Leon M. Goldstein

I t is fitting, following his death on January 8, to present Leon M. Goldstein quite literally standing behind Kingsborough Community College. For throughout the 27 years of his presidency at the College, he was the animated and animating force behind its growth into a thoroughly modern campus serving 15,000 students and offering degree programs in 29 areas.

With President Goldstein, who was 66 at his death, is Vice President Al Gore, who visited Kingsborough on December 3 to speak at a town hall meeting that focused on a wide range of educational issues. While on the Manhattan Beach campus, the Vice President announced a federal grant of $871,000 to the borough of Brooklyn for one of Goldstein's many innovative programs of outreach in the borough: after-school programs.

"Leon Goldstein was an outstanding nationally-renowned educator and administrator," said Chairwoman of the CUNY Board of Trustees Anne A. Paolucci, and Interim Chancellor Christoph M. Kimmich in a joint statement.

Goldstein also served as Acting Chancellor in 1982 and as Acting Deputy Chancellor from 1981 to 1983. A national leader in higher education, he was Vice President of the Middle States Association in 1994 and Chair of its Commission on Higher Education from 1991 to 1993.

A champion of the state's community college movement, he was honored for "outstanding academic leadership" in a 1991 joint resolution of the New York State Legislature—and by a similar State Senate resolution in 1988.

A product of CUNY himself (a B.A. from City College, M.A. from Brooklyn College), Goldstein was deeply committed to access and excellence in higher education. Among the many initiatives he was instrumental in creating at Kingsborough are College Now, Family College (the first of its kind in the nation), the Kingsborough High School of the Sciences, the My Turn program for seniors, the New Start program to help increase retention within CUNY, and the Teacher's Academy, which provides professional development courses to public school teachers on sabbatical.

Throughout his presidency, he took a personal interest in the community near the beautifully-sited, 36-year-old campus on the eastern end of Coney Island, maintaining close dialogue with Brooklyn's neighborhood social and civic groups. Among his many awards was the Puerto Rican Brotherhood Award, the Academic Leadership Award of the New York Civic Council, and his induction, in 1988, into the Brooklyn Hall of Fame.

In this Issue

Youth will be served. Who is this child captured in pensive pose by one of the 19th century's finest photographers of children? Hint: her name is Alice. See the story on page 9. The 10-year-old Brooklynite on the right grew up to be one of the major American literary critics of the 20th century. A former CUNY Distinguished Professor, he is fondly remembered on page 11.
Summer Programs, an Overview

"The journey of a thousand miles begins with a single step." —Lao-tzu

By Dolores Straker
Interim Associate Dean for Academic Affairs, CUNY

For almost 20 years, the City University of New York's Freshman Program (CFP) has offered the ancient Chinese philosopher's critical first step to students on their challenging journey to earning baccalaureate and advanced degrees. The CFP—a unified initiative joining the Freshman Summer Immersion Program, the Interessecion Basic Skills Immersion Program, and the Freshman Year Initiative—has provided students with a cohesive array of academic and support services, and in the summer of 1998 more than 15,000 students attended the University's Summer Program.

It has become increasingly clear that students are more likely to cope successfully with college-level work—and remain in school—when they are provided with three forms of assistance: curricula carefully planned with their needs in mind, intensive support of their academic progress, and the fullest possible counseling and advising resources. This basic CFP philosophy, well-grounded in the research literature on freshman year attrition, is one of the most powerful tools the University has to help students achieve high retention rates.

Hence the University Summer Immersion Program (USIP), which is run at a mid-level ESL course aimed at science students. Its focus was on the impact of science and technology on society.

Students read intensively, explored library resources, conducted research at the Museum of Natural History, wrote 10-page papers, and gave oral presentations.

Also innovative is an intensive, 75-hour course on literature developed for students needing remedial work in writing and reading. It focused on critical thinking and reading strategies and encouraged students to respond critically to college-level texts and to use computers in editing and revising essays. Such work prepared students for a fall-semester block program which includes a core course, a speech course, and freshman composition. A special section of writing, reading, and conversation was also developed for ESL students. This course was linked with native-speaker sections to promote cultural exchange and assist in the social mainstreaming of ESL students. Students who need remediation in math have had an opportunity to register for computer-assisted instruction developed by the mathematics faculty.

The summer program has also provided a testing ground for some of our award-winning freshman year initiatives. freshman Year programs at both Brooklyn and Queens Colleges have been awarded the Ewell Award for faculty development, and the SEEK Program at Brooklyn College was awarded a three-year grant from the Fund for the Improvement of Post-Secondary Education for a program that incorporates both faculty and curriculum development.

Two special-opportunity programs given in 1998 illustrate the creativity which seems to flourish in the summer programs. The College Discovery Program at Borough of Manhattan Community College and the SEEK Program at City College conducted a program entitled Gateway to Engineering.

By Steve Brauch, Director, New York City Taxi Driver Institute, LaGuardia Community College

Most traveling New Yorkers have passed through LaGuardia Airport at one time or another, and most of them have likely taken a cab to catch their flights. But it is a certainty that every single cabby currently licensed by New York City's Taxi and Limousine Commission will, when renewing his or her license, pass through a very different LaGuardia—CUNY's community college in Long Island City.

They were all enroute to the College, not to catch a fare but to take a four-hour customer-service course designed to help them better serve taxi passengers, particularly those with disabilities.

Since October 1, 1997, when the Taxi and Limousine Commission ordered all licensed medallion taxi-cab drivers in the city to complete the course in order to renew their license, more than 38,000 drivers have learned how to deal with a difficult passenger, how to make a patron's trip a more pleasant one, and how to assist a wheelchair-user in and out of the cab.

The required course teaches the superior customer-service techniques that are critical in providing the level of service New York City taxi passengers have come to expect, but on occasion do not receive," a TLC spokesperson has said. "The course builds on the knowledge and experience possessed by each taxicab driver, balancing this against passenger issues and then bridging the gap."

Needless to say, for hackies, especially veterans who have been on the streets for years, this course was not an easy sell.

When first instituted the TLC received a flood of calls from drivers who questioned what "the College could teach them about their job."

One driver admitted afterward, "I went in with a chip on my shoulder the size of Mt. Rushmore. How dare the TLC tell me what to do after all these years of driving!"

My colleagues and I at the Taxi Driver Institute, which offers the course, answer that fair question with this reply: "Even good drivers can become better ones." In those four hours, the institute strives to prove that even the most seasoned cabbie can take away improved customer-service skills.

"An important part of the class is getting drivers to understand what they are doing out there and to start treating the passenger like their guests," said Vollo.

The discussion will then shift to serving passengers with disabilities. "How many passengers with disabilities have you picked up in the past year?" Vollo asks. "I don't know why the TLC is making such a big fuss," said one driver. "In seven years I've picked up only two or three."

People with disabilities are prime customers for you simply because other modes of transportation are not as accessible," the instructor responds. "So why don't they take cabs?" —because cabs have a reputation for not picking up people with disabilities. It is your responsibility to win them back.

To reverse this way of thinking, the Institute's students first learn the different types of disabilities they can encounter—a blind or visually-impaired person with a
SERVING UP CEO’S, SERVING FIRST-TIME COLLEGIANS

According to Standard & Poor's 1996 Executive/College Survey, "The City University of New York, since 1980, has led all other colleges and universities in bestowing undergraduate degrees on alumni who are now top executives.

Of course, it is not news that CUNY provides a path of upward economic mobility for its students, but S&P's findings are especially remarkable in the light of the nature of CUNY's student body, most of whom are the first generation of their family to attend college. Their success is not due to the corporate connections of their families or inherited wealth, but solely to their own determination. Enabling both newcomers to our shores and U.S.-born minority students to achieve their personal ambitions remains one of the most important ways CUNY contributes to the city's economy. Last year, for example, 69% of CUNY's entering freshmen were either born outside the U.S. mainland or had one or both parents born abroad.

In terms of doctoral degrees, CUNY produces almost one-and-a-half times the earned Ph.D.s annually than Columbia, New York, and Chicago Universities combined, and a recent National Research Council report rates more than a third of the GSUC's doctoral programs as among the nation’s top 20.

—Dr. Louise Mirrer, CUNY Vice Chancellor for Academic Affairs

THE EXAMPLE OF NEW YORK CITY TECH

The Technical College at City University offers 25 associate and 11 baccalaureate degree programs that prepare students for specific careers that contribute to the vitality of the region's economy. Examples from arts and communications fields are Art and Advertising Design, Graphic Arts, and the state's only Stage Technology program. In engineering, the College offers Architectural Construction and Environmental Control, so vital to the construction trades in New York, as well as Electrical, Electromechanical, and Mechanical Engineering technologies that support the region's telecommunications, computer services, and manufacturing industries. The world-renowned Hospitality Management program is a mainstay of the city's restaurant and lodging industry. City Tech's award-winning Tech Prep program, the High School Transitions Intensive English Language Program, and the Expanding Options program provide opportunities for our future workforce to develop skills essential to scholastic achievement.

Among initiatives at City Tech that successfully contribute to economic development are the Next Step Program, an industry/education partnership with Bell Atlantic and its Communications Workers union that produces "Super Tech" workers able to address the sophisticated and intricate needs of the telecommunications industry.

Another unique and highly successful program is MADE-IT, or Mother and Daughter Entrepreneur Teams, which is supported by the Kaufman Foundation. Gaining Access is a program that delivers vocational training in building maintenance and repair to TANF recipients (Temporary Aid to Needy Families).

Few issues are of greater importance to our future than ensuring that city residents enjoy economic self-sufficiency, that new businesses are started every day, and that all business and industry in this city thrive. All indicators show that this happens when you have a highly literate, well-trained workforce and high-performance workplaces utilizing the most advanced technologies.

New York City Technical College is a major contributor to economic development. As a prominent player in economic development, its knowledge of business and industry trends, employment patterns, needs and challenges is quintessential.

—Jacqueline Cook, Dean of Continuing Education and External Partnerships, New York City Technical College

ENGINEERING SUCCESS

The City University School of Engineering (SOE) at City College is the only engineering school within CUNY and the only public one in the metropolitan area. It has an 80-year tradition of educating technical professionals and now has 18,000 living alumni, two-thirds of whom live in the City. We are proud of our role in educating disadvantaged minorities.

At the undergrad graduate level, 57% of our students are African-American or Hispanic. This represents 42% of such enrollments in all public and private institutions in New York State.

Our graduate programs have recently become among the top five producers in the nation of African-American Ph.D.s in engineering.

The SOE is at the forefront of research in many areas. The Levich Institute is internationally renowned for its physics-chemical hydrodynamic research. Led by Einstein Professor Andreas Acrivos, it also hosts the most distinguished journal in fluid dynamics. The Center for Biomedical Engineering is a leader and educational innovator in an area that overlaps both engineering and medicine, and that will be key to maintaining the City's preeminence in health care.

The University Transportation Research Center is the lead institution of a consortium of New York and New Jersey institutions funded by the U.S. Department of Transportation to oversee the Department's local Region IV. The Center for Environmental Research is developing laser-based remote sensing techniques for monitoring the environment. It is also the leading CUNY participant in a partnership with the Goddard Institute for Space Studies and NASA. Finally, the Photonics Engineering Laboratory is an important component of CUNY's State-funded Center for Advanced Technology in Ultrafast Lasers, where
Research Matters

CUNY Institute Explores Ultrafast Spectroscopy and Lasers

From The Office of Research Development, CUNY Research Foundation

The cat—Felis domesticus—is a very curious animal. Its curiosity is on occasion curious to a fault, seemingly contemplative, and it has served the emotional needs of human beings for millennia. As a companion to human endeavor, science is a late-comer, but it is an agile, clever, and contemplative creature too. As practiced by a distinguished team at several CUNY campuses, including City College, science has in fact yielded a new species of feline: the New York State Center of Advanced Technology, or CAT, in the high-technology field of photonics, which is the advanced study of light.

Substantial credit for this CAT’s ability to pounce on the latest developments in photonics goes to CUNY’s Institute for Ultrafast Spectroscopy and Lasers (IUSL), a program that has just celebrated its 15th year of pursuing research that matters to CUNY, to the scientific community at large, and to the technology industry in New York State and beyond.

Since 1982, major research universities throughout New York State have worked, through the highly competitive CAT Program, with industry partners on problems of mutual interest and benefit to the state’s economy. Each of the present 14 CATs, located at major research institutions, supports a different area of specialization, but they share a common goal: the transfer and commercialization of technology. The CAT program provides industry access to innovative technology through facilities available at the participating research institutions.

The CUNY CAT operates under the leadership of Distinguished Professor of Science and Engineering Robert Alfano of City College. His Deputy Director for Scientific Affairs is Distinguished Professor Fred Pollak of the College of Engineering and Computer Science. Their team of about 50 physicists, chemists, electrical engineers, computer scientists, materials specialists, and support staff located at five CUNY campuses—Brooklyn, CCNY, Hunter, Queens, and Staten Island—has successfully provided research support and infrastructure to the Center. The institute is led by Deputy Director Dr. Vincent Tomaszelli.

The State awarded CUNY the Photonics CAT in 1993. A wide range of analytical equipment and test facilities has been assembled for use by CAT researchers, who have collectively published about 2,000 papers, been awarded more than 100 patents, currently generate $3 million a year in external research support, and use almost $5 million worth of equipment in their studies.

Light interacts with biological tissues through a variety of processes that include reflection, refraction, absorption, emission, as well as elastic and inelastic scattering. Light is a less-damaging and nonionizing radiation than X-rays; thus, routine screening with light reduces health risks. Optical biopsy techniques use the “color” of light, that is, the spectroscopic differences between normal and cancerous tissues to diagnose the disease. The difference in light transmission through normal and infected tissues provides the physical basis for optical imaging.

A combination of these two major approaches, optical biopsy and optical imaging, is expected to provide simpler and more cost-efficient medical diagnostic imaging modalities. This work has led to the development, in collaboration with the Mediscience Technology Corporation, of two instruments, the CD (i.e. cancer detection) Scanner and the CD Ratiometer. At present, prototype instruments developed for fluorescence-based cancer diagnosis are undergoing FDA testing. Patents have been secured to protect intellectual property rights, and researchers are continually striving to make novel photonics technologies available to medical practitioners.

The interaction of IUSL and CAT-sponsored research at City College nurtures the promotion of related projects. Following a highly competitive application process, the U.S. Office of Energy Research awarded funds to City College for a Center for Laser Imaging and Cancer Diagnostics. Research at this IUSL Center builds on existing technologies and partnerships with major medical research centers in New York. Partners in this new Center include Memorial Sloan-Kettering Cancer Center, New York Hospital—Cornell Medical School, and Hackensack University Medical Center, as well as the Lawrence Livermore National Laboratory. An industrial advisory board, consisting of representatives from major medical instrument manufacturers, is an integral part of the Center’s structure.

CAT SPRAY

Pierre Galland, a Ph.D. candidate in Electrical Engineering at City College, uses optical imaging methods to study jet sprays in an IUSL laboratory. He is also part of NASA’s Jet Propulsion Laboratory’s team working on a project to study the interaction of IUSL and CAT-sponsored research at City College.

CUNY+Matters inaugurates here an occasional feature that will focus on some of the more prominent interdisciplinary and inter-campus teams operating at CUNY on noteworthy research projects. Future articles will highlight additional CAT research activities, as well as the Applied Science Coordinating Institute, and other promising collaborations.

A CAT Trick: Canyite

Professor Vladimir Petrovic, City College, a CUNY/CAT faculty member, invented a laser crystal growth station. Canyite, as it is known, near-infrared tunable, solid-state laser material, was developed and invented at CUNY laboratories. Canyite and a related crystal, strontium, have facilitated the development of lasers with higher efficiency, longer life-spans, stable operation, compactness, and portability. These developments have been directly incorporated into use in products built and marketed by Long Island-based Quantronix, Inc., a specialty laser manufacturer and CAT affiliate. Photos, Keistat Sikes.

Department of Energy in 1997. Collaborations with other CUNY researchers—and a shared vision to create a focused, university-wide photonics effort—led to the establishment of the CAT.

Its research projects focus strongly on commercially viable outcomes. Scientists work with industry partners by helping with technical problems, performing critical measurements, and seeking third-party investment capital. Since start-up they have worked with more than two dozen companies, like General Electric, Quantum Electronics Technology, and Boston Scientific Corporation.

One example of CAT’s commercial success is the specialized optical characterization equipment developed by Professor Pollak. His instruments have been successful in providing important processing data to the semiconductor device manufacturing industry. Demand for these instruments has resulted in the formation of a spin-off company, Semiconductor Characterization Instruments, Inc. With increasing yearly sales generated by word-of-mouth, SCI’s success enhances the fundamental CAT goal of generating growth in New York’s technology sector.

In 1993, prior to the evolution of the CAT, the Institute for Ultrafast Spectroscopy and Lasers was created at City College to oversee ongoing research studies in several fields. Since then, it has served as the home for several programs, such as the Mediphotonics Laboratory, established in 1986, and the Center for Laser Imaging and Cancer Diagnostics, awarded by the U.S. Department of Energy in 1997. Collaborations with other CUNY researchers—and a shared vision to create a focused, university-wide photonics effort—led to the establishment of the CAT.

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In addition to the work of Alfano, IUSL scientists Ping Pei Ho, Vladimir Petrovic, and Feng Liu have been focusing on lasers, non-linear optics, optical imaging, and medical applications. Other CAT scientists are on the prowl for discoveries in several other fields: the growth of semiconductor materials and structures (Prof. Maria Tamargo, City College); compact solid state lasers (Prof. Ying-Chih Chen, Hunter College); optical properties of glasses (Prof. Harry Gafney, Queens College); wave propagation in random media (Prof. Azriel Genack, Queens College); and optical properties of organic compounds (Prof. Nan-Loh Yang, College of Staten Island).

One powerful example of CAT’s service to the State’s photonics industry is the development of advanced medical technology at the IUSL over the last decade. Since 1984 medical diagnostic research has been focused on the characterization of tissues to distinguish normal, benign, and cancerous samples (see the Fall 1998 CUNY+Matters). Optical biopsy and optical imaging are two emerging complementary photonic technologies that use light to diagnose disease and to peer inside the human body in search of lesions.

The photonic technologies under development at City College, partially supported by Mediscience Technology Corporation, are designed to be safe, noninvasive, and more affordable. Alfano explains, “We pursue a strategic roadmap that starts with basic discoveries, and proceeds to novel and practical applications and prototype development, all using light.”

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For decades H. Jack Geiger, the Arthur C. Logan Professor of Community Medicine Emeritus at CUNY’s Sophie Davis School of Biomedical Education, has stormed society’s ramparts in the battle for equitable delivery of health care. His “Community Medicine” appellation is worth a good chuckle: Geiger is still constantly on the professional move, helping a Harvard search committee one day, for example, confering in New York on National Medical Fellowships the next. The recipient of the Sedgwick Medal of the American Public Health Association and the Lienhard Award (the highest) of the Institution of Medicine in the National Academy of Sciences last fall, Geiger has been in the forefront of virtually every movement attuned to the world’s health and safety.

He has raised awareness of environmental degradation, human right violations, and the stockpiling of weapons of mass destruction. A founding member of Physicians for Social Responsibility in 1961, Geiger has argued long and passionately in favor of global disarmament. If you don’t classify these as public health issues, you have not been paying attention to Geiger’s passions. As he tells his students, “the determinants of the health of a population are not just in health care, but in the public policy issues, the physical environment, the social environment, the biological environment.”

But, Geiger admits, health care still remains an excellent point of intervention because, “people still listen to their doctors.”

Geiger very presciently attended the New York City high school named after Townsend Harris, the architect of local public higher education. He did not return to New York, however, until 1978, when he joined the Sophie Davis Faculty. Ironically, short hours before the recent bombing of Iraq, he turned to New York, however, until 1978, when he joined the Sophie Davis Faculty.

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Salutations on a 600th Library Visit

On Adriano de Armado is the hilariously reckless Spanish social climber at the court of the King of Navarre in Shakespeare's great early comedy Love's Labour's Lost. He knows that when you address a letter to a king you better pull out all the salutatory stops. And so he does, beginning “Great deputy, the welkin's vicerégent, and sole domi- nator of Navarre, my soul's earth's God, and body's fostering patron...”

Don Armado has obviously done some homework on letter-writing—“vicegerent,” whatever that might be, is no everyday word. This is a subject about which Dr. Emil J. Polak, a professor of history at Queensborough Community College, knows more than just about anyone in the world. Since 1978 Polak has been visiting libraries throughout the world, locating and making a census of Medieval and Renaissance manuals on letter-writing, a branch of rhetoric that flourished most spectacularly during these periods. Nearly every winter and summer recess over two decades has found him haunting libraries worldwide, scrutinizing how-to volumes that address proper salutations and letter etiquette.

Recently, Polak was captured standing at the threshold of the municipal library of Charleville-Mézières in northeastern France. The occasion marked his 600th library visitation.

Polak's work has produced—in addition, one hopes, to an entry in Guinness—the library visitation. Meanwhile, in order to convince the town librarian that the library did indeed possess at least 93 codices (a co-dex is a bound volume with contents written by hand). The debate brought them to a former library building dating from the 17th century, an abandoned near-ruin. A careful search revealed a dust-cov- ered heap on the floor: the manuscripts, some of them 500 years old. Today they are, if not sound, at least safe. Such discoveries make the drudgery of detective work all worthwhile, Polak says. “It's exciting when a relevant manuscript is identified for which there is no written record. And to do so it is essential to consult the manuscripts firsthand.”

Of Epistles Monitory, Amatory, Invective

To give readers a flavor of letter-writing manuals from Shakespeare's time, CUNY Matters offers here some samples from The English Secretarie, Or Methods of Writing Epistles and Letters by Angel Day (1599).

- The author advises a wife whose traveling husband has belatedly thought to write to begin thus: Good husbande, I am glad that you have at the last remembered your wife, by this beaver, to write unto me, who have thought it very long to hear from you.

- Here is how to end a “pleasantly written epistle invective” addressed to “a vaineglorious person”: O hole me that you have writ unto me to manifest the vile and bad parts of your sonne, whereof I have written unto you golden saddle to an ass’ s back, yet I have written unto you rest to your correction, if at least you have any wit at all whomsoever to amend them.

- Here is how to begin an “epistle monitory” to the father of a bad wife: Though it seeme an approv’d folly to cast pearls before sincere, or to offer a golden sable to an ass back, yet I have written unto you to manifest the vile and bad parts of your sonne, whereof you will take no notice.

- It is a shame this style for an “epistle amatory” has vanished completely. The long and considerate regards, by which in deep contemplation I have eyed your most rare and singular virtues, signed with so admirable beauty, and much pleasing condition grateful in your person, hath moved me good Mistress to favour you, carressfull to love you, and therewith to offer my self unto you.

Regrettably, The English Secretarie offers no assistance whatsoever to the correspondent desiring to address an epistle abusive to a disfavoring department chair or an epistle querulous to a university chancellor—intermin or otherwise.

Dancing at Hortobágy

The Feminist Press at the City University has just published The Defiant Muse: Dutch and Flemish Feminist Poems, a bilingual anthology of more than a hundred poems from the 13th to the 20th centuries edited by Maaike Meijer. From the collection is this poem by Giza Kintsch (1869-1942), who arrived in the Netherlands in the 1890s from Hungary.

To Sebestyén

Once I danced in a Csárda, On the Puszta in Hortobágy.

The music was wild, my feelings caught fire, In the Csárda on the Puszta in Hortobágy.

The glasses rang out, passion and wine made me drunk, In the Csárda on the Puszta in Hortobágy.

And oh, a thousand songs must have echoed, In the Csárda on the Puszta in Hortobágy.

Now I sit here and dream Of the Puszta in Hortobágy.

Again and again all the beauty floods back Of the Puszta in Hortobágy.

In a Fata Morgana my thoughts float over To you, my Puszta in Hortobágy.

And to the Csárda I love, that I danced in, laughing, On the Puszta in Hortobágy.

A Musicologist’s Prank

In 1980, the massive, 20-volume New Grove Dictionary of Music and Musicians appeared. One of its more puckish contributors felt there should be at least one completely fictitious entry amid all the scrupulous, often arcane scholarship. Here it is:

Esrüm-Hellerup, Dag Henrik (b Århus, 19 July 1803; d Graested, 8 Sept 1891). Danish flautist, conductor and composer. His father Johann Henrik (1773-1843) served in the Schwerin court orchestra before becoming chamber flautist to King Christian IX; he was subsequently honored as Hofkammer-musicien. Dag Henrik studied with his father and with kuhlau and rapidly acquired a reputation as an accomplished flautist. His rise to fame in the 1850s was as rapid as his de- cline into obscurity; his opera Myg og Elvertoft (now lost) was much admired by Smetana, who is said to have conducted a performance during his time in Göteborg. Besides being a keen folksong collector (he made many folksong arrangements), Esrum-Hellerup also championed his Scandinavian contemporaries Haag, Almquist, Berwald, and others, and in later years Wagner and Dvořák; he planned performances of Parsifal in both Esbjerg and Göteborg but died before accomplish- ing this. Some flautists stressing the influence of Kuhlau are among his few surviving works. He published a translation of Quantz’s treatise and a two-volume set of memoirs (Musicaliske intryck, Copenhagen, 1883-6).
Supreme Court Justice Ginsberg, left, with Dean Glen. Photo, Richard Zeitler.

Math/Philosophy, History Majors Plan Marshall Studies

Over the last 26 years, more than a thousand American college graduates have pursued post-graduate degrees in Great Britain on Marshall Scholarships—established by the British Government as a thank-you for Marshall Plan assistance after World War II. None had come from Queens College, however, until it was announced in December that not one but two of the College’s graduates would be selected as Marshall Scholars this fall.

Tara Helfman, of Flushing plans to pursue a doctorate in history at Cambridge, with a specialization in constitutional law. Economics Professor Elizabeth Roistacher, who advised Helfman and the other winner, Joseph Stern, called her student “a brilliant historian...who seems to have discovered the 48-hour day. She carries a demanding academic load and is recognized as stellar not only in history but also in philosophy and music.”

In addition to her scholarly pursuits, Helfman, the daughter of two CUNY alumni (her mother is a City public school teacher), has volunteered in the Jamaica Hospital ER and was founding editor of the College’s Scholar’s Sentinel newsletter. Her recreations include cooking (vegetarian) and swing-dancing.

Stern came to Queens College with a painting and sculpting mind—he is also a jazz guitarist and vocalist with a local group called Trio Mio—but was soon turned into philosophy, mathematics, and quantum theory. He will pursue a Master’s in pure mathematics at Imperial College, London.

Stern, who hopes eventually to earn a doctorate in the States and teach on the college level, has worked in construction and volunteered as an art therapist for low-functioning adults.

TWO RECENT COMMUNITY COLLEGE GRADS

Triumphing over Dysphonia, Memories of the Holocaust

Dysphonia is a rare neurological disorder that typically manifests itself in loss of voice, severe weakness, muscle tremors, and asthma. Sharon Davis of the Bronx suffers from it, but she did not let that—or being a black woman in her late forties—stop her from deciding to go to college. She graduated with an Associate’s Degree last spring from Queensborough Community College’s External Education Program for the Homebound with a major in psychology.

Davis not only maintained a 3.5 GPA but also received one of CUNY’s Vera Douihlth Awards for scholarship and service. “It has been said that when one door closes, another opens.” Davis observed, looking back on her OCC career. “Many doors have opened for me, and many wonderful people have entered my life since that day when I received my diagnosis for dysphonia.”

And “euphonious” is certainly the word for Davis’s current academic career. She is enrolled in Queens College’s Homebound Program and learned last fall that she had won a scholarship from the Stony-Wold Herbert Fund, a privately endowed organization dedicated to fighting all forms of pulmonary disease in New York City. Davis will receive $2500 a year to pursue her studies.

When 69-year-old Elly Gross was attending LaGuardia Community College a while back, she submitted a somber poem that recalled the memories of a 15-year-old girl who was transported to the concentration camp at Birkenau in World War II. Buried into her memory are the bright skies blackened by hollowning smoke, the five chimneys that spewed ashes, and the pungent odor that permeated the air. “The professor never received a poem on this subject from a student before,” Gross recalls.

She was the 15-year-old. Recently graduated from LaGuardia, Gross is now telling her story to a much larger audience as a spokesperson for Holocaust survivors who are suing German corporations that used slave labor during World War II. She has appeared on “60 Minutes” and is one of the 50,000 survivors filmed by Stephen Spielberg’s Survivors of the Shoah Foundation.

“Every time I look back, I ask myself, how was I able to cope with all the tragedies that happened to me?” says Gross. “My destiny was to keep going and living, so that today I can share some of my memories.”

And terrible they were, including the deportation of her father from her native Romania to the vicinity of Moscow for forced labor. On May 27, 1944, Gross was separated from her 37-year-old mother and five-year-old brother at Birkenau, and was sent to Germany to work in a factory owned by Volkswagen, painting metal cylinders and developing a severe cough and bleeding gums from the fumes.

But misery did not end with liberation, as Gross learned when she returned to her home town. “There I found strangers living in our home and I learned that my mother and brother were gassed at Birkenau and my father was burned alive on the Russian front in 1943.”

Now a wife, mother, and grandmother, Gross resides in Jamaica, Queens, and among the pieces of life she has put back together is her associate’s degree. “The degree provides me with a personal satisfaction because I did not have a chance to pursue higher education when I was younger.”

Justice Ginsberg Applauds

Public Interest Lawyers Honor Dean Glen

At a ceremony in Washington, D.C. on November 6, Dean Kristin Booth and Dean Glen of the CUNY School of Law received the Law School Dean of the Year Award conferred by the National Association of Public Interest Law (NAPIL). Dean Glen was selected notably for her work on establishing the Haywood Burns Chair in Civil Rights, the School’s Emma Lazarus Immigrants Program, and the Community Legal Resource Network, a consortium of four law schools funded by an Open Society Institute grant to create innovative public interest practice models to support small law firms.

Currently celebrating its 15th anniversary, CUNY Law at Queens College was the first public interest law school accredited by the American Bar Association. Last year the Law Student Division of the ABA named the School the top public interest school in the nation.

T he featured speaker at the award ceremony was Associate Justice of the Supreme Court, Ruth Bader Ginsberg. “I had vowed to copy Poe’s Raven and say to all mid-sitting period invitations: ‘Nevermore.’” Ginsberg explained. But when she received news of Glen’s NAPIL award, she said she “could not resist the opportunity to cheer her for her innovations and timeless advancement of public interest law.”

“At the school Dean Glen nurtures, deployment of law in the public interest is not a ‘sometime thing.’ It is fundamental to the legal education CUNY offers. Collaborative student, faculty, and staff endeavors to ‘promote the general welfare’ are CUNY’s hallmarks and pride…”

“And lawyers, you know, have fared rather badly in many a song and story,” Ginsberg observed. “Writers from Shakespeare to Sandburg have now and then revealed a certain dis-taste for the lawyers’ trade. Charles Dickens, in Bleak House, put it this way: ‘The one great principle of the English law is to make business for itself. There is no other principle so distinctly, certainly, and consistently maintained through all its narrow turnings. Viewed by this light it becomes a coherent scheme and not the monstrous maze the laity are apt to think it. Let them but once clearly perceive that its grand principle is to make business for itself at their expense, and surely they will cease to grumble. But the legal profession has among its practitioners brave men and women who strive to change this perception, and law students like those assembled here, already devoted to, and at work for, the public good—people who are the best of lawyers and lawyers-to-be, the most dedicated, the least selfish.’”

“Kristin Booth Glen,” Ginsberg con- cluded, “is just such a lawyer. She leads a faculty outstanding in the endeavor to shape fine legal education to the challenging needs of public interest practice. For all she has done and will continue to do throughout her work and days, and for the inspiration she gives to others who will follow in her way, may I invite all of you to join me in applause and a rousing ‘Brava!’”

Supreme Court Justice Ginsberg, left, with Dean Glen. Photo, Richard Zeitler.

Queens College First—Twice

Happy Queensborough graduate Sharon Davis, left. Elly Gross, below, with mementos of her life before the Holocaust. Photo, Randy Fader-Smith.
Final Images of Martin Luther King, Jr.

On January 14, the eve of Martin Luther King Jr. Holiday, LaGuardia Community College opened a six-month-long exhibition of 20 black-and-white images taken during the last year of the civil rights leader’s life by his personal photographer, Benedict J. Fernandez.

During 1967 Fernandez worked with King—who was assassinated on April 4, 1968—on two important projects, his book Trumpets of Freedom and the Poor People’s Campaign at Resurrection City. Included are images of King speaking at the United Nations, private moments with his family, and the funeral.

The photojournalist, currently an adjunct professor at LaGuardia’s Commercial Photography program, has extracted the works on view from his book, Countdown to Eternity. They can be found on the second floor atrium of the College’s E Building at 31-10 Thompson Avenue, Long Island City.

Geiger Interview, continued from page 5

and, to some extent, of aspiration. These kids have much more variegated experience: most of them have worked or are working while they’re here.

So they don’t need to be told of disparities in U.S. health care?

JG: No—nor about another American affliction: the problem of racism in health care. But, like most other Americans, they’re uncomfortable talking about race. I think some of them feel, “these are social issues…what do they have to do with medicine or medical school?” Like most medical students, they’re not well-informed about race as a social, not biological, construct.

So, for example, I explain that 90-or-so percent of genetic difference occurs not between ethnic groups but within them. I have two African-American students and two white students stand up and I point out that there is more variation between the two African-American students than there is between them and the white students, and vice versa. They’re astonished.

PE: Also by their experience in the Community Health and Social Medicine programs?

JG: All of them, even those from middle-class homes, end up with much more direct experience. Any student who, as part of his or her assignment, accompanies a welfare mother trying to make an application for food stamps or Medicaid eligibility comes away better educated.

And better prepared for work in the volatile health care sector?

JG: Yes. In fact, there is now more interest in and contentment with the idea of primary care as compared to specialty and subspecialty training because much more emphasis is being placed on primary care today—and because the income of primary care physicians is rising. They’re almost the only segment of the profession in which that’s the case. Our students are also keenly aware that 43 million Americans are now without any health insurance.

PE: And the system will they enter…what is your current prognosis?

JG: We are facing a crisis in this country. In 30 years or so, more than half of the population will be “minority.” Simultaneously, minority applications to medical school are falling and the pipeline that leads there is narrowing substantially. I have editorialized in the American Journal of Public Health on “Ethnic Cleansing in the Groves of Academe,” where I deal with the whole of the remediation issue and cite the data on medical school and college admissions. This is the pipeline that leads to an application to medical school. Minority populations that are already overburdened with morbidity and mortality, living in environments that put them at higher risk are simultaneously faced with this impending crisis in health care.

PE: How will the growth of managed care affect this scenario?

JG: Nobody wants to go back to the old fee-for-service system, which was toward chieving up 16-20% of the GDP. And much about managed care has been salutary: standardization of treatment, greater emphasis on preventive care, computer tracking of individuals and populations—much of which we teach in community-oriented primary care syllabus.

PE: I thought the national consensus on managed care was: “fear and loathing.”

JG: The real problem has been the introduction of venture capital into managed care organizations—care of the stockholder superseding care of the patient. The distribution of income and the motivation for resource allocations are an outrage. Discontent, I think, is going to boil over.

PE: What is the big lesson the students in your “U.S. Health Care” class at Sophie Davis take away?

JG: That the determinants of the health of a population are not in health care. Health care contributes, but the determinants are all of these public policy issues, the physical environment, the social environment, the biological environment. This is what we learned in Mississippi.

PE: You testified for the White House in 1993. Was the nation just not ready?

What happened?

JG: A series of political blunders. First was the preliminary secrecy, which naturally aroused suspicion. Second was translating an essentially sound plan into such complicated detail that it made a 1000-page piece of legislation—a real non-starter. The third blunder was internal: the great variety of opinions of all the separate task forces wasn’t reflected well in the final product. Finally, and perhaps biggest, was the blunder of not anticipating the huge media assault mounted by the powerful enemies of regulation.

PE: Is the industry’s disarray affecting medical school applicant pools?

JG: Although many applicants tell you they’ve been advised by every doctor in their ken not to go, applications have continued to rise, until very recently. This is something people want to pursue for other motivations, just reflecting as we talk, I see that these issues of health care, of civil rights and human rights, equity and justice, the distribution of resources in a population, are all part of a seamless whole. They are deeply connected with each other.

It goes back to the father of modern social medicine, the great German pathologist Rudolph Virchow who said, “Politics is just medicine writ large.” He was famous for having been sent by the Kaiser to investigate an epidemic of typhus among poor peasants in Silesia. And the evidence he presented as the facts, just reflecting as we talk, I see that these people ought to have decent incomes, better housing, better food, a regular job, safer environments, and some dignity.

PE: Did the Kaiser welcome that response?

JG: No, certainly not. But in a way it was the beginning of the struggle I’ve been talking about. In the middle of the Industrial Revolution, a man named John Simon, who counts as London’s first public health officer, in about 1849 called for a revolution in the status of the poor on the grounds that this was simultaneously a major issue of health and of justice. So there is between them and the white students, and the world of work it runs!) “Medicine is just politics writ large.”

PE: And most everyone believed it!

JG: Yes. In fact, there is now more consensus that these people ought to have decent incomes, better housing, better food, a regular job, safer environments, and some dignity.

PE: Has the planet’s hopes shifted now that the nuclear threat is no longer two-sided and developing nations are adding their names to the nuclear club?

JG: I wrote a long review in The Nation just after India and Pakistan did, its thrust being: We are no longer the only people with a nuclear capability. But is it possible, or wise, for the U.S. to diversify?

JG: There is a campaign for abolition—the total elimination of nuclear weapons, just as we are attempting by treaty to destroy chemical and biological weapons of mass destruction. This is vulnerable to all the obvious criticisms. How do you know somebody’s not sneaking—the person who has one when everybody else has none is in a position of power.

PE: You’ve pushed many of my energies into human rights work in the last few years. These inequities are getting worse. The world’s 225 richest individuals, of whom 60 are American, have a combined wealth of more than $1 billion—equal to the annual income of the poorest 47% of the entire world’s population. You see such figures all the time.

JG: Yes, there are civil rights demonstrations in the ‘40s, trained in South Africa in the ‘50s, studied nuclear catastrophe and led in the development of a national network of 850 community health centers from the ‘60s to the ‘80s, and have advocated the involvement of medical students in community human rights initiatives. Would it be fair to say you’ve been a pioneer in every step of your career?

JG: Pioneer is the wrong word. What I said before about the invention of social medicine is true of civil rights or protests against social inequities. Nor would I ever claim I was the first to see the connections with the practice of medicine. There are always people who precede you.
Adventures into the Dark Room

CUNY EMERITUS CELEBRATES A CENTENNIAL

A Famed Mathematician Adventures into the Dark Room

When he took it up in 1856, he was often paired with Julia Margaret Cameron as the century’s finest photographers of children. In honor of the centenary of Carroll’s death on January 14, 1898, Morton Cohen—emeritus professor of English at City College and the CUNY Graduate School and the world’s leading Carroll expert—has just published Reflections in a Looking Glass: A Centennial Celebration of Lewis Carroll, Photogapher (Aperture). The volume offers the most extensive selection ever from the more than 3,000 images he captured (some hitherto unpublished).

Following is an excerpt from Cohen’s introductory essay describing Carroll’s methods of capturing his young sitters, who were obliged to be motionless for about 45 seconds for a successful “take.” The Alice Liddell referred to below, of course, gave her name to history’s most famous children’s tale.

Lewis Carroll’s photograph of Alice Liddell in profile. Pierpont Morgan Library, New York. Houghton Collection

Testimony continued from page 3

widely acknowledged cutting-edge experiments in photonics materials are under way.

In discussing the institutional aspect of technology transfer, however, it is important to note that the institutional support network for high-technology small business is underdeveloped in our region. While New York is the financial capital of the world and is a deep source of financial capital for high-technology venture capital investments, only 3% of that national total of such investments went to New York enterprises (31% went to Silicon Valley, 11% to New England).

To address the above shortcomings, the City Council may wish to look into tax incentives for private technological investments in the City and measures to nurture pilot projects designed to enhance the transfer of technology from City University units to entrepreneurial businesses. I think that, short of proactive steps as these, cooperation between the City’s business and educational sectors will remain sub-optimal and deprive our city of a major economic benefit that would result from a more fully symbiotic relationship.

—Professor of Electrical Engineering

Jamal T. Manassah, Chair, Faculty Committee, CUNY School of Engineering

Photography continued from page 2

City, exploration of career opportunities in Criminal Justice, field trips to relevant historic and cultural sites in New York City, mentoring and tutoring in reading, composition, economics, mathematics, science, as well as leadership and diversity training. Student evaluations of this program, recorded in journals, were particularly gratifying. Regarding the program Seminar on Social Justice one student wrote, “This session gave me an opportunity to ask myself how I can contribute to life in a decent society.” Referring to the Seminar on Leadership another student wrote of one lecture, “It was great because it made me realize some things I hadn’t thought of before. For example, it is education that provides you with the freedom to succeed; education will set you free; this society must move from me to we; and education is a tool” for moving in that direction.

This year a major effort, including additional funding, was made to expand the University Summer Immersion Program. Participation of prospective first-time freshmen more than tripled from 1997 at one senior college, doubled at two others, and rose substantially at several of the community colleges.

Student outcomes were impressive as well. Dramatic gains were made by senior college students who retook the Writing Assessment Test. After the summer programs, approximately 85% of senior college students either passed the Writing Assessment Test or moved ahead with their remediation. About 76% of community college students did the same. Substantial gains were also registered in the Math and Reading Assessment Tests.

A study of the most recent class to complete one full year since CUNY’s Trustees decided in 1995 to limit remediation at senior colleges indicates that students who participated in the USIP performed better and were retained at a higher rate than students who were underprepared but did not participate in the program.

Overall, the evidence seems to show that we are making headway not only in improving the preparation of our incoming freshmen, but also in communicating the wisdom of participating in a summer immersion program. The Office of Academic Affairs remains committed to working closely with the faculty and student services staffs of the colleges to ensure the continued refinement of these programs.

We are convinced they will help future students complete their long journeys—if not the thousand miles specified by Lao-tzu, certainly the educational distance to graduation and productive, fulfilling careers beyond.
For many years the sympathetic images of the human condition by Bruce Davidson have graced the pages of such periodicals as Time Magazine, Newsweek, National Geographic, and Life. This year the legendary photojournalist is passing on his skills to students at LaGuardia Community College.

His arrival as a Visiting Distinguished Professor this fall was hailed by Professor Bruce Brooks, chair of the commercial photography program at LaGuardia, as “equivalent to having Picasso teach painting.” He will be teaching intermediate courses as well as conducting a seminar/tutorial for advanced students.

Widely published, exhibited, collected, and honored, Davidson became in 1966 the first photographer to receive a grant from the National Endowment for the Arts. He began his career at age 10 in his native Oak Park, Illinois, using a Fulton 172 box camera and the developing equipment of a local drugstore.

Reproduced here is one of Davidson’s images from his winter issue.

"The Brooklyn Gang, 1959," a photo essay on view at the International Center for Photography (5th Avenue and 94th Street; closes March 7). This array of 50 photographs, most never seen before, creates a vivid view of restlessness and alienation in the youth culture of the 1950s. The project began in the spring of 1959, when Davidson was introduced by a youth board worker to the Jokers, a gang of Brooklyn teenagers. He was able to bond with them, and they allowed him to join them at their favorite hangouts. The one pictured here is the Coney Island Boardwalk.

A book derived from the show has been published by Twin Palms. In 1995, Davidson published Central Park (Aperture), an exhilarating tour through the four seasons and myriad moods of Manhattan’s great recreational oasis. At CUNY Matters’ request, Davidson kindly chose an image from this collection very suitable for its winter issue.

Photo Pro Turns Distinguished Prof

Spring Offerings of the Faculty Development Program

The GUSC’s Office of Research and University Programs offerings during the Spring semester will include the following six seminars: Social Work Research-Support; Current Policy Issues in Economics; Balancing the Curriculum for Gender, Race, Ethnicity, and Class; the CUNY Logic Workshop; Evolutionary Perspectives on Human Reproductive Behavior; and Teaching Chinese at CUNY: Present and Future.

Four colloquia have also been scheduled: Language and Diaspora Cultures; Establishing Strategies for Librarians/Instructional Faculty Partnerships to Improve Research and Writing Skills for Beginning College Students; Teaching Statistics: Technology and Reasoning; and Faculty Facilitation Training: Using Facilitation Skills to Manage Classroom Discussions.

For information on these offerings and Requests for Proposals for FDP activities next year (deadline for Fall 1999, April 15; deadline for Spring 2000, October 15), call the Office of Research at 212-642-2131.

Taxi Institute continued from page 2

White cane or a guide dog, a mobility-impaired passenger with crutches or in a wheelchair, or a person with a hearing or speech impairment—and how to more effectively communicate with them.

In a series of role-playing exercises, the drivers quickly get a sense of what the disabled person may face when traveling by cab. In one scenario a driver plays a wheelchair user, while another student is the driver. As the driver carefully maneuvers the chair toward a mock cab “parked” in the classroom, the students observe the right and wrong way to assist the passenger, how to fold the chair and place it in the cab or trunk, and how to reverse the procedure.

The majority of drivers agree they should go the extra mile to make the ride a bit more pleasant, but they are also encouraged to explore the negative—not to say insulting—attitudes passengers typically express about cab drivers. Attitudes frequently aggravated by the kinds of anti-cabby jokes David Letterman likes to offer up.

Passengers, I believe, should understand that most drivers do not fit either of the two prevalent and contradictory stereotypes about drivers that New Yorkers love to gripe about: the crusty, heart-of-gold, “toldy-told and toid,” cigar-chomper (beloved by makers of TV commercials) or the easily lost, illiterate, dishonest, yet aggressively insulting foreigner. The overwhelming majority of drivers are well-intentioned, hardworking men and women who are performing, often under very trying conditions, a job that is far more difficult than the public can readily imagine.

To help eradicate these negative stereotypes we stress that drivers improve their public image “one passenger at a time.”

One driver said he took that advice and got a positive result. He noted that, two days after taking the course, he encountered a passenger who asked where he was from. “Instead of getting defensive, I simply answered the question. To my surprise, the passenger had a relative who lived not far from the small town where I grew up. We shared some reminiscences. I felt bigger and happier the rest of the day. And the fact that I received my largest tip ever was not the only reason!”

This continuing education course grew out of a recommendation by the TLC’s Task Force on Disabilities that all drivers participate in a workshop to accustom them to the needs of the disabled. After passing a rule requiring the professional education workshop, the Commission solicited proposals from different potential educational providers. The College, which was one of two founding schools that developed the first required training course for new drivers in 1984, expressed its interest and made the case that a single school training all drivers could provide a more consistent program. LaGuardia Community College’s Taxi Driver Institute, along with its Office for Students with Disabilities, was instrumental in refining the course’s agenda. The TLC was looking for an institution with experience serving a large population and the ability to deliver a highly specialized curriculum effectively to a large audience. The Institute met these criteria.

The Institute’s customer service course, conducted through the College’s Division of Adult and Continuing Education, is offered to 400-500 drivers a month. It also offers a refresher course to a much smaller number of drivers—100 to 200 a year, or one-quar-ter to one-half percent of the city’s approximately 40,000 cabbies—who persistently violate TLC rules. And the Institute serves several hundred taxi and “for hire” vehicle drivers each month with a New York State-certified defensive driver course tailored to the challenges of urban driving.

As we tell drivers in the course, more people seem to like to talk about their bad experiences, so the 99.5% who are good drivers have to become even better. We also tell them they get back what they give out; they should not wait for the passenger to make the first move. This advice is for riders, too. Those who tell us they consistently get good drivers are the ones who seem to respect drivers and appreciate the difficulty of their job.

The response to our work is often, we hope, like that of Peter Franklin, the driver with the Mt. Rushmore-size chip on his shoulder. He said after graduating, “I saw immediately that the instructor was dealing with a very hostile audience. But I’ve got to tell you he won us over in only a few minutes.”

Franklin noted, too, one important added advantage of the TLC requirement. “The main reason I wanted to take such classes is they give drivers an opportunity, in a fairly relaxed atmosphere, to discuss the good, the bad, and the ugly parts of taxi driving—they make us feel like we’re doing a real professional job. I’ve always felt like a professional; that course at LaGuardia proved to me that I am.”
the program. Concluding that college remediation comes too late for some students and must be extensive for those with the greatest needs, the University has turned to the College Now model in a big way: this last summer, plans were developed to expand College Now to the five other CUNY community colleges. The program’s philosophy is that high school students need (1) help in determining whether college is a viable option, (2) assurance that they can improve their basic skills levels to meet the needs for college-level success, and (3) assistance in actually making the transition to a college campus.

To achieve the first task, College Now administers the CUNY Freshman Skills Assessment Test (FSAT) in the junior year, and our counselors meet with students to discuss the results and advise appropriate course work in the senior year. Those who need to improve can take non-credit developmental courses in writing, reading, and math, after which they can retake the FSAT.

Students who pass the screening tests may then enroll in one of five three-credit, freshman-level courses offered each semester in Business Administration, Behavioral and Social Sciences, Mass Communications, or Science. These courses, jointly created by college and high school faculty, provide a rigorous interdisciplinary core curriculum that does not duplicate any Kingsborough offerings.

Each course is designed to engage students actively in forms of intellectual inquiry of typical college freshmen courses. They are taught by high school teachers who have competed for and won adjunct appointment in an appropriate Kingsborough department. They receive special and on-going training to sharpen their pedagogical skills and update their professional knowledge.

It should be emphasized that these classes do not replace high school degree courses. Each course is an elective “extra” that must be attended for 14 weeks, either before or after the regular school day.

Two one-credit courses offered through College Now address the fact that success in professional knowledge.

Of Loneliness and the Writer

Simon Weil said that the only real question to be asked of an other is “What are you going through?” and another even more fiercely independent Jew: “The Kingdom of God cometh not with observation.” No, it doth not. I know this as a critic of other people’s books, as a tiresome moralist even to myself of other people’s habits and choices, as a spectator, merely, wandering New York all my life in constant amazement at the number of people walking briskly alone talking to themselves, glowering as they sit fiercely alone on park benches, fiercely adopting attitudes as they talk to make a point, then just as surely drooping away from this make-believe height as soon as the others are gone.

Science, seeking confirmation, proof, objective testing and proof, cannot avail of this cardinal human loneliness, but literature can. And this with language that is always failing and stumbling, breaking the writer’s heart by its mere approximativeness to the thing in mind. Besides, language is asserting its primitive authority, is a halting servant but can be a terrible master. Science progresses all the time, literature never. How should it “improve” over the centuries when its very subject is the enigma, the inaccessibility of the human condition? The beast in the jungle only seems to threaten us, being outside in its “jungle.” The actual fact, when it comes, will be to show us where the failure of our expectation lies. The fall of man is only too real when it comes to ourselves.

But that is a marvelous failure. Is it, coming from a writer virgin, who acted in life only by writing, writing, who had left his own country behind, who hardly finding one in England’s upper classes, who became part of England only by changing his citizenship when England went to war in 1914? Yet Henry James manages now to make his reader feel like an accomplice. He proved that whatever his withdrawals as a man, his valor as a writer was enough—and overreaching. The mere spectator transcended himself by poking to the depths, in a hundred European hotels, the exceptionality of his own condition. He never read Melville-Dick, but he would have understood his saying, “Here can the prisoner reach outside except by thrusting through the wall?” James himself, in old age: “The starting point of my life has been loneliness.”

—From A Lifetime Burning in Every Moment

Notice things. . . just notice things, he practically pleaded.

Once a student timidly asked, “Professor Kazin, are we going to do an explication de texte?” Alfred didn’t pause to reflect, simply bellowed, “yes, yes, we’re doing it right now—it’s called reading a poem!”

The offense of sloppy writing Alfred tolerated personally, and I suspect that there was no greater crime for him than somehow doing harm to the English language. Bill Potter, a truly fine student, recalled how Alfred had once angrily circled a typo on the title page of one of his papers. Next to it was written, “Potter, your lack of care makes me suffer!”

. . . There was really no such thing as being prepared for a class led by Alfred Kazin. And underpreparation meant you were in serious danger of being thought not to care enough or, worse, you could be the cause of outrage. Alfred’s philosophy was that there was no greater crime for him than somehow doing harm to the English language. Bill Potter, a truly fine student, recalled how Alfred had once angrily circled a typo on the title page of one of his papers. Next to it was written, “Potter, your lack of care makes me suffer!”

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A Look Back to the Future
From Health Secretary Shalala

The U.S. Secretary of Health and Human Services Donna E. Shalala returned to Hunter College, where she was President from 1980 to 1987, to deliver the annual Millennium Lecture on October 15.

She began amusingly with a précis of her life since arriving in Washington: “When you become a Cabinet Secretary, you’re suddenly being driven around in a big ugly car that gets lousy gas mileage. Your every waking hour is scheduled by people young enough to be your children. Every decision wins you new friends—and costs you an equal number of old ones. The press wants your opinion on every conceivable matter, whether you know anything about the subject or not. And most important: if you’re not careful, you can fall into the dangerous habit of looking down at your feet and thinking, ‘Hmmm, I have pretty big shoes to fill.’”

This led Shalala to recall the shoes she was filling, for the preceding Millennium Lecturer had been Bella Abzug, who died last year: “Bella not only had the heart of a New Yorker, she looked like a New York-size heart. Big, courageous, salty, and brimming with wit and wisdom. She was a Hunter alum and proud of it.” After speaking of Isaiah Berlin’s famed study of Tolstoy, with its big-idea Hedgehog and many-idea Fox, Shalala turned to these remarks.

You may recall a line from Tennyson’s poem Ulysses: “Come, my friends; it’s not too late to seek a newer world.” It’s the perfect line for today because that is what the next millennium must really be about—seeking a newer world.

No matter how far we’ve come, what we take on today has a way of fading into memory tomorrow. To take just one whimsical example, music that was considered cutting-edge around the time I gave my inaugural address at Hunter in 1980 might today be used to sell mini-vans or retirement cruises.

The important question is: What will go from revolutionary to routine—and from unimaginable to indispensable—in the 21st century? I’m no Nostradamus, but this much seems certain: changes in communication, technology, and life expectancy will be necessary to resolve the countless issues involved in implementing a program that students have made clear they want free of charge and on the high school site.

Here, the spirit of accommodation is vital. Principals must give College Now recruiters permission to visit classes, just as the University must allow the FSAT to be administered by University staff at times convenient to the high schools. The scheduling of class meetings around the regular curriculum, obviously, requires much give-and-take.

And, finally, the College’s, University’s, and Board of Education’s leaders must collaborate vigorously every year to assure government funding of College Now.

Each of the five new College Now sites will begin start-up programs at high schools this spring. This will increase the number of City high schools with this program to 51, more than double the current number. If all goes well, every public high school student may soon be able to take classes like those taught by College Now behavioral and social sciences instructor Jeffrey Ladman.

Ladman has worked in the program for 11 years, first at George Wingate High School and now at Kingsborough High School. Echoing the College Now philosophy that kindergarten through college should be a minimal requirement, he believes the program should be replicated everywhere because of its “unique ability to straddle the very different worlds of school and college.”

He says his students “benefit from having the security of a familiar classroom and instructor blended with the higher expectations and academic rigor of college coursework.” Then Ladman adds, “And I get a chance to teach a subject I love to students willing to put forth the extra effort necessary to participate in College Now.”

Frankly, increasing the knowledge base and adaptability of students is not the biggest challenge facing universities—or our nation as a whole. The bigger challenge is to prepare ordinary Americans greater control over our nation’s future than even Tolstoy could have imagined.

What does this kind of change imply for great universities like Hunter? In 1980 I said, “Hunter must be uniquely sensitive to the world it is part of. That implies predicting change and responding to it in such a way that we are enriched, rather than impoverished, by whatever the future holds.” That is even truer today. The primary responsibility of Hunter is to prepare its students to face change—and make change in the next century.

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The problem is not intellectual advancement. No one believes in supporting research and discovery—the creation of knowledge—more than I do. I have long advocated greater scientific literacy for all Americans. In particular, we need a Congress literate in science. Still, all knowledge and discovery must be tempered with human values, restraint, tolerance, honest, and plain decency.

This Leo Tolstoy believed the bone, and so do I. After all, we’re only three years away from 2001. . . . the year another author, Arthur C. Clarke, turned into a metaphor for technology run amuck. That must not be our destiny. And it won’t be if we make the next millennium a shining moment of morality and service to humanity.

I want to return one last time to my 1980 inaugural address. I said then, “I look at a profile of our students and am reminded that Hunter is New York.” Well, two decades later I can say, Hunter is more than New York. Hunter is America, America at the millennium: multi-cultural, pro-women, inspired, robust, intellectually curious. Leading, changing, ascending. Striving to do right. Doing right . . .

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