

# CUNY Matters

A Newsletter for The City University of New York • Winter 1999

## State Budget Announced

The 1999-2000 New York State Executive Budget was released on January 27 and is under review by University officials. The proposed budget recommends no tuition increases. Operating funds for senior colleges would be reduced by \$5 million from the 1998-1999 budget, reflecting a transfer of the monies to the New York City Board of Education for collaborative programs with CUNY. Community College support is virtually unchanged.

Substantial changes in the Tuition Assistance Plan (TAP) are proposed, including an increase in the number of credits required for full-time study (from 12 to 15 credits); a 15% reduction (from 90% to 75%) in the maximum TAP awards available to CUNY students, with reimbursement available for students who graduate after four years in baccalaureate programs and two years in Associate Degree programs; and other restrictions on the number of semesters students would be eligible for TAP assistance. Aid to part-time student programs (APTS) is funded at last year's level.

Interim Chancellor Christoph M. Kimmich indicated that "the University will work with both the Office of the Governor and the State legislature on possible improvements during budget deliberations."

**A comprehensive analysis of the proposed budget is available through the Office of University Relations (212-794-5650) or on the CUNY website ([www.CUNY.edu](http://www.CUNY.edu)).**

PART OF THE LEON M. GOLDSTEIN LEGACY

## College Now@Kingsborough

By **Rachelle Goldsmith**,  
*Director, Office of Collaborative Programs,  
Kingsborough Community College*

Senioritis, a pathology frequently observed among high school students, hasn't affected Kingsborough High School students Maria Pak and Eric Radezky. Three mornings a week they arrive at school 50 minutes earlier than required to participate in a three-credit, freshman-level science course that incorporates the latest aspects of physical sciences, health sciences, biology, chemistry, and neuroscience. This course is offered through the auspices of College Now, a partnership between Kingsborough Community College and the New York City Board of Education.

Explaining her reasons for participating in College Now, Pak says, "I wanted to see what college is actually like. . . I feel more assured now of my ability to succeed there." Mr. Radezky says that he enrolled in the program to challenge himself academically, to take what he has learned in high school "to a higher level."

Both students praise the experience. "It gives you an independence you don't feel in high school. It teaches you responsibility," Radezky says he has "learned a lot in the science class—about the 'greenhouse' effect, for example, and the formation of Brooklyn and Rockaway during the Ice Age, and the plant life around the Kingsborough campus."

He also likes being "treated (a) like an adult and (b) like a college student."

Their College Now teacher, Matthew Lerman, has taught the science course for 13 years, first at Beach Channel High School in Queens, and now at Kingsborough High School. The challenge for him is calculating how to bring collegiate content,

standards, and structure into the classroom. Lerman does this, he says, "by placing more emphasis on thinking across the various science disciplines, encouraging independent research projects, giving college-level reading and writing assignments, and following college testing, homework, and grading guidelines."

College Now is a program designed to facilitate the transition from high school to college. It was conceived in 1983 by Kingsborough Community College President Leon M. Goldstein in response to publications like *A Nation at Risk* (1983),



College Now science teacher Matthew Lerman with students Maria Pak and Eric Radezky. Photo, Randy Fader-Smith.

which criticized the lack of collaboration between institutions of higher education and K-12 systems, and began operation in the fall of 1984. Its growth from its first cohort of about 450 students has been spectacular. College Now is currently offered in 24 public high schools located in four boroughs, and it enrolls more than 5,000 annually. More than 40,000 students have participated in this highly successful consortial initiative.

In 1992, College Now was cited by the U.S. Department of Education as one of six model high school/college partnerships in the nation that deserved replication, and many visiting educators have come to study

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## Leon M. Goldstein

It 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 1981 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),



Photo, Jon Simon.

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's Coordinated 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 Pre-freshman Summer Immersion Program, the Intersession 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 study, focuses on retention data, which has become a barometer of institutional effectiveness and a measure of commitment to the student population. To the surprise of few, research has demonstrated that the quality of freshman-year experience is critical to achieving high retention rates.

Hence the University Summer Immersion Program (USIP), which is for thousands the first CUNY experience. Students who fail one or more Freshman Skills Assessment Test and therefore need remedial help may participate in this Program. Introduced in 1985 on a pilot basis for a cross-section of 500 senior college freshmen, USIP has grown to its current 15,000-enrollee level and is sited on every community and senior college campus.

Even prior to 1985, the University had provided summer help to admitted students through such opportunity programs as the Search for Education Elevation and Knowledge (SEEK) and College Discovery (CD). The Pre-freshman Summer Program was developed to help bridge the gap between a student's previous academic experience and the realities of college study. CUNY's current summer offerings share the same basic goal of this forerunner program: to accomplish in six weeks (1) improvement of basic skills in order to pass Skills Assessment Tests, (2) reduction of the time spent in remedial course work, and (3) preparation for successful transition to the college environment.

Instruction is offered in reading, writing, mathematics, and English as a Second Language. Typically, some 95% of students attending the summer programs either complete their remedial work or move to the next higher level of remedial work in the subject

area in which they took summer classes.

All programs are tuition-free, and many provide students with either book money or books and supplies. Participants are introduced to collegiate ways in a supportive, creative environment, often interacting with staff and faculty they will meet in the fall. The summer faculty are focused on undergraduate teaching, and they use this opportunity to create or refine their curricula while exposing students to the rigors of college work.

Summer programs, in fact, have produced pedagogical and curricular innovations. One successful program, for example, is 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 Hesburgh 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. Students participated in basic skills courses in the mornings at their home campuses and, in the afternoon, in counseling and a science laboratory or a math course. Weekly field trips introduced students to professional engineers.

In another area, the SEEK Program at John Jay College and the Higher Educational Opportunity Program at Fordham University conducted a joint, thematic summer pre-freshman program on Social Justice in a Diverse Society. This enrichment program included achievement of computer literacy, seminars on crime in New York

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## Hail and Fare Well

**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 cabbie 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 taxicab 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-services 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

During the first half of the course, the emphasis is on sensitizing drivers to their wide variety of customers. Because taxicab service is *customized*, we impress upon our students that they really are not in a transportation business but in a *customer service* profession. Unlike fixed-route transport alternatives such as subways, buses, and trains, whose stops are determined by the operator, taxicabs must efficiently respond to the unique requests of their riders.

Before a class of some 20 drivers, Andrew Vollo, the instructor and Assistant Director of the Institute, will rattle off a number of obvious ways his students can better meet the needs of commuters who opt to take a yellow cab over a subway or a bus: keep your cab clean, exchange pleasantries, drive with care. Then he adds some suggestions that take the service to the next level: identify points of interest to tourists, have the morning papers on hand for the passenger's perusal, help a passenger with his or her luggage, and, upon leaving a fare off, especially late at night, watch to make sure he or she safely enters the building.



*Driver Ronald Frederique, above center, assists Manuel Junot from a wheelchair in a role-playing exercise; instructor Irick Kerr looks on. Photo, Randy Fader-Smith. Shown at left is the 1984 inauguration ceremony for the Taxi Drivers Institute. With former LaGuardia President Joseph Shenker and Mayor Edward Koch was Reuben Cohen, then believed to be New York City's oldest working cabbie.*

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

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## 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 Kauffman 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 this workforce 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*

# City Council Explores CUNY Economic Impact

Numerous aspects of the City University's far-reaching and massive impact on the economies of New York City and New York State were the subject of testimony on November 18 in the historic Chambers of the City Council.

Educational, governmental, labor, and business leaders offered testimony before the Council's Committee on Higher Education, which was convened for the occasion by its chair, Councilwoman Helen Marshall.

Notable among the findings cited at the hearing was the conclusion that, according to U.S. Department of Commerce methods of calculation, CUNY's total economic impact on the New York economy and tax base is approximately \$13.7 billion annually—more than 10 times its annual budget. CUNY campuses spend \$122 million annually for supplies, equipment, and services, nearly all of which is provided by New York-based vendors. Ten years after graduation, 80% of CUNY alumni live, work, and pay taxes in New York.

CUNY Trustee and Former Board Chair James P. Murphy, a prominent member of the local banking and legal community, elaborated on what he called "the CUNY dividend." He noted that nearly one in every 20 New Yorkers attends the University: "the math is simple: 200,000 are enrolled in degree programs, 160,000 in continuing education = 360,000 x 20 = 7,200,000, which is just below the census count."

Interim Chancellor Christoph M. Kimmich observed, in his comments about the subject, that "for every student turned away from CUNY because of inadequate resources, we put at risk a stream of dollars spent in New York, a career-long stream of taxes paid by our graduates." Here are excerpts from four testimonies

*Photo, André Beckles.*



## A LOOK AT CUNY'S UNION LABEL

I am a native New Yorker and a CUNY graduate—Queens College, Class of 1970.

You have learned that more top corporate executives have earned CUNY degrees than at any other school, public or private.

So did many of the people who work for them. I want to tell you today about some other, less famous CUNY graduates, the members of Local 1180, a union of the City's administrative employees. Most are minority women with family responsibilities who want a college education for themselves and their children. Like hundreds of City workers, Local 1180 members have gotten their Bachelor's and Master's degrees from CUNY through the Urban Partnership Program. Hundreds of 1180 members participate in this program, which is one of the proudest parts of our union.

Working with the Labor Education and Advancement program (LEAP), Local 1180 and the University designed a program especially for government workers that brings together academics, work experience, and real-life issues facing workers and citizens of New York. We have been actively involved in the City College Center for Worker Education in Lower Manhattan. In fact, an 1180 member from the CWE graduated a few years ago as the City College valedictorian.

The Queens College Labor Resource center in Midtown provides classrooms, a library, counseling services, and computer labs to assure our members' academic success.

Another example of CUNY making education available to New York's workers is the Consortium for Worker Education, a union-led, non-CUNY entity. It receives \$4 million in state funds for tuition-assistance vouchers, and half this sum is channeled by about a thousand workers into CUNY classes and programs. . .

The labor education programs I have mentioned are exactly the kind of thoughtful, workplace-oriented programs we need to build a strong economic future for our city. Studies have shown that 86% of welfare recipients who graduate with a Bachelor's degree never return to welfare. Hardworking New Yorkers who need a job need CUNY: it is that simple.

—**Arthur Cheliotis**, *President, Local 1180, Communications Workers of America, AFL-CIO*

## 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 undergraduate 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 physico-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

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# Research Matters

## CUNY Institute Explores Ultrafast Spectroscopy and Lasers

From *The Office of Research Development, CUNY Research Foundation*

The cat—*Felix domesticus*—is a very agile and clever creature, 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 for 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 1983, 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 Brooklyn College. Their photonics researchers include a 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. Logistic support is provided by a Business Development and Operations Center located in the Research Foundation; it is led by Deputy Director Dr. Vincent Tomaselli.

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.

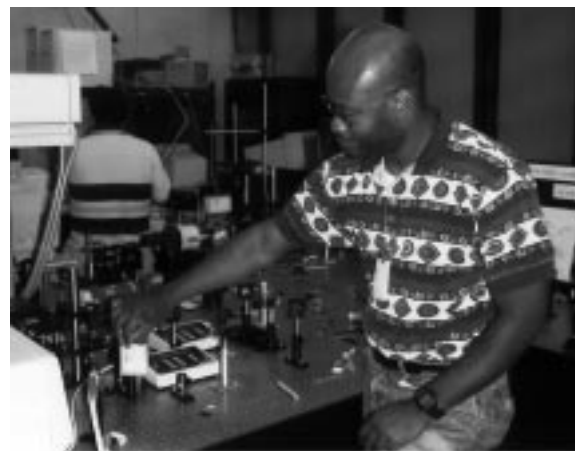
While stretching the frontiers in the ultrafast phenomena of light, the CAT supports innovative research in such advanced areas as semiconductor structures and interfaces, optical storage, nonlinear optics, novel optical materials, thin films, communications, lasers, optical imaging, and medical diagnostics. A further multi-cam-

**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 collaboratives.**

pus effort building on the laser and optical imaging aspects of the CAT was the NASA Institutional Research program established in 1992 and directed by Professor Alfano.

A significant advance in ultrafast spectroscopy was achieved in 1970, with the discovery of the "super-continuum" by Professor Alfano and the late Dr. Stanley Shapiro. This type of light enabled scientists to generate light pulses of five femtoseconds (5/1,000,000,000,000,000<sup>ths</sup> of a second)—the shortest attained as of that date. This breakthrough led, for example, to practical applications in semiconductor and optical material properties, optical imaging, and medical diagnostics. Today, ultrafast technology is an established, exciting, and rapidly growing field that is yielding spectacular results in basic information, communications, and commercial products.

In 1982, prior to the evolution of the CAT, the Institute for Ultrafast Spectroscopy and Lasers (IUSL) 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.



**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 Institutional Research Award program at CUNY, which supports 46 undergraduate and 26 graduate student assistantships. Information on the fuel spray, droplets, and turbulence in liquid rocket engines can help to predict and improve the cooling and combustion stability of combustion chambers. Using picosecond, time-resolved, and spatial gated optical imaging techniques, the project seeks to obtain information from a sequence of images on how fuel droplets change in time. This will increase knowledge of fuel/oxidizer jet geometry and dynamics, droplet information, size, shape, velocity, and interaction with other droplets.

### A CAT Trick: Cunyite

Professor **Vladimir Petricevic**, City College, a CUNY/CAT faculty member, inspects a laser crystal growth station. Cunyite, a new, near-infrared-tunable, solid-state laser material, was developed and invented in CUNY laboratories. Cunyite and a related crystal, forsterite, have facilitated the development of lasers with higher efficiency, longer life-spans, stable operation, compactness, and portability. These developments have been directly put into use in products built and marketed by Long Island-based Quantronix, Inc., a specialty laser manufacturer and CAT affiliate. Photos, Kestutis Sutkes.



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 successes 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 epitomizes the fundamental CAT goal of generating growth in New York's technology sector.

In addition to the work of Alfano, IUSL scientists Ping Pei Ho, Vladimir Petricevic, 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 crystals and novel optical 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 tissue 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, non-invasive, 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."

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 non-ionizing radiation than X-rays; thus, routine screening with light reduces health risk. 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 photonic 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 Laboratory. An industrial advisory board, consisting of representatives from major medical instrument manufacturers, is an integral part of the Center's structure. ♦

# A Mover, Shaker—and Builder For Health Care and Civil Rights

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 "Emeritus" appellation is worth a good chuckle: Geiger is still constantly on the professional move, helping a Harvard search committee one day, for example, conferring 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 debilitation, human rights 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 in Geiger's classroom. As he tells his medical 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, **CUNY•Matters** writer **Peter Taback** met with Geiger at Sophie Davis to talk about war and the few philosophical constants in Geiger's multilateral career in public health.

**PT:** Your vita is daunting: travel, teaching, field work, publication, and many years of what must be called activism. Where to begin?

**JG:** Let's begin with the whole question of human and civil rights, which I see as part of the health care scene. We're hearing more and more statements—including, most recently, those from the new head of the World Health Organization, Gro Brundtland defining health, not merely access to health care, as a human right.

At Harvard's Kennedy School last December, for a celebration of the 50th anniversary of the Universal Declaration of Human Rights, I described a problem posed by the unqualified assertion of a right to health. If a child is born with Tay-Sachs Disease or some other ailment that condemns it to die in its first year, who has deprived that child of its rights? There is a better pathway to that right. Certain other articles in the Universal Declaration suggest people are entitled to a standard of living that implies, in broad paraphrase, a reasonable shot at health. In the United States, and certainly in the developing world, are millions whose social and biological environments determine they will have shortened life spans. This is a UDHR rights violation.

**PT:** More than a half-century ago you founded a chapter of CORE, the Congress on Racial Equality in Madison, Wisconsin, years before the national civil rights movement of the '60s. Were you drawn to CORE because of health care concerns?

**JG:** Simply the manifest injustice. It

was 1943, and the conflict was glaring between our purpose in fighting World War II and what was actually going on in the country: segregation in the armed forces, the rampant segregation north and south, differing only in character. CORE was interesting, compared to the NAACP and other older mainline advocacy groups, because it was explicitly interracial and worked through direct action. It was perfectly legal in those days for a restaurant in Madison or Chicago to refuse to serve a black customer. An interracial team of CORE members would arrive in a restaurant, sit down and occupy tables—whites at one table, blacks at another. When the blacks were refused service, the whites would respond, "We won't be served until that person is served, and we're not leaving." Then the dialogue with other patrons: "This is what's happening—we think you have a moral responsibility to join us in this."

**PT:** And this interracial version of civil disobedience was years before Greensborough, Selma, Montgomery?

**JG:** It was Gandhi. It was the first time that, as a matter of deliberate principle, an advocacy group in the U.S. widely employed non-violent, direct-action techniques. We, more than anyone else, were precursors of the Student Non-Violent Coordinating Committee.

**PT:** By SNCC's time, though, you were already a member of the faculty, not a student.

**JG:** When I was in the public schools here, they didn't know about enrichment and just "skipped" kids. I skipped about

five grades and went on to Townsend Harris, which did high school's four years in three. I graduated, God help me, when I was 14! I also won a Regent's scholarship, but no university would let me in. When I turned 15, the University of Wisconsin rejected. I wanted to be a journalist and worked at night for Madison's *Capital Times* (half its staff had gone to war). Then, in 1943, I enlisted in the only branch of the military that was not segregated, the Merchant Marine. After almost four years in the Marine, I went to the University of Chicago and discovered that the Medical School was lily white and its hospitals refused to admit black patients. The minutes of the School's admissions committee had things about black applicants like, "Qualified, but we're not ready to have any black students here yet." Perfectly legal in 1947! And so we organized a long campaign, somewhat ahead of its time, that included a strike of students and faculty.

**PT:** What were you studying then?

**JG:** Essentially pre-med. Like many a CUNY student, I had to support myself by working at night—for Chicago's *Daily News*, then the International News Service (Merchant seamen got no GI benefits). I also helped run major civil rights campaigns. Eventually, with my good education in science, the obvious thing to do was cover science and medicine. I was the science editor for INS the next five years.

**PT:** Then, in 1954, you enrolled at Western Reserve Medical School to become a primary-care physician?

**JG:** I really wanted to do nucleic acid research—what I'd been covering as a science reporter. I knew an M.D. would be easier than a Ph.D. in a field like biochemistry, which is very rigorous. Soon I discovered I didn't have the patience to sit with one enzyme system for five years. I also wasn't so good in the lab! One day I was standing on the steps of the school and gazing at the Cleveland skyline. It suddenly occurred to me that who got sick out there, who did not, and all their interactions with the health care system were *social* as well as biological phenomena. All my previous experiences with civil rights, I realized then, had relevance to medicine. I was very excited.

**PT:** The dawn of social medicine?

**JG:** I ran to the library and discovered the British and the Germans had beaten me to it. Also by chance, I then came upon word of a Department of Social Medicine that was operating a strange new thing called "community health centers" in, of all places, South Africa. It was in the one medical school for non-whites in that apartheid nation, Durban's University of Natal Medical School. Pooling electives, I wangled five months of my senior year to go there. Doctors Sidney and Emily Kark, who invented community-oriented primary care, led the program. I was very lucky to have, with them, that experience of teaching the use of epidemiology in medicine and thinking about the health of populations.

**PT:** But you returned?

**JG:** I completed my internship and residencies in Boston, training for international health work. Then, in 1964, I went to Mississippi with the Medical Committee for Human Rights—part of that summer's civil rights campaign. I took a long look around and realized I didn't have to go to Africa, Southeast Asia, or Latin America: we had the same health care injustice and inequity here. Maybe community health centers were appropriate for the U.S. And so my colleagues and I started two community health centers, one in inner-city Boston and the other in the Mississippi Delta. I worked at them for the next eight years, mostly in Mississippi's Bolivar County, then the nation's third poorest. Any indicator you looked at there—in education, employment, housing, income, disease—was about as bad as it could get.

In addition to our clinical and public health work, we offered GED and college-prep programs. Our center produced from this county, in the first decade, seven M.D.s, five Ph.D.s, about 25 registered nurses, half a dozen social workers, two environmental engineers, and Mississippi's first 10 black registered sanitarians. I still visit this health center, and now more than 100 people are in one branch or another of the health professions. So I have been very aware of the lesson we learned there: untapped human resources in underserved populations.

**PT:** How did you find your way to the Sophie Davis?

**JG:** I recruited myself.

**PT:** Don't tell me—chance was involved again?

**JG:** Yes, in the *New York Times* in 1977, I happened to see an advertisement for the Logan Professorship at this school noted for its commitment to recruiting minorities



H. Jack Geiger, left, in 1966 on the construction site of the Delta Health Center on the outskirts of Mound Bayou, Mississippi. With him on what was formerly a cotton field is Dr. John W. Hatch, then the director of community organization and health education for the center. Photo, Dan Bernstein.

and training for practice in underserved areas. I jumped at it.

**PT:** The School arguably leads the nation in attracting students committed to underserved populations. How does this play out in the classroom?

**JG:** They *look* different, compared to most medical school classes, though until California Prop. 187 and the *Hopwood* case in Texas and other attacks on affirmative action, many medical schools were doing better at multicultural recruitment. A lot of these kids are also from working-class backgrounds, some from a poverty of means

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## Salutations on a 600th Library Visit

**D**on Adriano de Armado is the hilariously feckless 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 vicegerent, and sole dominator 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 first two of a projected four volumes of his *Medieval and Renaissance Letter Treatises and Form Letters* (1993-94), one focused on Eastern Europe and the former U.S.S.R., the other on Western Europe, Japan, and the U.S.

**H**is findings have exceeded all his original expectations. "The two published volumes cite about 2,500 works. . . concerning Medieval and Renaissance society from the Pope, emperors and monarchs down to bishops, nobles, priests, nuns, monks, townspeople, and fathers and sons—these last usually seeking aid from home while away at college." The census, Polak explains, offers a guide to a "very important rhetorical genre in the Middle Ages and Renaissance, letter-writing or epistolography, which was a major root of humanism and Latin culture that spread from Italy throughout Europe."

After majoring in Latin at what is now SUNY-Albany and earning a Columbia Ph.D. in Medieval and Ancient History (his dissertation was on a 13th-century Latin textbook on letter-writing), Polak became one of the first recipients of a Rome Prize Fellowship in post-classical humanistic studies at the American Academy.

Since then he has sought to visit all state, city, university, episcopal, monastic, and private libraries or archives containing Latin books and manuscripts. Nineteen awards have supported Polak's work, including grants from the NEH, the Delmas Foundation, and PSC-CUNY.

In most cases, of course, library security is strict, but Polak has encountered some unusual protocols. He has been left alone with precious codices and simply

instructed to leave them on the table and close the door firmly behind him. In the town library of Noto, Sicily, he was forced to cut the leaves of its 1889 manuscript catalogue in order to read the pages.

And in Modigliana he had to convince the town librarian that the library did indeed possess at least 93 codices (a codex 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-covered 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 Monitoriy, Amatory, Invective*

**T**o 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 husbände, I am glad that you have at the last remembered your selfe, by this bearer, to write unto me, who have thought it verie long to heare from you.*

- Here is how to end a "pleasantly written epistle invective" addressed to "a vaine glorious person": *Onely doubting lest, overswolen with your humours, you should consume in your follies, I have done, leaving the rest to your correction, if at least you have any wit at all whereby to amend them.*

- Here is how to begin an "epistle monitoriy" to the father of a bad seed: *Though it seeme an approved folly to cast pearles before swine, or to offer a golden saddle to an ass's 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 regarde, by which in deep contemplation I have eyed your most rare and singular vertues, joyned with so admirable beauty, and much pleasing condition grafted in your person, hath moved me good Mistresse \_\_\_\_\_ to favour you, earnestlie to love you, and therewith to offer my selfe unto you.*

Regrettably, *The English Secretarie* offers no assistance whatever to the correspondent desiring to address an epistle abusive to a dithering department chair or an epistle querulous to a university chancellor—interim or otherwise.

## Dancing at Hortobágy

**T**he 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 Maaïke Meijer. From the collection is this poem by Giza Ritschl (1869-1942), who arrived in The Netherlands in the 1890s from Hungary. Called the "Hungarian Nightingale," her main theme was love (translation by Myra Scholz).

### 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:*

**Esrum-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 honoured as *Hofkammermusicus*. 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 decline into obscurity; his opera *Alys og Elvertøj* (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 Hägg, Almquist, Berwald, and others, and in later years Wagner and Draeseke; he planned performances of *Parsifal* in both Esbjerg and Göteborg but died before accomplishing this. Some flute quartets showing 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).

## Public Interest Lawyers Honor Dean Glen

At a ceremony in Washington, D.C. on November 6, Dean Kristin Booth 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.

The 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 tireless 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. . ."

"Law 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 distaste 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



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

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 concluded, "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!'" ♦

## 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 sceptored isle-bound 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."



Marshall Scholars designate Tara Helfman and Joseph Stern. Photo, Daniel Reilly.

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 painting and sculpting in mind—he is also a jazz guitarist and vocalist with a local group called Trio Mio—but was soon lured 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 Douthit Awards for scholarship and service.

"It has been said that when one door closes, another opens," Davis observed, looking back on her QCC 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 dis-

ease 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



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



girl who was transported to the concentration camp at Birkenau in World War II. Burnt into her memory are the bright skies blackened by bellowing 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." ♦

FROM HIS PERSONAL PHOTOGRAPHER

## Final Images of Martin Luther King, Jr.

**I**n January 14, the eve of Martin Luther King Jr. Holiday, LaGuardia Community College opened a six-month-long exhibition of 50 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 in 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.

**PT:** 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.

**PT:** 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.

**PT:** 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.

**PT:** And the system they will 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.

**PT:** 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 headed toward chewing up 18-20% of the GNP. 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.

**PT:** I had 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 restriction of services are an outrage. Discontent, I think, is going to boil over.

**PT:** 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.

**PT:** 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.

**PT:** Is the industry's disarray affecting medical school applicant pools?

**JG:** Although many applicants tell you they have 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 we always end up quoting. He said (and I never can remember which way it runs!) "Medicine is just politics writ large" or "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 he said the real answer to this problem is that these people ought to have decent incomes, better housing, better food, a regular job, safer environments, and some dignity.

**PT:** 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



Geiger in the office of his Brooklyn home.

is a long radical tradition of the kind of medicine I have been describing.

**PT:** Is such a fight still perceived as "radical" in the America of 1998?

**JG:** It is so labeled by *The Wall Street Journal* and other conservative organizations. They tout only personal responsibility, individual choice, life style, and so forth. This narrowness is nonsense, given what we know about the factors that create ill health.

**PT:** This brings to mind your 1987 review in the *Times* of Randy Shilts's study of the nation's response to AIDS, *And the Band Played On*. You wrote "great and lethal epidemics are never merely biological events and never elicit merely biological or scientific responses. They become social forces in their own right, carving up deep new fissures in the political and cultural landscape, thrusting up buried fears and

hatreds." AIDS, you added, was not only an epidemic: "it is a mirror, revealing us to ourselves." Ten years on, what does the mirror say?

**JG:** This is another example of the profound connections between the way a society is organized and its people's health and health care. It is noble and appropriate for medicine to be trying to deal clinically with the disastrous consequences of AIDS, but it's insufficient if we are not simultaneously advocating the kinds of social change that will reduce or eliminate those problems at their source.

**PT:** You pursued that preventive-medicine agenda, as well, in your association with Physicians for Social Responsibility.

**JG:** Don't use the past tense! Somewhere between 30,000 and 50,000 nuclear warheads are still floating around in the world. Perhaps the most notable thing we did was seriously analyze the consequences of a nuclear war. We published our pessimistic conclusions in what became a whole issue of the *New England Journal of Medicine*. We provided a model for any city; you could go on New Orleans or St. Louis and say, "This is what a one-megaton burst will do here." Viewers could find their home on the map.

**PT:** And all the old civil defense homilies and recommendations were just a public relations maneuver to quell public anxiety?

**JG:** And most everyone believed it!

**PT:** Have 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 in a hell of a position to point a finger at them for acquiring what we refuse to divest.

**PT:** But is it possible, or wise, for the U.S. to divest completely?

**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.

I've been putting more of my energy into human rights work in the last few years. Those 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.

**PT:** You started 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 the medical/academic community in global 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. ♦

## A Famed Mathematician Adventures into the Dark Room

He preferred giving un-birthday presents because he could give them so many more times in a year. In the course of his work as a professional mathematician-logician, he invented witty syllogisms like this one:

No Professors are ignorant;  
All ignorant people are vain.

Conclusion: No Professors are vain.

He was also a most unusual university teacher. He noted in his diary one day in 1880, "I propose to the Staff Salaries Board that, as my work is lighter than it used to be, I should have £200 instead of £300 a year." A few weeks later he recorded, "Offer was accepted." And, oh yes, he wrote Alice's Adventures in Wonderland under the pen name Lewis Carroll.

What is not so well known about Charles Lutwidge Dodgson is that he was one of the most distinguished 19th-century pioneers of the photographic art form, which was only 16 years old

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, Photographer (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.



He did not photograph anyone and everyone, only "well-made children who have a taste for being taken. . . I should decline the offer of others," he wrote, "as I think such pictures would be unpleasant." He was also especially careful to insure that the children felt comfortable with him and wanted to be photographed. He invited one mother to bring her daughters round for a visit, "not to be photographed then and there (I never succeed with strangers), but to make acquaintance with the place and the artist, and to see how they relished the idea of coming, another day, to be photographed. . ."

When he knew that the children felt at ease with him, he went to work, gently and carefully, using all his natural charm and wit to achieve a pleasant air. He strove to capture his subjects as they appeared in real life. "He could not bear dressed-up children," one observer later wrote, "but liked them to be as natural as possible. He never let them pose . . . and it did not matter a bit if their hair was untidy; in fact, it pleased him better." His experience with the theater led him to value stage props, and he used them liberally: a book, a lens, a croquet mallet. . . He disliked

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

elaborate backdrops and favored a stone or brick wall, a simple blanket, a cloth, or a plain curtain, a flight of stairs, a classical pillar, a Gothic arch.

Although he did not invent any photographic material or procedures, he did experiment with different techniques and sought innovations. He created story photography: a child portrayed in a nightdress, mouth set grim, hair disheveled, a brush and a mirror in her hands—with the title "It Won't Come Smooth"; Alice Liddell and her two sisters, one holding a cherry out for another to reach with her lips, titled "Open Your Mouth and Shut Your Eyes." Others depict characters from literature and lore: the Beggar Maid, Little Red Riding Hood, a tableau vivant entitled "St. George and the Dragon," a youngster as Viola in *Twelfth Night*. He intentionally double-exposed a group of children in one entitled "The Dream," with a lad appearing as a ghost.

"On one occasion," a friend recalled, "he was anxious to obtain a photograph of me as a child sitting up in bed in a fright, with her hair standing on end as if she had seen a ghost. He tried to get this effect with the aid of my father's electrical machine, but it failed, chiefly I fear because I was too young quite to appreciate the current of electricity that had to be passed through me." ♦

*Testimony, continued from page 3*

widely acknowledged cutting-edge experiments in photonic 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 such 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

*Summer Programs, 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

*Photos are fine, but . . .*

**In 1891 Dodgson wrote from Christ Church College, Oxford, to a young acquaintance, Mary Mallalieu:**

*"Photographs are very pleasant things to have, but love is the best thing in the world. . . Of course I don't mean it in the sense meant when people talk about 'falling in love'; that's only one meaning of the word and only applies to a few people. I mean in the sense in which we say that everybody in the world ought to 'love everybody else.' But we don't always do what we ought. I think you children do it more than we grown-up people do: we find so many faults in one another."*

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 insure 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. ♦

# Photo Pro Turns Distinguished Prof

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 Fulcon 172 box camera and the developing equipment of a local drugstore.

Reproduced here is one of Davidson's images from



"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. ♦



## Spring Offerings of the Faculty Development Program

The GSUC'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 212-642-2151.

**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, "toidy-toidy and toidy," 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 per-

forming, 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, ex-

pressed 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 this population and the ability to deliver a highly specialized curriculum effec-

tively 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-quarter

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'm in favor of 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!" ♦

### ETYMOLOGY IN YELLOW

According to most sources, the word "hack" probably derived from the hackney carriage, which was a four-wheeled carriage drawn by two horses, common in 17th-century London. "Cab" may also have come down from a horse-drawn carriage, the cabriolet, used in 18th-century France. The cabriolet was two-wheeled and operated on one horse power. The term "taxi" is derived, less colorfully, from taximeter, the instrument devised by Wilhelm Bruhn in 1891 to measure automatically the distance traveled and/or time elapsed, enabling accurate calculation of a fare.

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, Humanities, 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 freshman 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 college requires a refined ability to define, set, and pursue academic goals. We encourage students to enroll in a pre-college orientation course that focuses on college selection, collegiate remediation procedures, and techniques for survival on campus (study habits, time management, financial planning). Another course, on choosing a career, examines in depth the prospective job markets for various professions and explores how college can facilitate specific career paths.

Our College Now participants receive a KCC photo ID that entitles them to use many campus facilities, notably the library, computer labs, College center, and cafeteria. They also earn a transcript reflecting their courses, credits, and grades.

College Now has established a secure niche in its participating schools serving more than 60% of the senior class. It has been extensively evaluated since its inception, both intra- and extramurally. The data have consistently shown higher performance by College Now graduates. In 1990, CUNY researchers reported, for example, these higher persistence rates at the end of

## Remembering Alfred Kazin—Writer & Teacher

The family, friends, colleagues, and admirers of former CUNY Distinguished Professor Alfred Kazin—the eminent critic of American literature, of life in New York City, and of himself—gathered at the 92nd Street YMHA on October 24th to celebrate his life and accomplishments. Kazin, who was born on June 5, 1915, died on the same day in 1998.

Among the dozen speakers were the attorney Martin Garbus, who sat in on a Kazin class at City College and later became his friend, and GSUC Professor Morris Dickstein, who recalled a Kazin interview that aired on CUNY-TV and the sometime

curmudgeon's characteristically blunt advice: "Never underestimate the power of ego."

Leon Wieseltier, author and literary editor at The New Republic, spoke particularly eloquently of Kazin as "a man so illimitably in love with his subjects" and one who "made enthusiasm intellectually respectable." Just prior to poignant closing reminiscences by Kazin's son Michael, a professor of history at American University, GSUC Professor Louis Menand closed his homage by quoting a powerful passage from Kazin's late memoir *A Lifetime Burning in Every Moment*. Its final paragraphs are reproduced here. (Kazin's wife, Judith Dunford,

in a striking coincidence, chose to read the same passage at the private family funeral service.)

Also among the speakers was Marybeth McMahon, who first encountered Kazin in a seminar on Herman Melville at the Graduate Center and went on to become the last of his dissertation advisees. At his death, McMahon was completing her doctoral study of Willa Cather. It is particularly appropriate that the accompanying short excerpt adapted from her eulogy appears here, for while serving as a writer in the CUNY Chancellor's Office she became a founding co-editor of CUNY•Matters. ◆

### Of Loneliness and the Writer

Simone Weil said that the only real question to be asked of another 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 itself 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 approximate-ness to the thing in his mind. Besides, language is always 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 final act, when it comes, will be to show us where the failure of our expectation lay. The fall of man is only too real when it comes to ourselves.

But that is a marvelous fable, isn't it, coming from a writer virgin, who acted in life only by writing, writing, who had left his own country behind while 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 plowing to the depths, in a hundred European hotels, the exceptionality of his own condition. He never read *Moby-Dick*, but he would have understood Ahab saying, "How 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 took 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. Once Alfred became totally frustrated by a student's ignorance about the Book of Job. He picked up the Bible and hurled it to—and, I will admit, at—the offending student. A friend reminded me of this occasion and said he would always remember it as classic Alfred, vividly illustrating "literary canon as cannon."

These were not easy moments with our uneasy professor, but they shook us in ways we needed shaking. They made us look twice, engage more deeply, and understand—sometimes profoundly understand—what we didn't and don't know. These were great lessons, humbling and indelible.

—Marybeth McMahon



Alfred Kazin at about the age of ten in the mid-1920s, with his sister Pearl. A convalescent Kazin caught in mid-soft shoe by his wife Judith Dunford in 1977, when he was at the Center for Advanced Study in the Behavioral Sciences in Stanford, California.



the first academic year: 95% of the students remained enrolled in the CUNY system, compared to 81.6% of non-College Now students. At the end of the sophomore year, the figures were 76.5% and 58.1%

As one would expect, data also indicate alumni of the program required less remediation. In the freshman year they took 5.2 credits of remediation, compared with 7.1 for non-College Now students. This result was sustained throughout the second year, during which College Now students earned a total of 2.8 fewer remedial credits.

Our students also appear to progress

faster toward their degrees: by the end of their junior year, they were found to have taken a striking 19.5 more credits than non-College Now students. In a 1998 study, University researchers again confirmed that alumni significantly outperformed non-College Now students in both retention and graduation. The six-year graduation rate for baccalaureate students was 44.6% for participants compared to 33.5% for non-participants. This difference was substantially higher for College Now associate degree students, whose six-year graduation rate was 41.7%, compared to 29.2% for non-participants.

While conceptually a simple program, this success has not been accidental. Several key factors have played a part. Foremost has been a strong institutional and staff commitment. On the Kingsborough campus and at each high school, support "starts at the top" with the hands-on support of president, principal, and superintendent which extends to the directors and classroom teachers.

Second, the quality of the teaching is high. College Now goes to great lengths to insure adherence to the most advanced and rigorous standards, notably by employing

Continued on next page

## 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 begins 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 had 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

Secretary Shalala embracing one of many CUNY friends from her years as Hunter President, Senior Vice Chancellor Emeritus Julius C.C. Edelstein, just before delivering the Millennium Address. Photo, Saul Robbins



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, 'tis 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 faith 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

give 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.



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 pre-

pare the leaders of the next millennium to use knowledge as a guide, not a substitute, for judgment and morality. How, for example, do we make sure that our science never gets ahead of our ethics . . . or that our belief in progress never gets ahead of our belief in good citizenship?

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 to 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 . . . ♦

**College Now**, continued from previous page

coordinators (usually senior professors) from appropriate College departments who continually monitor the curriculum, textbooks, and support materials. They also conduct the hiring and training of faculty. Once in place, these teachers earn the salary of CUNY adjuncts and regularly attend developmental workshops.

A third factor is, simply, that College and high school partners share the same goal: facilitating collegiate success. Such consen-

sus is 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 classwork." 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." ♦



Jeffrey Ladman with students in his College Now behavioral and social science class at Kingsborough High School. Photo, Randy Fader-Smith.

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