that engages the gears of the car- rousel. The old Waltzer begins to bound and skirt. He steps ahead the revolving plaque, among swans and unicorns and leaping stags, and, leaning toward me to express an affection that co-exists in per- fect peace with his deep personal reserve, smiles and waves.

I am tempted, for my valedictory ges- ture, to leave Moreland whirling on his carousel, but, properly, an article honoring him and the Institute must end on a Latin note:

Illī mi par esse deo videtur ilī, si fac est, superare divers, qui sedens adversidem te spectat et audit dulce ridentem. . .

These lines are by Catullus, translating Sappho, from an ultra-famous poem both in the original Greek and in the Latin transla- tion. The passage brings back my summer of Basic Latin and Floyd Moreland and his deep love for his work. I shall offer no En- glish translation, the moral being, as Floyd would agree (though he might not tell you so): “If you don’t read Latin, sweetheart, you have just missed it.”

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IF IT’S DAY TWO, IT MUST BE CARThAGhE

This is the passage that students read on the second day of the Summer Institute. It appears here with all the glosses they are given. Can you read as well as they?


M
eet two happy graduates of the
Gateway Program, Myechia
Minter and Orondo Smith.
Myechia has just graduated from Brown
Medical School and will begin her intern-
ship in internal medicine at Johns Hopkins
this July. Orondo graduated from the CUNY
Medical School, then from NYU’s School of
Medicine; in July he is also commencing an
internship—in emergency medicine at
Bellevue Medical Center.

These success stories are but two among
hundreds that might be told about minority
and low-income students who have passed
through the Gateway to Higher Education
Program, an innovative collaboration be-
tween The City University and the New York
City Board of Education. Gateway and its
forerunning sister program, Bridge to Medi-
cine, have prepared more than 2,200 stu-
dents for careers in science and medicine
by beginning their training in high school.

Bridge to Medicine began in 1979 at the
CUNY Medical School at City College, its
mission to prepare seniors in high school
for medical and health care careers. The
Program admits about 100 seniors each
year and has produced more than 1,000
graduates to date. At least 250 students
are now physicians or are attending medi-
cal school.

Derek George, a Bridge to Medicine and
Sophie Davis School of Biomedical Educa-
tion alumnus, is a professor in the School of
Medicine at SUNY Stony Brook. Isabel
Souffrant and Evonne Bing have both been
named Primary Care Chief Residents this
year at Montefiore Medical Center, while
Adam Aponye, a Bridge grad who attended
City College and Mt. Sinai Medical School,
is an attending pediatrician at Mt. Sinai
Medical Center.

The Gateway Program developed out of
the encouraging achievements of Bridge
participants. It is a year-round, en-
riched-four-year high school program that,
beginning in ninth grade, prepares minority
students for medical and scientific career
paths. Gateway has just completed its 12th
year of operation at five City high schools.

Students qualify for admission by pre-
senting at least 50th percentile reading and
mathematics scores on entering the ninth
grade, a demonstrated interest in math and
science, and the maturity and motivation
to complete the rigorous Regents curriculum.
The ethnic distribution of Gateway students
reflects the City’s public schools student
body. Supports like tutoring, reduced class
size, and an extended school day and school
year are built into the Program to
provide students with tools to succeed in
difficult academic subjects such as biology,
chemistry, and mathematics.

An important and gratifying feature of
Gateway is that it has maintained contact
with 80% of its alumni, who have attended
more than 200 colleges. Detailed question-

aries from the first three graduating
classes document that 74% of Gateway
graduates (225 of 305) completed college
in five years or less. The Program started
with its first ninth-graders in 1986, and
now has more than 1,200 high school
graduates. Of these, 96% have enrolled in
four-year colleges and 45 students have
already entered medical school. Many oth-
er students have begun graduate studies in
science-based professions.

The Education Development Center, a
nationally recognized evaluation group,
studied Gateway in the fall and winter of
1996, matching its students with a control
group of City high schoolers identical in
reading and math scores, ethnicity, and
gender. The study produced stark con-
trasts in achievement: Gateway students
passed the Regents chemistry exam at four
times their control group peers; they
passed the physics exam at five times
more, while they were twice as successful
in passing the English exam. (Only 60% of
the control group, in fact, even graduated
from high school.)

Currently, there are more than 800 stu-
dents enrolled in the five participating
Gateway high schools: Brooklyn Tech,
Erasmus Hall, Jamaica, John F. Kennedy,
and Port Richmond. In addition, there are
more than 300 Gateway participants in af-
filiated junior high schools.

The most important part of the Gateway
legacy lies in the stories of students for
whom challenging, high-level career trajec-
tories have opened. Diana Danielson, for
example, is a 1984 Gateway graduate from
Port Richmond in Staten Island. She re-
calls, “Gateway was the key factor in my
getting excellent preparation for college. I
am successful now because of its demands
and focus.” Diana is realizing her dream of
becoming a primary care physician at the
Sophie Davis School of Biomedical Educa-
tion and is in her fourth year of CCNY’s
seven-year B.S./M.D. program. She will be
transferring to the third year of NYU Medi-
cal School in the fall of 1999.

Myechia Roberts, above, a Gateway grad
now studying biochemistry in Philadelphia. Gateway co-ordinator Ketarah Nabyahn, near right, with Bridge to Medicine Jane graduate Lauren Moe. Photos, Ansell Horn.

Myrtland Roberts was not only an out-
standing student, but he and others also
helped to run the Program at Brooklyn
Technical High School with the Program
coordinator Judy Cohen. After graduating
in 1997, Myrtland attended classes at Yale
Medical School last summer and has just
completed his freshman year at the Univer-
sity of Pennsylvania, where he is a bio-
chemistry major. The nine Gateway stu-
dents who participated in the Yale Summer
Program were ranked at the top of the
group of 110 participants. Myrtland has
said in his talks to students and teachers
that “without Gateway I might have fallen
by the wayside, and I would never have ended up where I am now.”

Darlene Galean graduated from Gate-
way at Jamaica High School in 1990. After
a very successful undergraduate career at
Wellesley College, where she majored in
biology, she entered Harvard’s M.D./Ph.D.
Program at Yale Medical School (two other
Gateway grads, Karl Lozanne and
Emmanuelle Clerisame, are also at Yale).
Darlene’s field is neurobiology. She
hopes her research will aid in the improve-
ment of arthritis in the elderly, the age
group she hopes to serve as a physician.

In a recent review article in the Jour-
nal of Women and Minorities in Sci-
ence and Engineering, Daryl E. Chubin of
the NSF’s Directorate for Education and
Human Resources wrote, “It is an uplift-
ing story. . . With the replication and ad-
aptation of programs such as Gateway—
no mean feat—more underserved stu-
dents will elect, and be prepared to pur-
sue, science as a career.”

Gateway students perform well above
their peers on Regents examinations. The
S.A.T. scores are two hundred points above
the national average for Black students,
and the overall scores are higher than the
national average. Because of their diverse
interests and individual financial and geo-
graphic considerations, Gateway graduates
attend a wide variety of colleges. Approxi-
mately one-third attend branches of CUNY
and SUNY, one-third are in highly selective
colleges, and the remaining third attend a
variety of other private colleges.

The main point, however, is that they are all
succeeding.

Interim President
For Baruch College

The Board of Trustees approved in
May the appointment of Baruch
College’s Provost and Senior Vice
President since 1993, Dr. Lois S. Cronholm,
as its Interim President. She succeeds
Matthew Goldstein, who has assumed the
presidency of Adelphi University.

Prior to Cronholm’s arrival at Baruch
in 1992 as Provost and Vice President for
Academic Affairs, she was professor of
biology and Dean of Temple
University’s College of Arts and Sciences
for seven years and, earlier, the Dean of
the College of Arts and Sciences at the
University of Southern California, where she
earned both her B.A. and Ph.D. in microbi-
ology.

Cronholm has published widely in the
fields of immunology, diagnostic and
public health microbiology, and science
education. She has also attracted sev-
eral grants, including those from the Na-
tional Institutes of Health and the Na-
tional Cancer Institute.

The new Interim President, who as-
sumed her duties on June 15, has also
held prominent leadership positions in
several national organizations, including
the presidency of the Council of Colleges
of Arts and Sciences.
A BILLION-DOLLAR BUDGET OVERVIEW

Building a University for the 21st Century

By Emma Macari
Vice Chancellor for Facilities Planning, Construction, and Management

An unprecedented five-year capital investment program for CUNY totaling $1 billion in bonded projects and $25 million in moderate rehabilitation projects was proposed in the State Executive Budget and approved by the State Legislature in April. The plan outlines a five-year schedule of construction projects stretching through 2003, rather than the one-year schedule typical of previous Executive Budgets. A similar capital program totaling $2 billion over five years was also authorized for SUNY.

Appropriations for the first year, 1998-99, total $200 million for bonded projects and $5 million for minor rehab projects. SUNY and CUNY's major campus projects reaching beyond the first year include $332 million for Site II at John Jay College of Criminal Justice, $76.3 million for the West Quad Building at Brooklyn College, $5 million for Academic Building I at Medgar Evers College, and $34.6 million for the renovation of Powdermaker Hall at Queens College.

CUNY-wide appropriations include $33.7 million for the implementation of an Infrastructure Network/Telecommunications System, $20 million for Science and Technology Equipment, and $20 million for continuation of the Educational Technology Equipment Program. Additionally, $145 million was approved for projects that fall under the categories of health and safety, facility preservation, asbestos removal and compliance with the Americans with Disabilities Act.

The State's unprecedented announcement was very gratifying. The Governor's and State Legislators' vision of long-term capital spending reveals a unique perspective on and commitment to higher education. Not only will this capital program provide funding to upgrade the physical plant at CUNY, it will also allow us to pursue new initiatives to meet our program needs and most urgent goals. The budget promises our senior and community colleges a future.

The long-range State budget is significant because it explicitly recognizes and accepts the concept behind the CUNY Capital Outlay Program, an inch-thick book the Facilities Office has recently begun publishing once a year. This book provides a five-year forecast of projects, beginning with the present fiscal year, and lays out, by phase and dollar amount, proposals that target every CUNY campus. The 200 plus projects identified in the Capital Outlay Program fall into several categories—senior or community college, CUNY-wide or single campus, bonded or minor rehabilitation, high or low priority—and total approximately $2.5 billion.

The State is the major funding resource for CUNY's senior colleges. Community college funding is supplied in equal amounts by the State and the City. The Capital Outlay Program sets forth a rigorous planning schedule, which includes a detailed five-year estimate of the acquisition, design, construction and equipment-purchasing stages of a new or renovated facility. In the next five years, funding for facilities serving new programs will rise from $100 million to more than $350 million. Spending for health, safety, preservation, code compliance, and ADA/Asbestos regulations will range between $150 million and $300 million annually and have the highest priority. These projects are identified through a Condition Assessment Program, an undertaking led by our construction partners, the Dormitory Authority of the State of New York (DASNY).

The individual campus projects included in the Capital Outlay Program represent a balance between renovations to prevent the loss of existing space, and new construction to compensate for current space-per-student shortfalls. Throughout the five-year period there will be a shift indicating greater need for program-serving facilities and lesser need for condition assessment-related projects.

All projects are now reviewed by a Board of Trustees Committee on Facilities Planning and Management created last January. It is chaired by Trustee John Morning, a graphic designer in private practice, and vice-chaired by Trustee Satish Bhabhar, a registered architect.

The steps that must be taken to make a new or renovated building a reality are inevitably fraught with fierce political tactics and vigorous lobbying efforts. But even before those forces are activated, the Facilities Office, working closely with the campus for which a project is being proposed, must closely scrutinize all preliminary arguments made for it. Scope and justification are the two necessary elements upon which a request for funding is based.

Answering the question "What is needed?" describes the "scope" of a project.

The answer to "Why is it needed?" will provide the "justification" for a project. Factors to be considered include enrollments, academic planning, space needs, cost, the quality and age of the existing campus building inventory, and environmental surroundings. Once these two issues are resolved, a project is ready to be presented to the CUNY Facilities Committee and Board of Trustees for approval.

After ground-breaking festivities, construction begins on the foundation, and the project advances to the next phase.

Construction: The bid and award phase precedes construction and involves advertising, receiving and evaluating bids, and awarding the construction contracts. Once this is in place, mobilization and site permits are acquired and the site is prepared for demolition, new construction, or renovation.

A Word of a "thumbs up" for a project can have the CUNY officials involved feeling like they're holding a gold medal and listening to the national anthem.

THE FOUR STAGES OF A CAPITAL PROJECT

That thumbs-up from the State, however gratifying, is an early milestone on the road to the final ribbon-cutting festivities. Once funding for a proposed project is in place or is favorably anticipated, a multi-part process commences.

Acquisition: A site for a proposed building can be acquired in one of two ways: through negotiated purchase or condemnation proceedings. Negotiation involves site searches, selection, appraisals, and bargaining, sometimes very time-consuming endeavors. Once a site has been selected and a price has been agreed upon, it must be presented to the CUNY Board of Trustees for approval. If approved, the go-ahead to proceed with State environmental reviews and contract preparation is given. Condemnation also involves a multi-step process which can lead to lengthy and time-consuming legal proceedings.

Design: Once the site is secured, a pre-design phase begins, involving preparation of a Request For Proposal to advertise the project. This is followed by interviews and final selection of architects or engineers who are invited to prepare a design concept. Once the Board approves the consultant, various complex actions are taken, including programming (identifying space needs and interviewing actual users), pre-schematics (space studies, layouts, rough cost estimates), and schematics (conceptual design, along with further cost estimating), and design development (conceptual expansion, opportunities, and constraints). The complete design is then presented to the Board of Trustees.

If approved, construction documents—working drawings, specifications, and furniture and equipment schedules—are prepared, and the project advances to the next phase.

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Design: Once the site is secured, a pre-design phase begins, involving preparation of a Request For Proposal to advertise the project. This is followed by interviews and final selection of architects or engineers who are invited to prepare a design concept. Once the Board approves the consultant, various complex actions are taken, including programming (identifying space needs and interviewing actual users), pre-schematics (space studies, layouts, rough cost estimates), and schematics (conceptual design, along with further cost estimating), and design development (conceptual expansion, opportunities, and constraints). The complete design is then presented to the Board of Trustees.

If approved, construction documents—working drawings, specifications, and furniture and equipment schedules—are prepared, and the project advances to the next phase.

Construction: The bid and award phase precedes construction and involves advertising, receiving and evaluating bids, and awarding the construction contracts. Once this is in place, mobilization and site permits are acquired and the site is prepared for demolition, new construction, or renovation.

A Word of a "thumbs up" for a project can have the CUNY officials involved feeling like they're holding a gold medal and listening to the national anthem.

TO NOTABLE EDIFICES IN THE WINGS

Just a few of the important projects currently at one of the stages outlined above can be noted here. In September 1995, for example, John Jay College, in cooperation with the University, prepared a study justifying the need for a new facility based on enrollment growth and existing space deficits. Last fall, the College commenced procurements and moved to acquire the western end of the block that abuts the College's existing Haaren Hall facility. By 1999 the College would like to have completed a program and design plan to occupy Site II.

Thus, it is hoped that early in the 21st century construction can begin on a facility to replace the College's deteriorating North Hall and meet the challenge of increasing enrollment. John Jay has led CUNY in enrollment growth for the last five years, reflecting the demand for higher standards of professionalism in the criminal justice system. Clearly, there was an abundance of "justification" for the large "scope"—$352 million—of Site II.

In 1994, when Brooklyn College was in the midst of a master plan, it was suggested by the consultants that the Plaza Building, an inefficient and outdated structure, be torn down. Numerous presentations were made to justify the need for this project. It made sense from an economic point of view, and it offered the opportunity to provide campus unification by consolidating programs in one of physical education and student services.

Brooklyn College's West Quad Building, budgeted at $76.3 million, will complete

A view of the "roof" of the Plaza Building at Brooklyn College, which will be razed as part of a planned return to the grand original quadrangle design.

John Jay College's historic Haaren Hall will soon have a new neighbor, currently referred to as Site II.

By 1999 the College would like to have completed a program and design plan to occupy Site II.
A Guided Tour of 1880s Coney Island

Reformers at the time called it "Sodom by the Sea," but two CUNY historians, Brooklyn College's Edwin G. Burrows and John Jay College's Mike Wallace, see the colorful pleasure palaces of Coney Island as an early example of entertainment as very big business in the U.S. The following guided tour of Coney during the 1880s has been adapted from a chapter titled "That's Entertainment!" in their Gotham: A History of New York City to 1898, forthcoming from Oxford University Press this fall.

FROM A FORTHCOMING HISTORY OF GOTHAM

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I am an energetic couple had decided to bike from one end of Coney Island to the other on a summer Sunday in the late 1880s, their five-mile journey would have taken them through four wildly diverse communities.

Landing at the old steamboat dock on Coney's extreme western edge, they would plunge into seedy old Norton's Point. Though now grandly renamed the West End, the area remained a year-round colony of crooks and unhappier where, in season, rowdies congregated for prize fights, gambling, and prostitution. Respectable sorts gave it a wide berth.

About a mile-and-a-half along the beach, past thickening numbers of bathhouses and makeshift eateries, our trekkers would arrive in West Brighton and find themselves engulfed in noise—brass bands, hand organs, the shrieking whistles of arriving and departing steamers and locomotives, and the headshaking over thousands of merrymakers. This throng poured out from Culver Plaza, where the Prospect Park & Coney Island Railroad, popularly known as the Culver line (a name that lives on to mystery today's F Line riders), debouched Brooklyntines. Manhattanites heading for West Brighton could take a steamer to Bay Ridge and transfer to the New York and Sea Beach Railroads (1879) for a round trip of only a quarter.

In West Brighton, our visitors, if keen on gaining a panoramic overview, could head for the 300-foot iron Tower that Andrew Culver had carted back from the head for the 300-foot Iron Tower that An-...
Facilities, continued from page 10

the grand old quadrangle envisioned by early planners. The project, now in the pre-design phase, will allow the Plaza Buildings’ razing and add 91,000 net assignable square feet of space. It will provide a range of new indoor sports facilities, including a double gym, a swimming pool, and an indoor track. Campus and student service programs will be grouped on the ground floor. The West Quad area will be designed to be a welcoming open space for students and the community. This project also includes historical reconstruction of the Georgian facades of James and Roosevelt Halls. Occupancy is planned for 2002.

Design guidelines for Queens College’s Center for Molecular and Cellular Biology (CMCB) have been developed from discussions over the past several months between the architects and the three scientists who will be the principal users of the CMCB: Dr. Luc Montagnier, Dr. Emily Carrow, and Dr. Alberto Beretta. Given the general acceptance of the building concept, the project, budgeted at $30 million for construction and equipment, has afforded a unique opportunity for shortening the time normally spent on “programming” the facility.

The two-story building and tower will contain 27,300 net assignable square feet and will house facilities for advanced research on chronic disease (AIDS, cancer, Alzheimer’s). The laboratory will be the largest of several laboratories in a worldwide laboratory network. The tower will accommodate exhibition and education functions as well as private offices. Occupancy is planned for 2001.

A larger project at Queens College is the renovation of Powdermaker Hall, which has posed a number of design challenges to create a new image for the building and a new face on the campus quad, state-of-the-art classrooms and computer labs, an energy- and acoustics-efficient building, and a building accessible to those with disabilities. Budgeted at $54.6 million, the facility will provide 129,000 net assignable square feet of space when it is reborn. It will contain classrooms, computer rooms, offices, research spaces, conference rooms, student lounges, and building services. Construction is scheduled to begin in August of 1999 and is expected to take 30 months. The building should be ready for occupancy in March 2002.

Participating in and overseeing such a wide variety of major projects has been an exciting, fulfilling experience for me and my colleagues in the Facilities Office. The State’s introduction of the five-year investment plan is fortuitous in its timing, ushering in the new millennium on, if you will, a capital note.