



PIONEER EDUCATOR & DIPLOMAT

Celebrating CUNY's Visionary Founder Townsend Harris

The music resounding at the 150th Founder's Day of The City College on Sept. 29 could not have been more fitting. In tribute to Townsend Harris, a Japanese choir performed excerpts from an opera based on his years as the first U.S. Consul to Japan from 1855 to 1862. The choir's appearance served as a preview to the local premiere of the opera, "Dawn of Japan," at Carnegie Hall on Oct. 1.

In 1846-48, before Harris left for the Far East to become a major importer of chinaware, he was President of the Board of Education of New York City. He is widely acknowledged to have been the single most effective and persuasive proponent of the first free municipal college in the nation, The Free Academy, which in due course became The City College and, in 1961, The City University (see story on "The Great Debate of 1847" on p. 12).

Permanently memorializing Harris's determined advocacy, a plaque was unveiled during the ceremonies by City College President Yolanda T. Moses. Its text includes Harris's famous admonition, "Open the doors to all—let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct, and intellect." The plaque concludes with a salute to Harris as an "educational crusader, diplomat and visionary."

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INCREASED FUNDING, NEW FACULTY

1998-99 Budget Request Approved by Trustees

At its October 27 meeting the University's Board of Trustees approved a 1998-99 Operating Budget Request of \$1.3 billion that places strong emphasis on improving student outcomes, student preparation, and support services. The sum represents an increase of \$55.6 million, or 4.4%, over the previous year.

Included in this budget is \$962.9 million for the senior colleges and \$348.7 for the community colleges. On all campuses the increased funding (senior, \$39 million; community, \$16.6 million) will be allocated in two major areas: program improvement and staffing, as well as building maintenance, and mandatory needs (salaries, inflation on goods and services).

Central to the first initiative is a commitment to hire more than 300 new full-time faculty. Because of severe budget cuts and retirement incentive programs in recent years, the University's dependence on adjuncts has deepened. By the fall of 1996, 46% of senior college instruction was by adjuncts, and at community colleges the figure was 58%.

Though adjuncts are a necessary and committed part of the CUNY community

and bring valuable experience to the classroom, they cannot be expected to develop long-term pedagogical ties with their students or be as readily accessible as full-time teachers. The new hires envisioned will be made possible through increased funding and through the redeployment of resources at individual campuses.

Several other initiatives aimed at strengthening the University faculty are supported in the Request. Funds for a Faculty Excellence Fund will support efforts to recruit particularly outstanding new faculty and meet one-time expenses associated with retaining distinguished current faculty who are being recruited elsewhere. The Fund might also be used to enhance the skills of faculty or purchase appropriate research equipment.

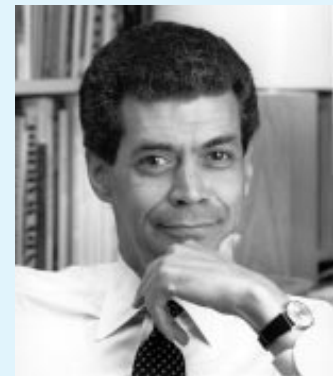
The Request also includes support for historically distinguished programs. Most notably, \$1.7 million is earmarked for an Engineering and Computer Science Initiative designed to rebuild faculty ranks, replace highly trained support staff, and meet the costs of next-generation hardware.

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Newest CUNY Trustees

The New York State Senate confirmed John Morning, a nominee of Gov. George E. Pataki, as the most recent new member of The City University Board of Trustees on Aug. 2. Morning replaces Trustee Robert Price, and his term will expire on June 30, 2002.

Morning, who brings to the Board more than 35 years of experience as a graphic designer in New York City, has specialized in the supervision of publications that communicate the identity and programs of several leading arts, cultural, and philanthropic institutions. Among these have been the Henry Luce Foundation, the Metropolitan Museum of Art, the Museum for African Art, and Harlem's Schomburg Center of the New York Public Library.



John Morning. Photo, Ken Haas

extends arts education outreach to metropolitan schools. Since 1994 Morning has been the Director and Board Secretary of the Association of Governing Boards of Universities and Colleges in Washington, D.C.

Morning will soon celebrate his silver anniversary as a trustee of the Pratt Institute; he was trustee chair there from 1988 to 1992. He received his B.F.A. from Pratt and has also attended Wayne State University and Harvard Business School's Institute of Arts Management.

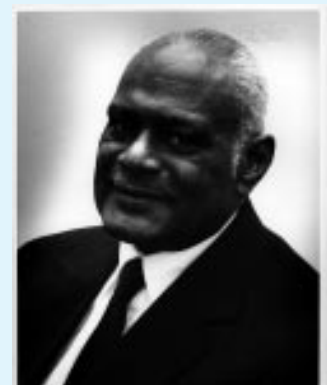
The most recent new trustee, an ex officio and voting member, is the new Chairperson of the University Student Senate, Mizanoor Biswas. A native of Bangladesh now residing in Queens,



Alfred B. Curtis, Jr.

He has also served as a director or trustee for a wide variety of important constituents of the city's banking, visual arts, theater, education, and preservation scene.

For nearly 20 years he has been a director of Dime Savings Bank, and he has served since 1990 as a director for the Charles E. Culpepper Foundation. He has also served on the boards of the Henry Street Settlement (chairing it from 1979 to 1986), the Landmarks Conservancy, the Brooklyn Academy of Music, and the Lincoln Center Institute, which



Kenneth Cook

Biswas earned his B.A. at York College and is now a graduate student in economics and a teaching assistant at City College. He is also working in the CUNYCAP Program at York's Office of Student Development.

Also pictured are two trustees confirmed earlier this summer: Alfred B. Curtis, Jr., a mayoral appointee, and Kenneth Cook, a gubernatorial appointee.

The vitae for all University trustees can be found at http://www.cuny.edu/abtuncy/board_bios.html on the Web. ♦



Mizanoor Biswas. 3 photos, André Beckles

Highlights of the State, City and Federal Budgets

When the long-awaited 1997-98 New York State Budget was adopted on August 1, it eliminated a proposed \$400 tuition increase, restored \$33 million in proposed operating budget cuts and \$74 million in proposed student financial aid cuts, funded additional full-time faculty, and expanded language skills immersion initiatives for CUNY. In addition, State aid for community colleges increased by \$50 per full time equivalent student.

Among other highlights, funding for CUNY's Center for Advanced Technology (CAT), along with others in the state, was fully restored and the capital budget raised the bonding limit for construction and equipment at CUNY by \$705 million.

City budget support of \$77 million this year for CUNY community colleges was adopted on June 5 and reflects an increase of \$1 million for language immersion and \$500,000 for library books.

The federal budget bill, signed by President Clinton on August 5, increased the maximum Pell Grant award for 1998 from \$2,700 to \$3,000, and expands the program to more independent students. Currently about 95,000 CUNY students receive Pell Grants (almost 50,000 receive the maximum award). The Balanced Budget

Act also provides for a \$1,500 Hope Scholarship for the first two years of college. Students will receive a scholarship of 100% on the first \$1,000 of tuition and fees and 50% on the second if they maintain a "B" average.

Several other provision of the Budget Act will help some students pay for higher education:

- A 20% tuition tax credit for college juniors, seniors and graduate students and working Americans pursuing lifelong learning to upgrade their skills. The credit will be applied to the first \$5,000 of tuition and fees through 2002, and the first \$10,000 thereafter.
- A student loan interest deduction of up to \$2,500 for five years would be allowed on loans taken out in 1997-98 and afterwards.
- A tax code provision that allows workers to deduct from their taxable income up to \$5,250 a year of employer-paid tuition has been extended for three years.
- Families would be allowed to withdraw money for college, penalty free, from individual retirement accounts for undergraduate, post-secondary, vocational and graduate edu-

cation expenses. Taxpayers will have the opportunity to deposit \$500 into a tax-free educational IRA.

In September, Governor Pataki approved a College Choice Tuition Savings Plan which will allow parents and grandparents to save up to \$5,000 a year for 20 years for each child for college costs and deduct the annual contributions from income taxes. The principal and interest will be exempt from state taxes. Federal taxes, which will be calculated at the student's tax rate, won't be due until the money is withdrawn. Savings will not be used to calculate a student's eligibility for financial aid. Under the new law, a local government or nonprofit organization may use the plan to create interest-bearing accounts for scholarships.

The Governor also approved legislative language proposed by Assemblyman Roberto Ramirez and State Senator John J. Marchi. The legislation requires social services agencies, such as the City's Human Resources Administration, to assign college students who receive public assistance benefits (and who must perform a workfare assignment) to a worksite on campus, where available, or within reasonable proximity to the campus where the recipient is enrolled. ♦

Queens Readings Open with Tribute to Chinese Dissident

The Queens College Evening Readings kicked off its 1997-98 season on Oct. 28 with a tribute to Wei Jingsheng, pictured below, who is currently a political prisoner in the Chinese gulag. Wei has been persecuted for his writings, some of which were recently collected and translated in the highly praised volume, *The Courage to Stand Alone: Letters from Prison and Other Writings*. Wei's life and recent events in China, especially Hong Kong, was discussed by a panel of three distinguished experts on the current political scene in China.



As in years past, the Evening Readings will bring a stellar roster of literary lights to the College's Rosenthal Library, four novelists and one poet: Caryl Phillips (Nov. 18), William Styron (Dec. 9), Nadine Gordimer (Apr. 20), Norman Mailer (May 12), and poet Adam Zagajewski (Mar. 24).

All these readings take place on Tuesday evenings at 7 p.m. in the Rosenthal Library on the Queens campus (except Gordimer's, on a Monday) and are open to the public. Admission is \$4. For more information, call 718-997-4646.

The Academic Complex will not only consolidate the campus, which now extends from East 18th to East 26th Streets, but it will also relieve Baruch of its \$18 million in annual rent. ♦

GROUNDBREAKING CEREMONY

New Baruch Complex Will Exert Centripetal Force

Responses to the coming millennium run the gamut. In many corners there is anxiety and dread of an apocalyptic coming of "end time," as Professor Charles Strozier explained in last spring's issue of *CUNY•Matters*. Others, more buoyant and optimistic, have already made their hotel and party reservations for New Year's Eve, 2000.

Ask about the millennium these days at Baruch College, however, and the response is likely to be "academic"—not in the dictionary sense of "having no useful or practical significance" but in the spectacularly useful and significant sense of the campus's new Academic Complex, which will be completed in May 2000 and ready for use the following September.

Ground was broken for the massive project at an exultant ceremony on June 24, presided over by Baruch College President Matthew Goldstein. He observed that the Complex, which will become the largest urban education center in New York City, will give the College "for the first time in its history, an innovative and imaginative campus. When this building opens its doors it will signal a new era for Baruch."

Among other speakers to the large audience were City University officials, John Buono, Chairman and Executive Director, respectively, of the New York State Dormi-

844 days before the millennium...



Photo, Jane Crotty

tory Authority, and Architect William Pedersen of Kohn Pedersen Fox Associates, which designed the 785,000 square foot structure.

Occupying three-quarters of the block between 24th and 25th Streets at Lexington and Third Avenues, the building will rise 14 floors above ground and have three floors below street level. "The heart of the building is a great central room which twists and steps vertically as it reaches to the roof and the sun," said Pedersen. "It connects three dominant pieces of the building: the business school,

the school of science, literature and arts; and the social functions of common use."

The Complex will rise 85 feet along the property line, where a setback will soar along a sloped line that Pedersen calls a "sky exposure plane." This will allow light and air to reach the street and lower floors of adjacent structures. Inside, top-of-the-line computer technology will be omnipresent. In addition to classroom, office, and administrative space, the Complex will contain a fully equipped athletic facility, a performing arts center, an auditorium, a book store, a resource center, and a food court.

Total construction cost for replacing the College's inadequate and congested old facilities will be \$168 million. The total project cost, including site acquisition and design, will be \$270 million.

When the Complex is completed, Baruch will be able to shed the enormous cost of renting space for its campus. More than 50% of College classes are presently held in rented space remote from its own

...and after: view of southwest entrance at Lexington and 24th St.



Broad Support for CUNY Revealed by Poll and Survey

Abraham Lincoln said, in a campaign speech, "In this age, and this country, public sentiment is everything. With it, nothing can fail, against it, nothing can succeed." A recent poll and survey both suggest that local public sentiment strongly supports the City University.

Early in August Maurice Carroll, Director of the Quinnipiac College Polling Institute in Connecticut, announced the findings of a poll of registered voters in New York City that revealed wide support for The City University. "Despite the spate of negative headlines," said Carroll, "New Yorkers give good grades to CUNY. Voters clearly applaud CUNY's historic role in giving kids a chance for a college education. They'd continue open admissions. They'd make CUNY tuition-free."

Quinnipiac's pollsters interviewed 759 New Yorkers between July 29 and Aug. 3 (margin of error plus or minus 3.6%). Fully a third of these respondents said they or an immediate family member graduated from a CUNY school. Asked to rate CUNY as an educational institution, 68% said "very good" or "fairly good," while 11% said "fairly bad" or "very bad," with 22% undecided.

By a 55—28% margin, New Yorkers would recommend CUNY, and by a larger margin (70—25%) they favor CUNY's open enrollment policy. Voters also heavily favored a tuition-free City University: 62% favored this, 32% opposed.

Voters, it was found, view New York's public schools more dimly—39% "good" vs. 52% "bad"—though those willing to express a view of Chancellor Rudolph Crew were largely approving (49% favorable, 8% unfavorable). "The big question: are the public schools sending well-prepared students to college?" Carroll summarized. "As we have seen in the past, New Yorkers give bad grades to the so-called system, but better grades to their local schools, the ones they know."

The Quinnipiac College Poll, which conducts surveys in New York, New Jersey and Connecticut as a public service and for research, also explored public opinion concerning CUNY's English language requirements. Black, white, and Hispanic voters all agreed overwhelmingly (80—17%) that students should pass an English writing test before they attend CUNY, and they were even more emphatic (92—6%) about students passing an English writing test as a graduation requirement.

In mid-September the Empire State Survey released data from interviews with 1,743 adult New Yorkers, including 1,000 parents of school children, in its 1997 Survey on Education.

Fifty-seven percent of those questioned rate a CUNY education as excellent or good—more than twice the 26% who rate it not so good or poor. The Survey's co-director and professor of public affairs at Baruch College, Douglas Muzzio, notes, however, that "CUNY's reputation stands in stark contrast to that of the public schools, which three in four New Yorkers rate negatively."

Richard Behn, co-director of the Survey, also noted that "New Yorkers are worried that CUNY students may be priced out of a college education." Two-thirds of respondents earning less than \$20,000 a year believe that tuition is a barrier to entry into the University.

The Survey also revealed the public is not fully aware of CUNY's recent history of substantially reduced funding. Slightly more New Yorkers (27%) think the CUNY budget has increased rather than decreased (25%), while 14% believe the budget has remained stable (about a third had no clear idea). As did the Quinnipiac Poll, the Survey found strong support (74%) for an English proficiency graduation requirement. ♦

New Burns Chair Holder at CUNY Law

Dean Kristin Booth Glen of the CUNY School of Law at Queens College has announced that the second occupant of the Haywood Burns chair in Civil Rights will be noted litigator Ted Shaw, who is currently the Associate Director and Counsel of the Legal Defense Fund of the NAACP.

Shaw has been associated with the Fund since 1982, when he resigned from President Reagan's administration in protest against its civil rights policies. While at the Fund he directed its education docket and litigated desegregation, capital punishment, and other civil rights cases.

A native of the city, where he attended the Bronx's Cardinal Spellman High School, Shaw was an honors graduate from Wesleyan and a Charles Evans Hughes Fellow while at Columbia Law School. He subsequently taught law at Michigan and Columbia Universities.

Like Haywood Burns, the Law School's second dean, who was killed in an automobile accident in South Africa in 1995, Shaw has substantial experience in international civil rights law, including advisory work on affirmative action and civil rights litigation in post-apartheid South Africa.

Ted Shaw



BIG CHEER FOR BRONX WAVES

Long before Waves began undulating around the nation's baseball and football stadiums, *the WAVES* were going around the Lehman College campus in spectacular fashion.

During World War II the Bronx campus—then known as Hunter Uptown—was turned over to the U.S. Navy for use as a training site for its Women Accepted for Volunteer Emergency Service, and, beginning in 1943, more than 86,000 WAVES passed through classrooms there. Volunteers in their early 20s, they left hearth and home to perform all kinds of tasks formerly performed by servicemen. When the WAVES decamped, and before classes could resume, the campus became, in 1946, the interim headquarters for the United Nations.

At Lehman's fall Convocation on Sept. 18, President Ricardo R. Fernández and his colleagues welcomed back 60 members of the WAVES national organization, including 35 veterans who trained in the Bronx, for the festive dedication of a new stained glass window in the Music Building entrance. The window, the fourth to be installed by WAVES at former training sites, commemorates their contribution to the war effort.



Above is a photo provided by Olive Lazio, mother of Congressman Rick Lazio of Suffolk County, of her WAVES graduating class. Below, giving the salute on the very same steps a half-century later, are WAVES at the dedication of their commemorative stained glass window, which is seen above them at the rear. Photo, C.J. Dorkins.



Trumpet Blast from the Past

Shown here is a gold-plated trumpet given to Louis Armstrong by King George V of England, one of several recent acquisitions made by the Louis Armstrong House and Archives at Queens College. Other memorabilia include newly discovered photos of Louis and his third wife Alpha and previously unknown musical recordings of the All Stars band. They are all part of an exhibition titled "The Song Has Ended but the Melody Lingers On" through Dec. 17. For information call (718) 997-3670.



Photo, Ron Eckstein

African Sleeping Nests Reveal New "Hairy" Chimpanzee

It is a good thing chimpanzees prefer one-night stands—for sleeping, that is.

Katherine Gonder, a graduate student in the Anthropology Department at Hunter College, recently published exciting data from hair samples left in chimp sleeping nests suggesting that a new subspecies may exist in the forests of Nigeria. (Gonder and her husband, an electrical engineer, may set the record for far-flung marriages; he spends much of the year doing research in the deep ice fields of Antarctica.) Gonder describes her project here.

In 1994 Philip Morin and his colleagues at the University of California at San Diego published an article in *Science* examining genetic diversity among the three recognized species of common chimpanzee, *Pan troglodytes*. Chimps have up to now been divided into three subspecies according to geographical, morphological, and genetic data: West African (*P. t. verus*), Central African (*P. t. troglodytes*), and East African (*P. t. schweinfurthii*). Morin's research resulted in some surprising findings, leading him to suggest that West African chimps are different enough to qualify as a completely distinct species.

Dr. John Oates, my advisor at CUNY, and two other colleagues published a rebuttal to the *Science* article suggesting that more data were really needed about chimps in the area between western Cameroon through Nigeria and on into Ghana. Many researchers believed chimps were all but extinct in that area, but Oates had been working in the area for more than 30 years, and he knew that simply wasn't true.

He and I decided that I should go and look for some chimpanzee populations across a broad area of Nigeria and gather hair samples from the sleeping nests that chimps build nightly. I was successful and, when I got back to my New York lab, was able to extract from the chimps' hair roots enough mitochondrial DNA to perform sequencing.

What we found was quite unexpected. We found that two kinds of chimps live in West Africa—one in the far western part of West Africa and one, represented by our hair samples, in Nigeria. In an article in *Nature* we provisionally suggested that the Nigerian chimps constitute a new subspecies, which we named *vellerosus* (Latin for "hairy one"). We also became convinced that geography has influenced these chimps in ways quite different from previous theories.

Specifically, we found that the Niger River, which was formerly thought to be an important "wall" separating chimp populations, was probably not a major obstacle to migration, since chimp genotypes were the same on both sides of the river. But we did find a clear genetic break between two populations near a small river in Cameroon called the Sanaga. In other words, we have identified the only area known in Africa

that appears to have been important in recent ape evolution. I am returning to this site to explore how geography may have caused the genetic divergence.

I am working throughout Nigeria and Cameroon collecting samples from sleeping nests in many different forests. We hope to provide further support for *vellerosus* as a distinct subspecies as we examine how rivers and mountains have affected chimp movement. Our chief tool is the analysis of sequences of DNA genotypes, like the ones used in forensics and paternity cases.

This work involves trekking vast distances (more than 300 miles in Nigeria alone) to locate the chimps. After my assistants and I find a likely range, we make camp and begin searching for freshly abandoned nests. Since they may be anywhere from 3 to 25 meters up, I use rock-climbing gear—caving rope, jumars, and belay devices—to get to them. The difficult nests I do myself, and hire a young man to climb to more accessible nests. Once we reach a nest we wear latex gloves and search all the leaves for signs of shedding.

Crisscrossing Nigeria has been a great experience. I have trekked through some of the country's last stands of lowland rainforest, the savannah in the north, portions of the Niger delta, the second largest estuary in Africa, and through extremely rare montane rainforest, with its very moist climate and shorter, more gnarled trees. I was the first white woman ever seen in some of the remote villages in this area. Of course, the wildlife was spectacular and exotic, including herds of wild kob, monkeys, duikers (a small antelope...and very tasty), green mamba snakes, and poisonous cobras that are superb expectorators.

My men and I saw or heard chimps in nearly every place we visited, and we were

Opepe and Itambu, two vellerosus chimps, with a keeper at Pandrillus, a primate rescue, rehabilitation and conservation center in Nigeria.

able to gather hairs from almost 100 sleeping nests, in addition to finding a chimp skeleton by a stream at Ngel Nyaki Forest Reserve in the Cameroon Highlands. At Akoh-Zanto, a remote lowland rainforest located on the western escarpment of Mambilla Plateau, one of my field guides, Isaac Newton, and I watched wild chimpanzees for five minutes from the thrilling distance of about 15 feet.

At Ise Forest Reserve, a small forest remnant that runs along the Ogbesse River in western Nigeria, I was able to listen to chimps vocalize for nearly three hours while sitting 200 feet from them in the buttress of a large tree. Mind you, chimps were believed to be all but extinct there!

This research is important for a number of reasons. First, we share over 99% of our DNA with chimps, and it is vital to learn how their evolution reflects upon our own. But perhaps this project, which is being pursued by a team of CUNY, NYU, and Columbia scientists, is crucial now because it deals with chimps in an area where they are most imminently threatened with extinction. The most vital contribution my colleagues and I can make is to present evidence that these animals do still range in Nigeria and Cameroon, perhaps in much larger numbers than was once believed. My work, I hope, will demonstrate that there is something very special about *vellerosus*, which deserves more intensive conservation efforts. ♦



More Monkey Business at Hunter

Katherine Gonder's study is just one aspect of primate research supervised by John Oates, Professor of Anthropology at Hunter College and the Graduate School. Also concerned with evolution and ecology of West African primates are the projects of Reiko Matsuda and Lodewijk Werre, two other CUNY graduate students who have recently returned to New York after spending nearly two years in the field.

Matsuda has been studying the ecology of mona monkeys in the Lama Forest, a remnant tropical dry forest in the small nation of Bénin. Dry forests have received much less attention in recent years than rain forests, even though they are the more threatened ecosystems. Matsuda's research, on a species that has never been the subject of a long-term study, focused on the responses of the monkeys to extreme seasonal environmental changes. Her work has contributed to plans for giving better protection to the Lama and several of its primate species.

Werre has been living in a remote camp in the heart of the Niger Delta. Although this is one of the world's largest delta ecosystems, its ecology is very poorly known, and its environment is threatened by oil extraction. Werre has been studying the ecology of a unique form of red colobus monkey discovered four years ago. Because the delta is flooded for half the year, Werre has had to collect much of his data while wading through leech-filled swamps. He is working with local communities and oil companies to establish permanent research and conservation sites around his study area.

Theorizing on Happiness, Flexing the Pavement, Squeezing the Noise

Would knowledge of five ancient theories of happiness help you face the world? If so, you may wish to consult the 1997 philosophy dissertation of newly minted Graduate School Doctor of Philosophy, Robert Altobello. Or as you contemplate the steamy asphalt that comes with hot summer weather in the city, the dissertation of Engineering Ph.D. Hesham Ali might make appropriate reading: "Accounting for the Seasonal Variations in the Design of Flexible Pavements."

If your taste runs to chamber music, Howard Robinson's doctoral opus in social welfare may be music to your ears: "Metaphors of the String Quartet: Constructs for Small Group Development." And if you agree with Gertrude Stein's notion that sanity is the ability to punctuate, you might be ripe to read "Gertrude Stein and the Politics of Grammar" by the English program's Lorna Smedman.

As it is every June, the range of topics and disciplines represented by the new Ph.D.'s produced by the Graduate School is extraordinary. Some of their dissertations are very much in the life of the times—like that of Albin Zak, III, whose music study examines "The Poetics of Rock Composition: Multitrack Recording as Compositional Practice." Or Kathleen Jordan's criminal justice exploration of "The Effect of Disclosure on the Professional Life of Lesbian Police Officers." Or Joseph Davey's political science study, "The Politics of Prison Expansion."

Other studies take us back in time. Dr. Christopher Coleman's "The Impact of Migration on the African American" examines families that migrated from Virginia and South Carolina to Brooklyn. And art historian Cynthia Henthorn explores the fine art of advertising between 1939 and 1959 in "Commercial Fallout: The Image of Progress, the Culture of War, and the Feminine Consumer."

Family and ethnic values very pertinent to life in the city also received doctoral attention in the Graduate School's psychology program. Norma Cofresi explored "Sex-role Attitudes and Role Conflict Among Professional Puerto Rican Women," while her colleague Elizabeth Pike examined "Sibling Loss: The Experience of Mourning in Early Adulthood." Tommy Davis III searched for "Interpersonal Correlates of Success in Gifted African American and Latino Students."

Some studies get back to basics—philosopher Russell Dale's "The Theory of Meaning," for example—while others, especially in the sciences, sport titles that can cause a layman's jaw to drop. Consider, for example, physicist Jian Zhang's "Field Dynamics, Instabilities and Noise Squeezing in the One-photon and Two-photon Correlated Emission Laser and Two-photon Micromaser." Perhaps a copy should go FYI to Stephen Spielberg or the producers of "Star Trek." ♦

Climbing the Verb Tree And Other Hard Work

By **Leslee Oppenheim**

Director of Curriculum and Instruction,
Adult and Continuing Education, in the
Office of Academic Affairs

While most of the city's 14-year-olds were kicking back at the beach, checking out the summer's movies, playing ball, or hiking in the woods. Roni Mazumdar was making tracks through a forest of a very different kind. Here is his journal entry for Aug. 6:

"Today I learned something very interesting. I learned about the verb tree which was invented by Noam Chomsky. It gave me a hole new Idea about the verb. It really opened my eye. And the whole thing I learned went inside my mind very quickly and I realized that I learned something."

In due course, no doubt, Roni will learn all about those treacherous homonyms that pop up everywhere in the English language.

Mazumdar was one of 183 teenagers from 43 different native countries who were enrolled this summer in an intensive English language program at LaGuardia Community College and New York City Technical College. For them "Summer in the City" was a six-week, 6-hours-a-day, five days a week language learning experience.

The program, the result of a collaboration between the Board of Education's Office of Bilingual/ESL Programs and CUNY's Division of Adult and Continuing Education, was designed to enrich the participants' reading, writing and oral communication skills in preparation for the academic demands of high school. The initiative was funded from a line item appropriation in the 1997-98 State budget to provide language instruction to entering high school students, with additional support from the Board of Education.

Announcements of this pilot program were transmitted in late spring to middle school teachers and students throughout the city. Informational open-house sessions were held at each campus for students and their parents. Anticipating that many of the parents would themselves have difficulties with the English language, the staff arranged to have college students from the CUNY Language Immersion Programs at Tech and LaGuardia on hand to serve as translators. Students who had achieved intermediate competence in English and were recommended by their teachers were invited to apply.

The program's emphasis on written response to text was introduced in the application process itself, which required students to read about the program and write about their reasons for wanting to participate. Virtually all of the students, who might well have wished to be elsewhere, seemed to recognize that their life goals call for college-level studies in English, and they wrote with enthusiasm of their desire to work hard all summer.

Four hours a day were devoted to read-

ing, writing and oral communication activities in class and in the computer lab on the broad theme of "Growing Up in the City." Each student was asked to read two pertinent novels, *The Friends*, by Rosa Guy, and J.D. Salinger's classic, *The Catcher in the Rye*, as well as several short stories.

Students were required to complete a minimum of 30 written responses to the readings and reflections on their learning. Three drafts of each of four compositions were written on such topics as friendship and family relationships as reflected in the readings and related to their own lives. Finally, each program site produced a "Guide to Summer in the City" comprised of computer-generated entries by each student or small groups of students derived from research on the Internet.

Each day included one hour of athletics—all rules and refereeing in English—and lunch in the company of English-speaking student mentors. Though an hour was allowed for the meal, most students vanished back to their computer station or classroom after 20 minutes. Many students came early and stayed hours after school ended.

To support the theme of "Summer in the City" and ensure that the program could meet on Fridays, when the campuses were closed, field trips were made to the Metropolitan Museum of Art, the Queens Museum of Art, the SONY Imax Theater for a 3-D look at the city, the Circle Line Cruise around Manhattan, and, one hot afternoon, a walk across the Brooklyn Bridge and back. These became topics for written work.

Response to the program was perhaps best captured by the retrospect of one stu-

dent, Farhana Ahmed: "We read good books that involved kids our age and helped us look at our future... Every time we had to write another paper, it felt like a great headache. However, we learned to improve our grammar, phrases and expressions, vocabulary, fix our mistakes, and write introductions and conclusions." (For other "reviews" see sidebar.)

Convinced of the educational substance of the program, the Board of Education has agreed to award one credit in English toward high school graduation to those who completed the program.

From the outset students began to lobby for continuation of the program throughout the year. In fact, the program is meeting this fall one full Saturday a month at LaGuardia and two Saturday half-days at NYC Tech. The theme at both campuses is "Transitions." There will be books to read and computer projects, drama, and a range of electives, and students will be in E-mail contact with each other.

A mixture of exhaustion—happy exhaustion, be it said—and euphoria was shared by students, teachers, and administrators at the program's conclusion. Student attendance exceeded 98%; virtually all assigned work was completed; most of those who attended in the summer have indicated that they will attend the year-round activities. And teachers and other staff members were (and still are) buoyant.

It is perhaps worth speculating about the reasons for the apparent success of the program, which was conceived and created



Computer teacher Madhusudan Naidu with students Annie Jiang, foreground, and Saifur Rahman.

in just over two months. First, there was early agreement on basic programmatic directions, and this resulted in a fluid collaboration between the Board of Education and CUNY. Second, detailed curricular guidelines were written in advance, giving the teachers, many of whom were hired just weeks prior to opening classes, the opportunity to adapt a framework to their own instructional styles and emphases (like verb trees). Third, these teachers—and the program's teaching assistants, site administrators, and counselors—were able from the beginning to pull together into efficient working teams. The teaching staff again and again remarked on the sense of community the campus administrators worked hard to create.

What lessons did we learn from the summer? Surely one is that early intervention like this can be useful in helping limited-English-proficient children make the most of their high school years and reach college properly prepared. To verify this assumption we expect to follow the progress of a sample of these students.

As for the students, they were delightful—full of energy, questions, and unexpected perspectives about themselves, their worlds...and our city. A number of them have already come back to express feelings of confidence. As one student put it, they have, after all, already been to college. The students served as a reminder to the staff, most of whom generally work with college students and adults, of the sweet earnestness of children—children like Roni Mazumdar, who is now attending DeWitt Clinton High School. His journal entry ends, "Before I had little problems...but now everything is clear to me. This is an extraordinary way of learning." ♦



**His notions fitted things so well
That which was which he could not tell,
But oftimes mistook the one
For th'other, as great clerks have done.**

--from Samuel Butler's *Hudibras* (1662)

DIVING INTO ENGLISH: SOME VIEWS FROM THE DEEP

"I hope you will please choose me for this program. Please help me live my dreams."
—application, Zhong Xing Guo

"I realize that what I wrote is what I am."
—journal entry, Ana Uribe

"In this essay, I'm going to write how Holden [Caulfield] and I feel when we are outsiders."
—essay, Ming Sin

"All of these things are in the air and you catch them in six weeks."
—journal entry, Mandeep Kaur

"What's happening to my mind? Now I have more ideas when I'm writing. Now when I'm reading a story I stop for a moment and in my mind I start to think what has happened or what might happen next."
—journal entry, Rosa Torres

"Here you don't have to sit and look at your watch every five minutes and wait anxiously for the lesson to be over...The teachers speak to us about what is right and what is wrong, how to give and to get in this strange world."
—closing day speech, Niki Djalikova

"You may think I didn't learn much from reading this paragraph, but I'm tired today because my teachers have worked me to death."
—closing day speech, Nadine Jean-Gilles



Great P.R. for Congress

In 1971, 20 years after he graduated magna cum laude from City College, lawyer and certified public accountant Herman Badillo became the first Puerto Rican ever to have voting membership in the U.S. House of Representatives, representing a district that encompassed parts of three boroughs—Manhattan, the Bronx, and Queens. He served in Congress on Education and Labor, Judiciary, and Urban Affairs committees. The former Bronx Borough President and Deputy Mayor of New York City (also a Puerto Rican first) is now Vice Chairman of the CUNY Board of Trustees and also serves as Special Counsel to Mayor Giuliani for the Fiscal Oversight of Education. He is shown here campaigning for Congress with Bella Abzug and Geraldo Rivera.



CLAGS in the Life

In April 1991 the nation's first university Center for Lesbian and Gay Studies (CLAGS) was established at the Graduate School and University Center, with Lehman and GSUC history professor Martin Duberman as its first Executive Director. Its second Director, Jill Dolan, was appointed last year. CLAGS pursues its mission of encouraging accurate scholarly research on lesbian and gay experience through three or four conferences a year, monthly colloquia, and fellowships and awards for studies in the field (since 1991, \$260,000 has been disbursed through CLAGS). The Center's success in promoting significant research has just been demonstrated with the publication of two large volumes of essays it originally sponsored: *A Queer World: The Center for Lesbian and Gay Studies Reader* and *Queer Representations: Reading Lives, Reading Cultures*. Allen Ginsberg, until his death last spring a Distinguished Professor of creative writing at Brooklyn College, is shown here with author Alice Walker at the first CLAGS fundraising event in the fall of 1991.

First Fruits from a

"Fruits that blossom first will first be ripe," wrote Shakespeare—a truism educators are keenly aware of. After all, it is their professional and horticultural *raison d'être* to go about encouraging the earliest possible blossoming and ripening. Reaping the harvest as early and abundantly as possible, of course, requires clever and imaginative planning, preparation, and cultivation, and over its long history the City University and its predecessor institutions have produced a veritable cornucopia of academic "first fruits."

In some instances, the first fruit comes in the form of ground-breaking institutional innovation: for example, the offering of the nation's first evening classes for degree credit at Hunter College early in the century. Or the University's participation, in 1981, in the establishment of Bitnet, the first inter-institutional computer network and a direct predecessor of the Internet (the very first e-mail transmission was between CUNY's 57th Street computer center and Yale's campus at New Haven).

Ira Fuchs, who was CUNY's Vice Chancellor for University Systems at the time, describes coming up, in collaboration with Greydon Freeman, with the name Bitnet, which they simply derived from "Because It's Time." And that phrase certainly epitomizes the pioneering spirit. "Because it was time" is a perfect explanation for the Citizenship and Naturalization Project (reported on in the Spring issue of *CUNY•Matters*). This is the nation's first system-wide university initiative to smooth the pathway to citizenship for students and their families.



Photo, André Beckles

OTHER FIRSTS

Several notable CUNY "firsts" are those of ranking rather than timing, among them the following:

- CUNY is first in the U.S. in the number of undergraduate alumni who reach the top executive suites of major corporations. According to Standard & Poor's national survey, CUNY has held first place since 1990, when it passed Yale and the University of Wisconsin.
- CUNY is first in the U.S. among comprehensive institutions of higher education in the number of undergraduate alumni who go on to earn doctorates in the sciences.
- CUNY is first in the U.S., except for historically black colleges, in the number of African American alumni who earn science and engineering doctorates.
- CUNY is first in New York City in the number of undergraduates who have earned doctorates since 1983.

Venerable Garden

Other "first fruits" come as University graduates go out into the world to reach historic positions of distinction or perform hitherto unimagined feats. Everyone by now is aware of City College graduate Colin Powell becoming the first African American to head the Joint Chiefs of Staff at the Pentagon, and Brooklyn College graduate Shirley Chisholm was the first African American woman elected to Congress.

City College's Arno Penzias, one of 11 CUNY alumni to win the Nobel Prize, in 1978 was the first to detect the "noise" of the universe's origin 18 billion years ago, thus supporting the Big Bang theory. Hunter's Nobel Laureate Gertrude Elion's whose countless firsts in pharmaceutical research recently led to her being honored recently with the \$500,000 Lemelson-MIT Prize for lifetime achievement in invention and innovation. (The Prize spurred ABC, in April, to feature Elion on its regular Friday "Person of the Week" segment on the evening news.)

Three years before Elion graduated from Hunter College, Jonas Salk graduated from City College. His discovery of the first polio vaccine in 1953 saved thousands of lives. Salk memorably turned down the offer of a ticker-tape parade in his honor, asking instead for the establishment of a scholarship fund at his alma mater.

Featured on this page are just a few City University firsts of recent note. NOTE: Readers who can think of other important firsts in CUNY history are encouraged to bring them to the attention of *CUNY•Matters*. ♦

Appealing Habit

Like the City University, New York State's highest court, the Court of Appeals, is celebrating its 150th anniversary this year. One of its six Associate Judges is 1963 Hunter College graduate Carmen Beauchamp Ciparick, the first Hispanic to sit on the Court of Appeals. Since she was nominated by Governor Cuomo and confirmed by the State Senate in 1994, she has been meeting with Chief Judge Judith Kaye and her five colleagues in the historic, richly oak-paneled Courtroom in Court of Appeals Hall in Albany to resolve the state's most difficult civil and criminal appeals.

A native New Yorker who grew up in Washington Heights, Judge Ciparick took her J.D. from St. Johns. In addition to several positions in court administration held prior to her current 14-year term, she was Counsel in the office of the City Administrative Judge, a City Criminal Court Judge, and a State Supreme



Court judge for 11 years. When she was nominated, the *New York Law Journal* said she was "a fearless and personable" jurist who wrote the most important decision on abortion rights in the State's history.

Blind Leader in Vision Research

The first totally blind woman scientist to become a vision researcher, Dr. Elaine Hall, is pictured in her office in the Vision Research Office at The Lighthouse on 59th Street. The Hunter College *summa cum laude* graduate and 1997 Graduate School Ph.D. in the field of biopsychology is adjusting infrared light sources that allow the videotaping of eye movements in the dark. The large machine in front of her is a high-tech scanner with a speech synthesizer that converts print into speech or braille. Biding his time to the left is Hall's labrador Twain, who for four years has been converting love into guidance.

Hall's studies, which began in the Hunter Vision Science Laboratory of her dissertation advisor, Prof. James Gordon, focus on voluntary eye movement, which is essential to vision because it allows placement of the visual image on the portion of the retina that affords optimal sight. By comparing normally sighted adults with a cohort of individuals who have lost sight at various ages, Hall has concluded that approximately

eight to 10 years of vision in childhood is needed for voluntary oculomotor control in adulthood. She is encouraged by this to hypothesize that voluntary eye movement does not deteriorate once it is developed. This in turn encourages the hope that, were vision to be restored in a person, prior oculomotor powers would again begin to function.

At commencement ceremonies in Town Hall on May 30, Hall was honored by the Graduate School as the sole student speaker on the dais. She has spoken glowingly of her CUNY mentors and its support for students with disabilities. In a February letter she wrote, "I believe that no institution of higher learning other than CUNY could have facilitated such a precedent" as her entry into vision research. Energetic recruitment and support programs have led to a great rise in CUNY's population of disabled students—from 1,500 in 1982 to 8,000 in 1996.

Keyboarding is only one of the joint activities of Elizabeth Fortunato and her five-year-old daughter Stephanie. Bronx Community College nursing student and kindergartner, respectively, they commute, take classes on the same campus, and do their homework together as part of BCC's Family College, which allows parents to attend college while their kindergarten-through-2nd grade children attend satellite public schools situated right on campus. BCC's Family College is not the nation's first—that honor goes to Kingsborough Community College, where a satellite school for toddlers in Community School District 21 opened in 1992; the BCC Family College opened the next year.

The two campuses are now thriving, according to the youngsters' principal, Dr. Susan Rolon Soto, who has 100-plus

All in the Family



Photo, Jeff Wisotsky

children spread out in five levels of classes between Pre-K and 2nd grade (a "Pre-K Plus" class includes some special needs children). About 70 parents were enrolled this last year, five of whom graduated in June. Family collegians must have a high school diploma or GED, receive aid for dependent children, and be willing to major in vocational study approved by the City's Human Resources Administration, which pays 80% of the costs (the University provides the other 20%).

Fortunato, who is pictured with Stephanie at the Parents Room's computer stations, hopes to gain her nursing degree in 1999. She found out about Family College when she was going to class one day and saw children coming out of a building. She gives high marks to the Family College staff, especially Dr. Soto: "There are no 'if's' or 'but's' here...before you open your mouth you have help with problems that come up."

All the World's a Classroom

By Peter Taback

CUNY students have had a lengthy romance with international study, and for many years the University has been playing matchmaker for them, offering study-abroad programs from Dublin to Dakar. If the University's foreign study programs are more scholarly than the aristocratic tours familiar to readers of Henry James and Edith Wharton, it remains true that CUNY students have waxed philosophical at Left Bank cafés and climbed to the top of Prague's Hradcany Castle to toast humanity. Not wishing to repeat the famous Defenestration of Prague that occurred in that city, they climb carefully down. CUNY began as a Free Academy; now, at 150, it is a global one as well.

Eager to enroll in this worldly curriculum, CUNY students routinely absorb the cultures and immerse themselves in the languages of several countries, earning academic credits somehow more aromatic than those to be had in a Stateside classroom. Students interested in the 32 short-term study abroad choices offered through the Office of International Programs can also benefit from special financial support. Grants known as Study/Travel Opportunities for CUNY Students (STOCS) alleviate part of the financial burden.

"STOCS grants often make the difference between fantasy and reality," says STOCS administrator Yvonne Thurman. "When students receive these grants, horizons quite literally open before their eyes. It is their ticket to a learning experience they never considered possible." The awards are based on need as well as on a brief ap-

plication in which students offer a personal statement about their interests in foreign study. The funds for STOCS come from the DeWitt Wallace Youth Travel Enrichment Fund of the New York Community Trust, which recently renewed its \$95,000 funding for a fourth year.

Since STOCS grants average between \$500 and \$1,000, they can cover a significant share of costs for these winter or summer intersession programs, which normally last a few weeks. STOCS have been applied to courses in nearly every discipline, from Arabic language and culture to film studies to "Puerto Rican Folklore and the History of the Caribbean" and "American Writers in Paris."

Student acclaim for their STOCS experiences resonates from far-flung corners. Margaret Wallace, who graduates this year from Medgar Evers College, took part in a Comparative Education program in Great Britain last summer. As part of the course, she was placed at the Rosendale Junior School in Southeast London as a student teacher. Right away, she found out how different classroom practices are across the Atlantic. "It was completely alien," she recalls. "Here the teacher stands at the chalkboard all day; in London, they work one-on-one with each student."

While in London, Wallace, who majors in special education, put this unfamiliar pedagogy into practice, spending much of her classroom time helping one particular student grow more comfortable using language. "He was so bright, so able to express himself verbally, but he couldn't put



STOCS student Louisa Odonés, whose trip to Ecuador took an unexpected turn at a children's talent contest in Guayaquil.

his ideas down on paper," she says. Wallace admits that the opportunity to observe two classroom philosophies side-by-side would have been hard to come by in New York.

Fellow traveler Roseanna Carter might agree. A student at Hostos Community College, Carter spent a month in Madrid with the Kingsborough Community College program in Spanish language and culture. "It wasn't like looking at a slide in art history," she notes. "You got to see things firsthand." Unlike conventional tours or studying in a classroom, CUNY's students are able to interact with their subject matter repeatedly. In Madrid, Carter visited the Prado day after day, deepening her understanding of its remarkable collection.

Former Chancellor W. Ann Reynolds found CUNY students' ability to maximize international experiences to be the norm. "Students at this university are more worldly than their peers nationwide," she said at a recent STOCS reception. "CUNY students know that one of the best ways to find out about the world is to go and see it."

As with any classroom experience, STOCS recipients often end up learning a lot more than they expected—and not in ways laid out neatly in textbook fashion. Louisa Odonés' story is a case-in-point. A College of Staten Island student, she participated in an intensive language program in Guayaquil, Ecuador, simply to perfect her Spanish; she did not expect her perspective on the world to change. Odonés was housed with a middle-class family, but noticed a great material disparity between her hosts and anyone she had ever known before. Instantly, she recognized that Ecuador's middle class has little in common with ours in the United States: "I never realized how rich I was, that the basic things we take for granted in the U.S. are the same things that are worth so much in another country."

One evening, Odonés attended a talent show featuring a few young girls from the community. Afterward, she looked around for proud parents beaming at their daughters' achievement, but saw none. She was surprised, as the hour grew late, that no adults came to take these girls home. Eventually, she discovered that she was visiting an orphanage. "I was so overwhelmed that all of these young, beautiful girls had no parents to pick them up," she recalls. "They had so little. I began to cry to my host mom. A few days went by and I felt the same."

And so she devised a plan that suggests Odonés learned the kind of lesson no sociology or economics class could teach. With

a few hundred dollars she intended to use on a side trip to Peru, Odonés headed for a local market. For the girls of the orphanage, she bought toothbrushes, cups, T-shirts, and a little bit of candy. "These are luxuries in Third World countries," she said. Odonés admits to being profoundly affected by her trip to Ecuador and her exposure to these different lives. "Not a day goes by when I don't think of them all. The College of

"Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it solely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one corner of the earth all one's lifetime."

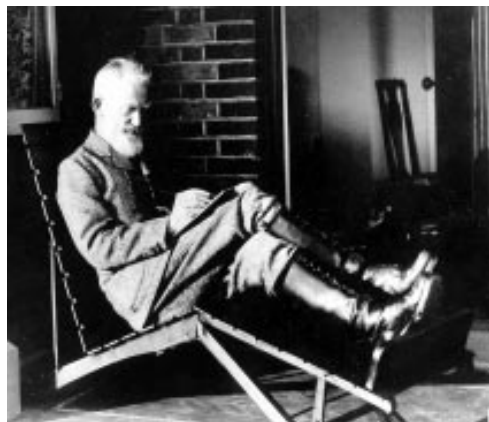
—Mark Twain, *Innocents Abroad*

If you know of CUNY students who could profit from STOCS study, urge them to contact the Office of International Programs in the Office of Academic Affairs, 212-794-5666.

IN LIEU OF OUR USUAL FEATURE INTERVIEW...

Shaw's Ten Rules for Being Interviewed

Bernard Shaw interviewed the actress Elizabeth Robins on February 4, 1893, and toward the end of the session, according to Shaw's diary, she "got rather alarmed...and swore she would shoot me if I said anything she did not approve of." The next day Shaw wrote her a letter containing the following rules. The interview never did see the light.



1. Never let an interviewer put you on your guard. It is only his way of putting you off it.
2. Never let him know or see anything that is not for publication. Either barricade the front door or surrender at discretion.
3. Remember that you can be interviewed or not interviewed, as you please; but you cannot be both interviewed and not interviewed at the same time.
4. Remember that the interviewer is a practised comedian.
5. Remember that all interviewees say exactly the same things, and that the interviewer knows them by heart.
6. Remember that the interviewer knows them by heart whereas the interviewee is necessarily a comparative novice.
7. Remember that the published interview will be a mass of misinterpretation & that the production of your portrait will be a hideous failure.
8. If the interviewer makes any difficulty about letting you see copies, do not argue the point, but just write quietly for them to his editor.
9. Get interviewed as often as you can by good interviewers & let them say what they like so long as their copy is containing.
10. (& chiefest) Always interview yourself if you can.

The Limits of Academic Freedom

Louis Menand, Professor of English at the Graduate School, is the editor of a new anthology, *The Future of Academic Freedom* (University of Chicago Press), that includes essays by Richard Rorty on the philosophical presuppositions of academic freedom, Ronald Dworkin on the need for a new interpretation of the concept, and essays by Cass Sunstein and Henry Louis Gates on the problem of hate speech. Menand's lead essay in the volume has been adapted here with the author's kind permission.

Coercion is natural; freedom is artificial. Freedoms are socially engineered spaces in which parties engaged in specific pursuits enjoy protection from parties who would otherwise naturally seek to interfere in those pursuits. One person's freedom is therefore always another person's restriction: We would not have even the concept of freedom if the reality of coercion were not already present.

Since freedoms are socially constructed and maintained, their borders are constantly patrolled on both sides. Those on the inside are vigilant about external threats of interference; those whose interests impel them toward intervention are keen to find some means of influencing behavior inside the protected space.

Those inside the space are continually articulating rationales for maintaining, or even expanding, their sphere of activity; those whose activities or interests place them on the outside are continually questioning those rationales or proposing rationales of their own for restricting or redefining the freedom in question. When the rationale articulated on the inside appears weak, the advantage swings to those on the outside.

This seems to many people today to be the case with the American university. Even people friendly to the university have begun to feel that it has brought its troubles on itself by failing to agree on an account of its activities that merits continued social commitment. They worry that forces eager to reduce public support for universities or (what amounts to the same thing) to restrict access to higher education have been handed the rhetorical weapons they need by the very people who stand to suffer from those reductions—by academics themselves.

At the heart of the political and economic battles over the future of the university is the concept of academic freedom. Academic freedom is not simply a kind of bonus or philosophical luxury enjoyed by workers within the system. It is the key legitimating concept of the entire enterprise. Virtually every practice of academic life we take for granted—from allowing departments to hire and fire their own members to not allowing football coaches to influence the quarterback's math grade—derives from it.

Any internal account of what goes on in the academic world must at the same time be a convincing rationale for maintaining the space defined by academic freedom. The alternative is a political free-for-all in which decisions about curricula, funding, employment, classroom practice, and scholarly merit are arrived at through a process of negotiation among competing interests. The advantage in such negotia-

tions will lie with the professors.

The debate over the contemporary university has become absorbed by two issues. The first is the so-called politicization of the humanities—the notion that since all knowledge is political and furthers the interests of some person or group, teaching and scholarship ought to be undertaken with their political intentions firmly in mind, specifically with a view to redressing the disparagement or neglect of subordinate groups. The second is epistemological relativism—the notion that judgments and values cannot be objective or universal, and that ideals like “disinterestedness,” “reason,” and “truth” are insupportable abstractions which we would be better off abandoning in favor of more frankly relational and historicist terms like “perspective,” “understanding,” and “interpretation.” The journalistic shorthand for the first issue is “multiculturalism,” with the implication of anti-Western animus; the shorthand for the second is “postmodernism” (sometimes, even less accurately, “deconstruction”), with the suggestion that it underwrites an “anything goes” nihilism.

Critics have succeeded in reducing the debate over higher education to one over these catch-all terms, and in nearly all the full-scale attacks on the contemporary academy the persistence of multiculturalism and postmodernism is adduced as a reason for trustees, alumni, administrators, and public officials to intervene in the internal academic affairs of universities. This recommendation is quite explicit, for example, in Dinesh D'Souza's best-selling *Illiberal Education* (1991) and in Lynne Cheney's *Telling the Truth* (1992).

The consequence is that people outside the university who are alarmed by the specter of encroachment on academic freedom tend to assume that a defense of the freedom of academics to determine the content of their own work must entail a defense of postmodernism and multiculturalism. Since those notions seem antithetical to the traditional values of academic activity, the values on which the rationale for academic freedom has conventionally seemed to rest, any defense appears hopelessly compromised from the start.

The university does have internal problems that threaten the future of academic freedom, but postmodernism and multiculturalism, however those terms are defined, are not among them. And it is a mistake to assume that the practices and



Louis Menand. Photo, Gasper Tringale

ideas they stand for, even in the minds of D'Souza and Cheney, somehow transgress the limits of the kind of activity academic freedom is designed to protect. They may—they do—pose a public relations problem for universities that is not insignificant. But it should be obvious that the fact that multiculturalism and postmodernism will probably never enjoy majority popular acclaim is irrelevant to their status as ideas deserving of the usual protections of academic freedom. If it was only popularly acclaimed ideas that merited protection, we would not need the protection in the first place.

A more deeply misleading assumption informing debate is the notion that some unproblematic conception of academic freedom exists that is philosophically coherent and will conduce to outcomes in particular cases which all parties will feel to be just and equitable. No such conception exists, and the reason has to do with the social origins of all freedoms.

It has been customary since Isaiah Berlin's famous essay “Two Concepts of Liberty” to distinguish between “negative” liberty, which is freedom *from* interference in one's pursuits, and “positive” liberty, which is freedom *for* a predefined end. Berlin was describing two traditions of political thought, but he made it clear negative liberty was the stronger liberal conception, since it acknowledges the incommensurability of ultimate ends in modern life. Under a regime of negative freedom, individuals are treated as autonomous moral agents who are capable of choosing their own ends and whose destinies are therefore (to that extent) in their own keeping, *for good or for ill*.

In practice, though, every freedom has both positive and negative dimensions, because every freedom is created—and is created for a purpose. Freedoms (or rights, in the legal vocabulary) do not pre-exist in civil society like so much virgin forest, which civil libertarians, like environmentalists, strive to preserve from encroachment. Freedoms are, in effect, manufactured by civil societies in order to further some conception of the good life, even if that conception is, as Michael

Walzer has suggested it is for American society, simply the belief that individuals should be free in the negative sense to pursue their own ends without answering to those who favor different ends.

Academic freedom is obviously such a two-faced concept. It establishes a zone of protection in the interests of furthering the ends of academic activity—that is, of teaching and inquiry. The argument over the propriety of campus hate speech codes points up the positive aspects (in Berlin's sense) of the concept. For the question of whether academic freedom countenances such regulations is separate from the question of whether the First Amendment countenances them. Freedom of expression and academic freedom are not the same freedoms; each is designed to further somewhat differently defined goods.

On the other hand, making this distinction does not dispose of the question whether hate speech codes are compatible with academic freedom, since although it can be argued that hate speech falls outside the protection of academic freedom on the grounds that such speech serves no plausible educational purpose, it can also be argued that hate speech is protected by academic freedom, on the grounds that no educational purpose is served by censoring expressions which, since they enjoy constitutional protection, students will have to live with in the non-academic world.

Clearly, no single definition of academic freedom will satisfy both sides of this disagreement: The concept will tip the scales on either side depending on how it is defined and on which of the many things that go on in universities it is thought to protect. This does not, just as clearly, mean that definitions of academic freedom are useless.

The concept of academic freedom, in short, has always been problematic. It is *inherently* problematic. Like any ideal concept, it requires a willing suspension of disbelief in order properly and efficiently to do its work. In times of stress, it becomes easier to see the ways in which ideal concepts don't have all four feet on the ground at the same time, and this is what we are seeing now in the case of academic freedom. Insuring that the concept continues to work properly, and to provide the protections it has traditionally provided to members of academic communities, is not something that can be accomplished by tinkering with its inner philosophical workings—by coming up with an abstract construction that *will* run with all four feet on the ground.

When the ideal of academic freedom enters the reality of institutional practice, inequities in the distribution of that freedom inevitably result. When John Dewey helped launch the American Association of University Professors in 1915, he dismissed the notion that the organization's primary function would be to arbitrate disputes over, and protest against the abridgments of, academic freedom. But in his presidential report at the end of the Association's first year, he acknowledged that a surprising number of cases had arisen which required protest and arbitration. He hoped, he said, that the first year was an aberration. But it seems likely that these cases will always arise, for the reason that freedom is always triumphant at the expense of something else. ♦

"Freedom of expression and academic freedom are not the same freedoms."

(Mis)Identifying Collegiate Talent

Queens College political scientist **Andrew Hacker** is the author of seven books, most notably *Two Nations: Black and White*. His most recent study, *Money: Who Has How Much and Why* (Scribner), has just appeared and explores many facets of the distribution of wealth in contemporary America. (Yes, the rich are getting richer and the poor more numerous.) In the following excerpt, printed with the author's kind permission, Hacker considers whether the hubris of admissions officers on the nation's most prestigious campuses is entirely justified.

Some individuals have gifts that others cannot hope to emulate. We can all cite artists, authors, and composers whose achievements stand far above those of any of their rivals. The same holds true for small numbers of scientists, athletes, and actors who display an unusual flair. The list could easily be extended to include attributes that make for a good parent or an understanding friend.

But talent could be more widespread than we believe, and we may have blinded ourselves to that possibility. One reason is our penchant for ranking people and their capacities, with those lower on the lists being deemed of doubtful competence. (Would you want your child taught by a second-tier teacher?) Another reason stems from a reluctance to discover and develop abilities that in fact exist but lie dormant due to lack of encouragement. (Surely, there are potential world-class chess players in every inner city.)

Derek Bok, Harvard's president for 22 years, argued that every society contains only "a limited supply of highly talented people." If our goals are efficiency and equity, he says, we had best "begin thinking of talent as a finite resource." Of course, it is not surprising that someone who headed Harvard thinks this way. Indeed, that institution maintains its reputation by persuading the public that very few can hope to meet its standards.

Of the 13,000 high school seniors who apply to Harvard in a typical year, only one in six is accepted. Given the school's well-known reputation for academic excellence, we may presume that most of the applicants had reason to believe that their records were suitable for admission. But even among this accomplished stratum, the great majority fail to make the cut. Nor were the decisions on whom to admit made capriciously. Harvard has a sizable admissions staff, whose members read folders and examine essays, conduct probing interviews, and hold numerous meetings in an effort to ensure that they are culling the very best.

If any group deserves to be called "highly talented" it must be the high school students Harvard enrolls each year. Similar claims have been made by another dozen or so schools,

which admit only a small fraction of their applicants. (Or just short of a dozen: Amherst, Brown, Cornell, Dartmouth, Duke, Princeton, Stanford, Williams, Yale, and perhaps the University of Pennsylvania.)

There is only one problem with this premise.

When we look at the graduates of selective colleges, say, 30 years later, the results are disappointing. Despite their presumed promise, few have carved out distinctive careers. Needless to say, most are good providers and responsible citizens. But shouldn't more be expected?

One place to look is leadership in the corporate world. An inspection of the 100 largest corporations and financial firms reveals that only 11 of their chief executives were Ivy League undergraduates, and three of them had studied engineering at Cornell. Of course, the country has some 3,000 colleges, and no one expects the alumni of a few to command all the top positions. But that is not the issue here. Rather, the question is how

many graduates of selective colleges make it to the top in their later lives. Considering the care those schools took in choosing them, the outcomes are not auspicious.

Thus, if we take as our pool all male Ivy graduates who are now in the age range of current CEOs, it emerges that less than a tenth of one percent of them have reached the summit of the corporate world.

So one part of the story is that most of those supposed to be gifted turn out not to be so, or that the aptitudes they once displayed have not proved germane in later life. Our selection mechanisms have been shown to be incapable of identifying individuals with exceptional abilities.

Much more prominent on the CEO roster are graduates of such state institutions as Tennessee Tech,

Southwestern Missouri, North Carolina State, and San Jose State University. Or lower-tier private colleges such as Marquette, Wake Forest, Wabash, and Villanova. Indeed, it is probably not too much to say that the American economy relies on proving grounds such as Purdue and Texas Tech to supply people to make up for the Ivy League's miscalculations. ♦



Andrew Hacker. Photo, Frank Ward

Trustees Approve 1997 Retirement Incentive Program

On Sept. 29 the Board of Trustees passed a resolution clarifying the City University's early retirement incentive program for the Fall 1997 semester. The program, referred to as ERI-97, provides the same benefits as the programs offered in 1995 and 1996. Full-time instructional staff as well as selected titles within classified staff at senior and community colleges are eligible to participate.

This year, however, there will be two separate open periods for eligible employees. Classified staff who elect to participate in ERI-97 will retire on Dec. 31, 1997, while instructional staff will retire Jan. 31, 1998. Classified employees must make their election by Dec. 10, instructional employees by Dec. 22.

Informational seminars throughout the University, to take place in November, are now being planned and will be announced shortly. For further information, contact your campus's personnel office.

CUNY's Founder, continued from page 1

A few years after seeing The Free Academy up and running, Harris, who was born in 1804 in what is now Hudson Falls, New York, purchased a merchant vessel and began trading in the Far East. In 1854 he was appointed American consul at Ningpo in China, and the following year President Pierce named him the first U.S. Consul General to Japan.

Harris opened the first Japanese Consulate in Shimoda in 1856, arriving at Tokyo (then known as Yedo) in 1857. He negotiated a treaty of trade and amity that was signed in 1858, and he is credited with the initial opening of the Japanese Empire to foreign trade. Good will and honesty quickly gained Harris the respect and affection of the Japanese, and he was eventually named Minister Resident and Consul General in Tokyo. After retiring from diplomatic service, Harris returned to New York, where he spent the years before his death in 1878.

Today he is revered in Japan as a national hero—as suggested not only by "Dawn of Japan" but also by the support of this Founder's Day event by the Japan Chamber of Commerce of New York. The opera itself is being presented by the HAC-General Welfare Conference, a Japanese social service organization that promotes the welfare of handicapped and senior citizens.

Other highlights of the celebration of Townsend Harris was an address by Ambassador Seiichiro Otsuka, the Consul General of Japan, and the presentation by Dr. Moses of the Founder's Day Medal to Dr. Richard H. Rush, Harris's great grandnephew, a professor emeritus at American University, and the author of several books and hundreds of articles on investing. ♦

Why Stay in School?

Professor Hacker answers this question by noting that, according to the Census Bureau, during a working career a typical college graduate can expect to earn \$599,980 more than a person with a high school diploma. A master's degree adds another \$198,120, and a doctorate averages an additional \$523,470. The following table (from p. 214 of *Money*) shows that a college degree is more advantageous than it was 20 years ago.

| | 1975 | |
|---|----------|----------|
| | Men | Women |
| High school diploma only | \$14,007 | \$7,774 |
| Bachelor's degree only | \$21,152 | \$10,560 |
| Bachelor's per \$1,000 high school earnings | \$1,510 | \$1,358 |
| 1995 | | |
| High school diploma only | \$32,689 | \$22,257 |
| Bachelor's degree only | \$57,196 | \$36,901 |
| Bachelor's per \$1,000 high school earnings | \$1,750 | \$1,658 |
| Advantage for bachelor's 1975-95 | +15.8% | +22.1% |

OTHER LIVES

Taking Naval Cadets Before the Mast

Ralph Waldo Emerson once observed, "The power which the sea requires in a sailor makes a man of him very fast." Though the academic menu of students at the U.S. Naval Academy now focuses more on computer science and advanced physics than on lanyards or main-sails, the educational benefits of learning to plow the seas the old-fashioned way are still being reaped in the waters off Annapolis.

For 14 years now, Steve Schertler, Coordinator of Federal Relations in CUNY's Washington office, has helped naval cadets learn to capture the wind as a volunteer Senior Offshore Instructor at the Academy. "We take a very inexperienced crew of young men and women and expose them to situations where preparation, teamwork, leadership, and responsibility are not just goals but critical elements of every passage."

Schertler likens his briny syllabus to the methods of language immersion. "It is all of that, but if you ask some of my crew—who can be pulled out of their bunks at 4 a.m. onto a pitching deck as we drive hard to windward in a rain squall with our leeward rail two feet under—they might prefer to call it a 'submersion' program!"

The gift of a dinghy-size Blue Jay class sailboat from his father, an avid sailor, initiated a lifelong romance with sailing that has included participation in both the 1976 and 1986 Operation Sails. For the



Steve Schertler at the sailing bay of the U.S. Naval Academy, his fleet of 44-footers to the rear left.

earlier convention of tall ships Schertler sailed as an officer on the Norwegian training ship *Christian Radich*, which also made a Great Lakes passage to Duluth "to visit all those Norwegians in Minnesota." He has also raced in the Pacific and Mediterranean, made two transatlantic passages, and knows his way blindfolded to what Shakespeare called the "still-veiled Bermudas."

Schertler's first association with CUNY began, in fact, 12 years ago when he helped in the planning of the Center for Marine Development and Research at its most nautical campus, Kingsborough.

Budget Request, continued from page 1

The Trustees' commitment to improving student preparation was exemplified by the formation of two committees appointed by Chairwoman Anne Paolucci last spring: one on the "seamless transition" between high school and college and the other on remediation, performance, and graduation rates. Funding for improved student preparation takes several forms in the Request.

More than \$4 million will be devoted to a Teacher Education Initiative intended to substantially raise the performance of teacher education programs. Among its goals are establishment of leadership and doctoral programs in education, infusing instructional technology throughout the curriculum, and improving coordination among Education, Liberal Arts, and Science faculties.

The Request also envisions expansion of campus collaboration with high schools, most notably the College Now program, by far the largest such CUNY initiative and arguably the nation's largest. Run by Kingsborough Community College in partnership with 25 high schools in four boroughs, College Now has operated since 1984 and is serving 7,000 high school students this school year by offering after-hours college coursework taught by specially trained high school instructors, as well as remediation classes.

Funding of \$1.5 is also being sought for the College Preparatory Initiative (CPI), which, since 1991, has fostered CUNY collaboration with the Board of Education on the development of standards and curricu-

lum planning in key disciplines like English and math and science. CPI has produced annual increases in the number of better-prepared entering freshmen from the New York City public high schools.

Support is also requested for the large percentage (49%) of new CUNY students who were born overseas or are living in a home where a language other than English is spoken and can benefit from intensive ESL instruction. The Language Immersion Program currently serves more than 1,100 students whose English proficiency is likely to be a barrier to their success. It is hoped to expand Program to include all community colleges and two senior colleges, thereby expanding capacity to 2,500 students.

A related line item is for a grants fund to encourage the development of courses that combine ESL and content courses to be taught on-campus. Finally, funds are proposed for two or three innovative Basic Skills Immersion Centers that would operate on the same principles as Language Immersion Centers.

The Request also recognizes the need for improved student support services. Expanded child care programs (\$900,000) will aid the nearly 60,000 CUNY students who are parents, and \$1.2 million will maintain CUNY's reputation as a pioneer provider of assistance and assistive technology to students with disabilities (notably through the Homebound Program at Queens Community College and the Re-

Seaman-ship courses are required at the Naval Academy, and Schertler's classroom of choice is one of nearly two dozen 44-footers specially designed for midshipmen and requiring a crew of eight to ten. Cruises can

run up to three months, with individual passages consisting of as much as a week on the high seas.

A native of the Washington area, Schertler recalls with a wry laugh one particularly brutal storm off Bermuda. "My cadets were on their first extended offshore passage, and we were being hammered—sailing through house-size waves. It was the middle of the night, and I could tell my crew was looking for a little reassurance. So I told them there was good news and bad news. The good news was that the sun would be up in an hour. The bad news was that then they could see the waves we were going through!"

Schertler also recalls with amusement

the moment when, during a tight deep-ocean race, his crew executed several "jibes," a series of tacks downwind that are dangerous, especially at night, because the boom can sweep very quickly across the deck. "One of the crew was preening cockily after we had safely done this, and at just that moment he took a direct hit on the back of his head from a flying fish." Schertler draws the obvious lesson: "The sea is always capable of the unexpected."

Among Schertler's CUNY responsibilities is coordinating the Washington Internship Program, and he is alive to the similarities between learning to sail 44-footers and the Ship of State. "Just as some of my cadets have never before left the security of land, many of our dozen or so interns each summer have never been out of New York City. Total immersion is the ideal approach for both. When we started the internships 11 years ago, we agreed they would have a total experience of the Washington political scene. Students work full-time and are expected to spend their free time covering issues and events beyond their tasks in the office."

"Sinking or swimming is no choice," Schertler adds, pointing out the practical values of acquiring seaman's skills. "The ideal is to chart a course, enjoy the passage, and arrive safely at your destination. One of our former interns called recently to say he has done just that. He is now the spokesperson for a U.S. Congressman." ♦

Know of a City University faculty member, staff person, or student with an interesting "other" life? Contact the Editor of *CUNY Matters*.

source Center for Learning Disability Issues at Kingsborough). \$500,000 is requested to sustain the successful, six-year old Counseling Assistantship Program (CUNYCAP), which currently employs 240 graduate students as part-time advisors, mentors, and administrative assistants.

Improved student outcomes requires enhanced investment in libraries, technology, and facilities. Deterioration in funding for CUNY libraries has been particularly severe for the last decade: its book-buying power last year was 27.5% of what it was in 1985-86.

To offset this, \$2.5 million is being asked for a pilot program of University-wide participation in a cost-effective, standing-order Book Approval Plan with a book wholesaler.

A two-year library expansion program is also proposed, with funding of \$2 million in the first year. Among its several goals: bring all campuses to a 1/100 ratio of networked workstations per student FTE; extend full-service library hours; acquire new hard- and software; and support CUNY-wide licensing of electronic resources.

The Graduate School's new B. Altman site will double its library size. To staff this new space, extend the library's hours, and enhance its multi-media and electronic resources, \$2.1 million is requested.

On a related front, \$3.6 million is requested for a pilot program, the Computer Ownership Matching Program (COMP), intended to bring the now ever-more-vital advantages of at-home access to computing to CUNY students, few of whom can afford

the \$2,000 cost of a suitable workstation. A typical COMP package, it is hoped, will be bought through \$750 in State funding, \$750 in-kind contributions or discounts by industry partners, and a \$500 student contribution. COMP will ensure that CUNY students can compete on a level playing field, now that many campuses nationwide require ownership of a PC.

The Board also approved the FY1998/99 Capital Budget Request totaling \$359 million; \$337 million for major bonded projects and \$22 million for minor rehabilitation work. The budget continues to focus on critical health, safety, code compliance, and facility rehabilitation projects, and the expansion and modernization of facilities.

Major capital projects requested include several CUNY-wide initiatives, such as upgrading science, infrastructure and technology systems and addressing campus safety and security needs. Funds requested to implement individual campus projects include the design of the West Quad Building at Brooklyn College, Site II at John Jay, Academic Building I at Medgar Evers, Academic Village at Kingsborough, and renovation of the North Building at Hunter.

Funding for CUNY's senior colleges is supported 100% by the State. Funding for CUNY's Community Colleges is divided 50/50 between the State and the City.

The proposed University budget is subject to review and approval by the Governor, the New York State Legislature, the Mayor, and the City Council. ♦

The Great Debate of 1847

By Gary Schmidgall

Debate over public education is by no means new to New York City. It swirled vigorously in the local press in 1847, when a proposal for the establishment of a Free Academy was making its way through the state legislature.

Nay-sayers expressed the time-honored fear of higher taxes, with one anonymous letter writer in the *Commercial Advertiser* opining that the “blighting influence” of taxation was “driving our population to Brooklyn and Jersey City and laying out and building a city at Hoboken.” Colonel James Webb, editor of the *Courier*, entertained the same phobia, warning his readers, “In voting for this bill...our citizens are increasing *indefinitely* the annual expenses of the city.”

Webb also expressed the common fear that the city’s two established (and private) universities, Columbia and what is now New York University, might be threatened by this innovation: “The Academy may be so managed as to become directly *hostile* to the Colleges now established in the city.” Another writer in the *Evening Post* feared that if the Academy were well managed, “the rich will avail themselves of its advantages.”

Other opponents did not seem to mind letting their elitism or callousness show. In a letter signed by “A Mechanic” in the *Journal of Commerce*, we learn that “to send the children of persons possessing small means to college is doing them an injury rather than a favor. It is of this description of college-educated individuals that the ranks of pettifoggers and quacks are filled.” More blunt was another correspondent to the *Journal*, one Franklin, who blithely chided, “If parents are too poor to educate their children, let some go without an education. If any are suffering from hunger and nakedness, feed them and clothe them; but does it follow that you must send your beggar to Delmonico’s for an expensive dinner...?”

Supporters of the Free Academy idea, on the other hand, were by no means short on eloquence. An editorialist for the *Subterranean*, for example, posed this warm rhetorical question: “What father whose life has been passed in a continual struggle with poverty...whose

very soul sickens within his breast at the prospect before him when he beholds his children in the freshness and innocence of their morning life, who does not wish for them a happier fate, a less toilsome path than his own has been?” The Free Academy would serve such fathers.

An unsigned letter in the *Evening Post* rousingly predicted that the Academy would “give us intelligent mechanics, whose influence among our people, extending throughout the Union, and reacting upon ourselves, cannot fail to elevate our national character.” An *Evening Mirror* editorial ridiculed the fears of rivals: “Some are afraid that it will injure Columbia College and the University [i.e. N.Y.U.], but if those institutions rest upon so ticklish a foundation as to be upset by such a rival, the sooner they are got rid of the better.”

The same paper, a week earlier, appealed to civic pride: “There is no public institution to fill the gap between the common schools and the free scholarships in our [private] colleges....Philadelphia and Boston have their Free High Schools, and Albany its Normal School....Why should New York, the great model in Common School education, fall behind her sister cities?”

The *Daily Globe* urged the Academy as fostering “the indomitable purpose of our people to go ahead” which “has characterized our nation as a whole.” “This element of progress,” continues the editorial, “this unconquerable hope and faith of an improved condition, should be fostered and strengthened. The best mode of doing this is to increase, to the largest extent, the moral and intellectual powers of the individual citizen” through “such an institution as the Free Academy promises to be.”

In an editorial a week before the June 7, 1847, referendum on the Academy, the *Herald* wryly noted the relatively small cost at issue: “the sum voted to supply oysters and coffee for [the city’s Common Council] during a single year will pay nearly one-quarter of the whole expense of educating a thou-

A SESQUICENTENNIAL RETROSPECT: CUNY’S PRE-HISTORY 1754—1849

In 1866, The Free Academy—CUNY’s original institutional entity and the first free municipal college in the nation—officially became The College of the City of New York. Following is a time line highlighting significant events that brought public higher education to the citizens of New York City.

- 1754 King’s College chartered by King George II.
- 1784 Regents of the University of the State of New York established, replacing governors of King’s College, thereafter known as Columbia College.
- 1801 State legislature establishes four \$25,000 lotteries to be used by the Regents “in such manner as they shall judge most beneficial for the several academies, and most advantageous to literature.”
- 1805 The Society for Establishing a Free School in the City of New York chartered.
- 1826 Free School Society becomes the Public School Society.
- 1829 New York Working Men’s party calls for establishing free colleges, a call later made part of the platform of the radical Locofoco faction of the Democratic Party.
- 1831 Founding of University of the City of New York (after 1896, New York University).
- 1846 Board of Education consisting of 28 Democrats, 6 Whigs, and 2 Native Americans appoints Townsend Harris its President.
- 1847 On May 7 the Free Academy Act is passed and signed by Governor John Young, with a proviso for approval by referendum; one month later citizens vote overwhelmingly in favor; excavation begins for the Free Academy building, to accommodate 1,000 students.
- 1849 Free Academy opens for examination of 272 applicants on Jan. 15; on the 27th it opens with 143 male students.

sand youths.” And for the editorial’s finale all the stops were pulled out:

We cannot believe there will be any serious objections to the project. It is too benign, too excellent, too advantageous, to meet with opposition from an intelligent community. It will be too honorable to New York—to our State—to our country—to the age—to be now rejected. It will elevate too many of the unfortunate—enrich too many minds that might otherwise lie waste—increase too rapidly the lovers and defenders of the republic, and recruit too fast the ranks of the virtuous and wise, to be rejected by our fellow citizens.

The electorate appears to have shared such optimistic sentiments. In the referendum 19,305 citizens voted in favor of the Academy, and 3,406 against.

On January 27th, two years later, The Free Academy opened its doors to its first class of 143 young male New Yorkers, and City College’s and The City University’s institutional history commenced. (*Quotations above were drawn from Keep the Column Marching On, a brochure edited by Lois MacFarland and published by the Chancellor’s Office in 1975.*) ♦

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